



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Agenda and Meeting Materials November 2-3, 2016

Live Oak Pavilion
Student Union
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

**ACTIVITIES
BOARD OF GOVERNORS MEETINGS**

**Live Oak Pavilion, Student Union
Florida Atlantic University
777 Glades Road
Boca Raton, Florida 33431
November 2-3, 2016**

**By Telephone Conference Call
Dial-in Number: 888-670-3525
Listen-Only Code: 4122150353#**

Wednesday, November 2, 2016

3:45 - 4:30 p.m., **Select Committee on 2+2 Articulation**
or upon Chair: Mr. Alan Levine; Vice Chair: Ms. Wendy Link
Adjournment of Members: Huizenga, Lautenbach, Stewart, Tripp
Previous Meetings

4:30 - 5:15 p.m., **Innovation and Online Committee**
or upon Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Ed Morton
Adjournment of Members: Beard, Colson, Link, Stewart, Tripp, Tyson
Previous Meetings

5:15 - 5:30 p.m. **Governor Scott to Address the Board**

5:30 - 6:30 p.m. **Welcome Reception**

Thursday, November 3, 2016

7:30 - 8:30 a.m. **Members Breakfast with the Advisory Council of Faculty Senates**

- 7:30 – 8:30 a.m. Breakfast will be provided**
- 8:30 – 9:00 a.m. Academic and Student Affairs Committee**
 or upon Chair: Mr. Norman Tripp; Vice Chair: Ms. Wendy Link
 Adjournment of Members: Beard, Frost, Hebert, Stewart, Tyson, Valverde
 Previous Meetings
- 9:00 – 9:45 a.m. Strategic Planning Committee**
 or upon Chair: Mr. Dean Colson; Vice Chair: Ms. Patricia Frost
 Adjournment of Members: Beard, Jordan, Lautenbach, Levine, Morton, Tyson
 Previous Meetings
- 9:45 – 10:00 a.m., Select Committee on Florida Polytechnic University**
 or upon Chair: Ms. Wendy Link
 Adjournment of Members: Doyle, Jordan, Morton, Valverde
 Previous Meetings
- 10:00 - 10:30 a.m., Budget and Finance Committee**
 or upon Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Alan Levine
 Adjournment of Members: Colson, Doyle, Hebert, Huizenga, Kuntz, Tripp
 Previous Meetings
- 10:30 – 10:45 a.m. Break**
- 10:45 – 11:00 a.m. Florida Board of Governors Foundation – Annual Meeting**
- 11:00 a.m. - Board of Governors – Regular Meeting**
1:00 p.m. Chair: Mr. Tom Kuntz; Vice Chair: Mr. Ned Lautenbach
 or upon All Board members
 Adjournment of
 Previous Meetings
- 1:00 p.m. Lunch will be provided**

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



**CONSTITUTION
OF THE
STATE OF FLORIDA**

AS REVISED IN 1968 AND SUBSEQUENTLY AMENDED

ARTICLE IX

EDUCATION

SECTION 7. State University System.--

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

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

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

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

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



STATE
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Board of Governors

AGENDA

Select Committee on 2+2 Articulation
Live Oak Pavilion, Student Union
Florida Atlantic University
777 Glades Road
Boca Raton, Florida 33431
November 2, 2016
3:45 p.m. - 4:30 p.m

or

Upon Adjournment of Previous Meetings

Chair: Mr. Alan Levine; Vice Chair: Ms. Wendy Link
Members: Huizenga, Lautenbach, Stewart, Tripp

1. **Call to Order and Opening Remarks** **Governor Alan Levine**

2. **Minutes of Select Committee Meeting** **Governor Levine**
Minutes, September 21, 2016

3. **Strategies for Improving 2+2 Articulation** **Dr. Christy England**
*Associate Vice Chancellor
for Academic Research and Policy*

4. **Concluding Remarks and Adjournment** **Governor Levine**

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Select Committee on 2+2 Articulation
November 2, 2016**

SUBJECT: Minutes of Select Committee Meeting held September 21, 2016

PROPOSED COMMITTEE ACTION

Consider for approval the minutes of the Select Committee on 2+2 Articulation meeting held on September 21, 2016 at New College of Florida

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and consider for approval the minutes of the meeting held on September 21, 2016 at New College of Florida.

Supporting Documentation Included: Minutes, September 21, 2016

Facilitators/Presenters: Governor Alan Levine

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
SELECT COMMITTEE ON 2+2 ARTICULATION
NEW COLLEGE OF FLORIDA
SARASOTA, FLORIDA
SEPTEMBER 21, 2016

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

1. Call to Order and Opening Remarks

Chair Alan Levine convened the meeting on September 21, 2016 at 1:04 p.m. with the following members present and answering roll call: Governors Levine, Link, Huizenga, Lautenbach, and Tripp. A quorum was established.

2. 2+2 Best Practice: University of Central Florida's DirectConnect

Governor Levine reviewed the information presented to the Committee since the first meeting in March. He noted that in March Mr. Matt Bouck provided the Committee with an overview of statewide articulation law and policies. At that same meeting, Vice Chancellor Ignash shared data on how well 2+2 transfer students were doing once they enrolled in one of the state universities. At the June meeting Chancellor Madeline Pumariega with the Division of Florida Colleges provided an overview of Florida College System research and issues related to statewide articulation policy and processes.

Governor Levine shared the following key elements from the Committee's first two meetings.

- The Department of Education provides leadership and support for policies and programs that facilitate student access and transfer.
- The Articulation Coordinating Committee (ACC) has primary responsibility for monitoring the statewide articulation agreement.
- The Florida College System is a regional and national leader in producing AA graduates.
- Half of all AA graduates from the Florida College System enroll in one of our state universities.
- 2+2 promotes recognition and utilization of the Florida College System as a point of entry for postsecondary education, and the articulation agreement provides the pathway to upper division programs at the university and the college.
- AA transfer students are a significant source of SUS enrollments.

- Our state universities work very closely with the Florida colleges to facilitate transfer.
- 27% of AA transfer students graduate within 2 years of transferring to an SUS institution and 68% graduate within 4 years of transferring.

In setting the focus of the meeting, as outlined in the work plan approved on June 23, Governor Levine then stated “Are there best practices in 2+2 that can and should be implemented more broadly across our system in response to problem areas?”

Governor Levine then introduced Dr. J. Jeffrey Jones, Vice Provost for Regional Campuses at the University of Central Florida (UCF).

Dr. Jones provided an overview of how the DirectConnect program has helped improve access and student success. He noted that the program, now in its tenth year, has increased substantially since it was implemented in 2005-06. In 2005-06, UCF enrolled approximately one-fourth of all transfer students in the SUS and now they enroll one-third and 84% of transfers come to UCF with an associate’s degree.

He stated that DirectConnect improves access and success by increasing the number of students who successfully transition from an FCS institution to UCF and complete a bachelor’s degree. UCF has accomplished this by enhancing the existing statewide 2+2 program through strong partnerships with six FCS institutions. Leaders, faculty, and staff of UCF and FCS partner institutions regularly meet to discuss various aspects of the DirectConnect program and workforce needs. Faculty from FCS institutions and UCF work together to better align the curriculum on both sides and they have collaborated in the development of the FCS meta-majors. Emphasis has been placed on programs that respond to student and societal demand. For example, UCF has partnered with two FCS institutions to offer a nursing program in which students are concurrently enrolled at an FCS institution and UCF, allowing students to complete the program faster.

Dr. Jones noted that since 2009, over 30,000 degrees have been awarded through the DirectConnect program and that most of the graduates are working in Florida. He also stated that DirectConnect has increased diversity at UCF as one-third of the DirectConnect students are first generation students and over half come from an underrepresented minority group.

Dr. Jones concluded by highlighting two challenges for UCF going forward. One is the increasing number of transfer students, who now outnumber the first-time college students. The other is how to expand pathways for transfer students while also pursuing pre-eminent status.

Governor Levine inquired about the path for students who complete program prerequisites but who do not meet the academic requirements for their preferred program. Dr. Jones stated that they work closely with students in that type of situation to identify an appropriate path for them.

Governor Levine also asked about how well and how soon information is communicated to students so that they know which courses will count towards the requirements for a bachelor's degree. Dr. Jones noted that it is an ongoing issue but that common course numbering does help and that UCF is hoping to implement some technological solutions that would make it easier to evaluate courses for transfer credit.

Governor Tripp asked if UCF works with nearby FCS institutions who want to develop bachelor's degree programs that may compete with existing UCF programs. Dr. Jones stated that they do work very closely to identify the workforce needs and develop a plan for meeting the needs.

4. 2+2 Best Practice: University of South Florida's FUSE Program

Governor Levine introduced Dr. Paul Dosal from the University of South Florida.

Dr. Dosal thanked Governor Levine and introduced Dr. Jesse Coraggio, Vice President for Institutional Effectiveness and Academic Services at St. Petersburg College, and Dr. Paul Nagy, Special Assistant to the President for Strategic Planning and Analysis. Dr. Dosal then described how the newly implemented FUSE Program was designed to enhance the existing statewide 2+2 articulation agreement while also addressing two specific issues. One issue is the number of students who transferred without the required coursework. The second is the number of students graduating with excess credit hours.

Dr. Dosal stated that USF developed specific program pathways to accelerate student progression towards a bachelor's degree, which addresses both access and success. To aid in the transition, USF treats FUSE program students at the partner FCS institutions as USF students from the start. He reviewed the pathway developed for the accounting program and noted how it very clearly, and concisely, outlines what the prerequisites and program requirements are so that students understand right away what is expected. Dr. Dosal noted that the pathways were developed collaboratively by advisors and faculty from USF and partner FCS institutions.

Dr. Dosal noted that FUSE is now in the implementation phase and that program is expanding to include other FCS institutions this fall. Dr. Nagy reinforced the importance of strong partnerships and good relationships, and emphasized a strong desire to increase college completion. He described the FUSE program as an ecosystem that includes the best of both systems. Dr. Corragio stated that there is a responsibility

to give students a clear pathway and that the value of the FUSE program comes from the pathways created for students and from the relationships between the deans at both institutions who collaborated to developing the pathways.

Governor Tripp inquired as to how students are directed to these pathways. Dr. Corragio stated that students are no longer told to take a variety of courses and figure out what they want to do, but rather a lot of work is done upfront with students to identify their academic and career goals. He also noted that the pathways are built with some amount of flexibility so that students can change paths more easily. Dr. Nagy noted that 11 pathways have been developed so far in response to the needs of the job market.

5. Concluding Remarks and Adjournment

Governor Levine observed that the statewide guarantee is meaningless to students unless there's a pathway and that USF and UCF have gone beyond the state promise and also aligned with the workplace. He also noted that clearly defined pathways help students better manage their expectations and that the presentations laid a path for a system-wide discussion.

Governor Kuntz inquired about the Committee's next steps and the plan for coming to a conclusion while working with the FCS. Governor Levine stated that the Committee is following the work plan that was approved on June 23 and that the Committee is on schedule. He noted that in November the Committee will begin discussing strategies and that the Committee will have a workshop in January as indicated in the work plan.

Governor Levine stated that he has learned that articulation works well in Florida and that doing too much may set things back. He also observed that the next phase of articulation will likely be entrepreneurial, as evidenced by the programs presented during this meeting, with incremental changes to benefit students rather than system-level solutions.

Governor Tripp inquired as to how all universities would be required to implement some of these best practices. Governor Levine noted that it was important to consider the matter and that each university has a specific opportunity to work with the FCS institutions in order to make the statewide guarantee more meaningful to students.

Having no further business, Chair Levine adjourned the meeting at 1:42 p.m.

Christy England, Ph.D.
Associate Vice Chancellor, Academic
and Student Affairs

Alan Levine, Chair

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Select Committee on 2+2 Articulation
November 2, 2016**

SUBJECT: Improving 2+2 Articulation

PROPOSED COMMITTEE ACTION

For discussion

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

According to the Committee work plan, approved on June 23, 2016, the Committee will review a list of issues identified during previous meetings, along with potential solutions, and select the issues and strategies that will be addressed during the Committee's January workshop.

Supporting Documentation Included: Improving 2+2 Articulation

Facilitators/Presenters: Dr. Christy England

Improving 2+2 Articulation in Florida

Since March, the Board of Governor's Select Committee on 2+2 Articulation has reviewed the statewide articulation law and policies, the pipeline of AA students coming to the State University System (SUS) from the Florida College System (FCS), and the performance of AA students within the SUS. At the Committee's September meeting, staff from the University of Central Florida and the University of South Florida described programs that have been developed in partnership with institutions from the Florida College System in order to increase access, provide greater clarity regarding pathways to completing a bachelor's degree, increase degree completion, and meet local workforce needs.

Following is an overview of four major components of 2+2 articulation: the academic transition, the admissions process, the cultural transition, and information on AA graduates. In addition, issues identified during previous Committee meetings are outlined along with potential solutions. In many instances, a single solution may address more than one issue.

The Committee will review the four areas along with associated issues and solutions. Following this review, the Committee will determine the issues most critical to address during a January workshop. During the workshop, the Committee will work with invited discussants to identify and develop appropriate solutions to the most critical issues.

1. Academic Transition

Currently, completing an AA at an FCS institution ensures that upon transferring to an SUS institution students will:

- be admitted as upper division students to at least one SUS institution,
- have fulfilled all general education requirements,
- will receive credit for at least 60 transfer credit hours, and
- receive priority admission over out-of-state students.

As part of the AA degree, students should also attempt to successfully complete any necessary prerequisite courses needed for the desired baccalaureate program. To assist students and advisors in identifying the necessary courses, the Articulation Coordinating Committee (ACC) partners with SUS and FCS institutions to develop, approve, and maintain the Common Prerequisites Manual, which is a compilation of program prerequisites (<https://dlss.flvc.org/manuals/common-prerequisite-manuals>). Common prerequisites are standardized across all SUS and FCS institutions to facilitate efficient transfer of lower-level academic credit. Typically, students are informed of all degree program common prerequisite requirements through the academic advising process.

Florida also utilizes a common course numbering system, which has been in place since the late 1960's. The database includes courses from all public institutions in Florida and participating nonpublic institutions. Each institution determines the title, credit, and content of its own courses and recommends the first digit of the course number to indicate the level at which students normally take the course. Course prefixes and the last three digits of the course numbers are assigned by members of faculty discipline committees appointed by the Department of Education. The primary purpose of the common course numbering system is to facilitate transfer among postsecondary institutions in Florida.

Issue 1: Determining program prerequisites may still be time-consuming and confusing for some students. As seen in Attachment 1, the prerequisite information for the B.S. in Biomedical Science from the Common Prerequisites Manual requires first-time users of the manual to determine what courses are required by looking elsewhere in the manual to learn what the X's stand for. After that, users must then determine whether the courses are available at the intended FCS institution.

Issue 2: Meeting program prerequisites for highly sequenced programs and those with lab or studio requirements - such as many STEM, healthcare, and fine arts programs - can be challenging and difficult to do in a timely manner, particularly for transfer students. Students who begin at an SUS institution in such fields are advised to complete prerequisites as freshman and sophomores to ensure timely progression through the program of study.

Issue 3: Though AA transfers students are guaranteed admission to at least one SUS institution, admission to a program is not guaranteed through the statewide articulation agreement. Students may be admitted as non-degree seeking students if program prerequisites or academic admission requirements for the program have not been met.

Sample Solution 1: Clearly communicate institution-specific course numbers for the general education core curriculum courses and common program prerequisite courses for SUS and FCS institutions and a recommended pathway for completing the requirements for both the AA degree and the bachelor's degree at specific institutions. See Attachment 2 for an example from the University of South Florida.

Sample Solution 2: Send SUS advisors to FCS campuses to provide on-site information about admission, general education and program requirements to better facilitate the transition.

Sample Solution 3: Provide on-going and/or on-demand training for FCS and SUS advisors to better assist new advisors and advisors who are new to Florida and ensure experienced advisors are updated on critical changes.

Sample Solution 4: Work with FCS institutions to develop joint programs in which students concurrently enroll to ensure that students follow an efficient pathway for completing a bachelor's degree.

2. Admissions Process

As previously noted, SUS applicants with an AA from an FCS institution are guaranteed admission to at least one SUS institution. The application process often entails completing admissions applications, sending transcripts, and paying an application fee in some instances.

Issue: The application process can be time-consuming and costly for students and institutions.

Sample Solution 1: Where possible, develop a streamlined admissions process with FCS institutions to reduce the steps required to complete the admissions process to SUS institutions.

Sample Solution 2: Waive application fees for AA applicants to reduce the financial burden.

Sample Solution 3: Send SUS staff to FCS campuses to assist with admissions and financial aid questions and applications.

3. Cultural Transition

Often there are cultural differences between institutions. The campus and class sizes may be larger at one institution compared to another. Processes and procedures often vary, at least somewhat, between institutions. Student services may be centrally located at some institutions and dispersed at others.

Issue: Transfer students often experience a form of shock when transferring because of cultural differences. Students who are accustomed to small campuses and classes may be overwhelmed on a larger campus. Students who work off-campus or have family obligations may have limited time to engage in events that help develop a sense of community.

Sample Solution 1: Make SUS services, events, and activities accessible to prospective AA transfer students and facilitate networking for these students at campus events.

Sample Solution 2: Host special events for prospective AA transfer students on SUS campuses.

Sample Solution 3: Hold information sessions on FCS campuses for AA students.

Sample Solution 4: Send SUS staff to FCS campuses to assist with the overall transfer process.

Sample Solution 5: Establish a central point of service on SUS campuses for transfer students.

Sample Solution 6: Provide scholarships to AA transfers to reduce financial burden.

4. Information on AA Graduates

A considerable amount of data regarding AA graduates is currently available, including the pipeline from the FCS to the SUS, demographic characteristics of AA transfer students, and SUS outcomes for AA transfers.

Issue 1: Actual student behavior cannot be adequately described through descriptive data.

Issue 2: Some questions have been raised that have not yet been answered due to the complexity of the questions, the limitations or complexity of data systems, and the availability of the necessary staff to compile and analyze the data.

Sample Solution 1: Review existing ongoing analyses to determine whether additional ongoing analyses are needed to support BOG planning efforts.

Current ongoing analyses include:

- AA transfer pipeline from FCS graduation to application, acceptance, and enrollment in SUS
- Top majors for AA transfers
- SUS outcomes for AA transfers (e.g., graduation rates, GPA)

Sample Solution 2: Identify and conduct special studies at the system (or institutional level if appropriate) to answer the most critical unanswered

questions identified by the Committee but not addressed by the ongoing analyses for BOG planning, such as:

- Where do AA graduates go who do not transfer into SUS?
- Where do AA graduates who are admitted into SUS but do not enroll go?
- Do students transfer without loss of credit?
- What are the SUS outcomes for AA transfers by program of study?

Attachment 1

Program: Biomedical Sciences CIP: 26.0102
 Offered At: FSCJ, USF Track: 1
 Program Length: 120 Cr. Hrs.

REVISED 10/22/08

In 2011, changed prerequisites back to original prerequisites.

REVISED 3/2/11

Technical correction/addition March 2012

 LOWER LEVEL COURSES

	Cr. Hrs.
— BSCX010/X010L	4
Or— BSCX010C	4
& — BSCX011/X011L	4
Or— BSCX011C	4
& — CHMX045/X045L	4
Or— CHMX045C	4
& — CHMX046/X046L	4
Or— CHMX046C	4
& — CHMX210/X210L	4
Or— CHMX210C	4
& — CHMX211/X211L	4
Or— CHMX211C	4
& — Take all courses	
& — PHYX053/X053L	4
& — PHYX054/X054L	4
Or— Take all courses	
& — PHYX053C	4
& — PHYX054C	
Or— Take all courses	
& — PHYX048/X048L	4
& — PHYX049/X049L	4
Or— Take all courses	
& — BSCX093/X093L	4
& — BSCX094/X094L	
Or— Take all courses	
& — BSCX093C	4
& — BSCX094C	4
& — MACX241	4
Or— MACX281	
Or— MACX311	4
& — MACX242	3
Or— MACX282	
Or— MACX312	4
Or— STAX023	3
Or— STAX024	3

(Please see notes in the following page)

(Continues from previous page)

FOR ALL MAJORS: Students are strongly encouraged to select required lower division electives that will enhance their general education coursework and that will support their intended baccalaureate degree program. Students should consult with an academic advisor in their major degree area.

Attachment 2



GUARANTEED ADMISSION TO USF

COLLEGE OF ARTS & SCIENCES
BACHELOR OF SCIENCE: BIOMEDICAL SCIENCES

Catalog 2016/17



Students completing the following courses and requirements in combination with an AA from Hillsborough Community College will have automatically satisfied requirements to begin upper level coursework.

COLLEGE - ARTS & SCIENCES

Intended Program of Study- B.S. Biomedical Sciences

- Limited Access- **No**
- College Application Required- **No**
- Tests Required- **None**
- (College) Foreign Language Exit Required- **No**, however, beginning with students initially entering a Florida College System institution or state university in 2014-2015 and thereafter, coursework for an associate in arts degree shall include demonstration of competency in a foreign language

PRE-REQUISITE COURSES

(Common State Pre-requisites) (C or Higher in all courses; except where identified)

USF Courses

BSC 2010 & BSC 2010L
 BSC 2011 & BSC 2011L
 CHM 2045 & CHM 2045L
 CHM 2046 & CHM 2046L
 CHM 2210 & CHM 2210L
 CHM 2211 & CHM 2211L
 -Select one lecture/lab combo**
 PHY 2053 & PHY 2053L, or PHY 2048 & PHY 2048L,
 or BSC 2085 & BSC 2085L, or BSC 2093C
 -Select one lecture/lab combo**
 PHY 2054 & PHY 2054L or PHY 2049 & PHY 2049L
 or BSC 2086 & BSC 2086L, or BSC 2094C
 MAC 2241 or 2281 or 2311**
 MAC 2242 or 2282 or 2312 or STA 2023**

HCC Course Equivalent

BSC 2010 & BSC 2010L
 BSC 2011 & BSC 2011L
 CHM 2045 & CHM 2045L
 CHM 2046 & CHM 2046L
 CHM 2210 & CHM 2210L
 CHM 2211 & CHM 2211L
 -Select one lecture/lab combo**
 PHY 2053 & PHY 2053L, or PHY 2048 & PHY 2048L,
 or BSC 2085 & BSC 2085L, or BSC 2093C
 -Select one lecture/lab combo**
 PHY 2054 & PHY 2054L or PHY 2049 & PHY 2049L
 or BSC 2086 & BSC 2086L, or BSC 2094C
 MAC 2241 or 2281 or 2311**
 MAC 2242 or 2282 or 2312 or STA 2023**

Where needed, student must meet required pre-requisites for each course

**When there is more than one option listed, please consult your advisor to select the most appropriate course for you and your career goals.

Start Hillsborough Community College

The following course sequence is purely a suggested semester by semester plan for completion of requirements of the A.A. and pre-requisite courses. In cases where courses are not specified, students should consult the HCC advising guide to select the appropriate option A unique plan developed in consultation with an advisor at both HCC and USF may differ depending on student circumstances.

Note: In order to complete this degree at USF in 2 years, students must complete all state mandated prerequisites while completing AA coursework.

YEAR 1 HCC

FALL

ENC 1101 3
 CHM 2045 & 2045L 4
 MAC 2241 or MAC 2311 5

TOTAL: 12

SPRING

ENC 1102 3
 CHM 2046 & CHM 2046L 4
 MAC 2312 or STA 2023 3-5

TOTAL: 10-12

SUMMER

SPC 1608 3
 Humanities Core General Education 3
 Behavioral Science General Education 3

TOTAL: 9

YEAR 2 HCC

FALL

CHM 2210 & CHM 2210L 5
 BSC 2010 & BSC 2010L 4
 BSC 2085 & BSC 2085L 4
 History/Political Science General Ed 3

TOTAL: 16

SPRING

CHM 2211 & CHM 2211L 5
 BSC 2011 & BSC2011L 4
 Behavioral Science/History/Economics
 General Education 3
 Humanities General Education 3
 IDS 2891 1

TOTAL: 16

Graduate with A.A. from HCC

YEAR 2 Fall/Spring



USF START

YEAR 3 FALL USE

General Biochemistry (BCH 3053)	3
Upper-level BMS Bio/Chem Lab Elective (ex. BCH 3023L Basic Biochemistry Lab)	3
**General Physics I with lab (ex. PHY 2053/L)	3
Capstone FKL course	3
Upper-level USF Elective	3

TOTAL: 15

YEAR 3 SPRING USE

General Physics II with lab (ex. PHY 2054/L)	3
Upper-level BMS Biology Elective (ex. PCB 3063 General Genetics)	3
Upper-level USF Elective (ex. PCB 3063L Genetics Lab)	3
Writing Intensive FKL course	3
Upper-level USF Elective	3

TOTAL: 15

YEAR 4 FALL USE

Required Biomedical Elective (ex. MCB 3020/L General Microbiology with lab)	3
Additional BMS Chemistry or Bio Elective (ex. CHM 4300 Biomolecules I)	3
Upper-level USF Elective	3
Upper-level USF Elective	3
Upper-level USF Elective	3

TOTAL: 15

YEAR 4 SPRING USE

Upper-level BMS Chemistry Elective (ex. CHM 4292 Intro to Medicinal Chemistry)	3
Additional Biomedical Elective (ex. PCB 4234 Principles of Immunology)	3
Upper-level USF Elective	3
Upper-level USF Elective	3
Upper-level USF Elective	3

TOTAL: 15

**BSC 2085/BSC 2086 or BSC 2093/BSC2094 can be taken in place of PHY 2048/PHY 2049. Consult a USF advisor to determine the most suitable option for student specific goals.

The following is additional information for the College of Arts and Sciences:

Students interested in Biomedical Sciences may email ChemAdvise@usf.edu.

For general transfer advising inquiries please contact transfer-advising@usf.edu



Department of Chemistry | University of South Florida
Natural Sciences and Mathematics Advising Center | Tampa, FL 33620 | Phone: 813.974.3290
Email: ChemAdvise@usf.edu





STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

**Innovation and Online Committee
Live Oak Pavilion, Student Union**

Florida Atlantic University

777 Glades Road

Boca Raton, Florida 33431

November 2, 2016

4:30 p.m. – 5:15 p.m.

or

Upon Adjournment of Previous Meetings

Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Ed Morton

Members: Beard, Colson, Link, Stewart, Tripp, Tyson

1. **Call to Order and Opening Remarks** **Governor Ned Lautenbach**

2. **UF Online** **Ms. Evangeline (Evie) Cummings**
*Assistant Provost and Director of UF Online
University of Florida*

3. **A Look Inside the UF Online Classroom** **Dr. Lora Levett**
*Associate Professor and Director of
UF Online Program in
Criminology and Law*

4. **State Authorization Reciprocity Agreement (SARA)** **Ms. Vikki Shirley**
General Counsel

5. **Concluding Remarks and Adjournment** **Governor Lautenbach**

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
November 2, 2016**

SUBJECT: UF Online

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

In section 1001.7065, Florida Statutes, the 2013 Legislature created an institute for online learning at the research university that met all 12 of the academic and research excellence standards statutorily identified in that section of law. The Board of Governors verified that the University of Florida met those standards, and the institute was established and named UF Online.

Taking into consideration the UF Online Advisory Board's recommendation for approval of the comprehensive business plan for UF Online, the Board of Governors considered and approved the plan on September 27, 2013.

Section 1001.7065, F.S., requires the Advisory Board to "Monitor, evaluate, and report on the implementation of the plan to the Board of Governors, the Governor, the President of the Senate, and the Speaker of the House of Representatives." The Assistant Provost and Director of UF Online, Ms. Evie Cummings, will present the 2015-16 Annual Report approved by the Advisory Board on October 13, 2016, as well as the nonmaterial amendments to the comprehensive business plan that were approved at the same meeting.

Supporting Documentation Included: (1) UF Online Annual Report 2015-16
(2) Amendments to comprehensive business plan
(3) Comprehensive business plan

Facilitators/Presenters: Ms. Evie Cummings



UNIVERSITY OF FLORIDA ONLINE
ANNUAL REPORT

Academic Year 2015-2016

Presented to the UF Online Advisory Board

October 13, 2016

UF ONLINE
UNIVERSITY of FLORIDA

UF ONLINE ANNUAL REPORT ACADEMIC YEAR 2015-2016

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MESSAGE FROM THE DIRECTOR

The University of Florida is a comprehensive learning institution built on a land-grant foundation. We are The Gator Nation, a diverse community dedicated to excellence in education and research and shaping a better future for Florida, the nation and the world.

Our mission is to enable our students to lead and influence the next generation and beyond for economic, cultural and societal benefit.

~ University of Florida Mission Statement

The University of Florida delivers on this mission through its commitment to teaching, research, scholarship, and service. A leader in the state for premier academics, the University was proud to launch the UF Online program in January 2014 as the means to expand the Gator Nation further to reach students across the state, the country and around the world with an unparalleled undergraduate education in a versatile, online format. The successful launch of UF Online, the growth in online academic offerings, and the currently thriving online student body are testaments to the strength of Gator innovation and the power of our students and faculty.

Looking across the country to our academic peers, the University of Florida rises above with a unique online model at the undergraduate level. Our online programs deliver the same degree as our on campus colleges thanks to the very same faculty who teach and inspire our students on campus. We are at the forefront of public universities rising to meet the needs of students seeking a premier, reputable online degree experience that will lead to real success in their chosen career paths.

MESSAGE FROM THE DIRECTOR CONTINUED

This past year has been a time of significant change here in the University's online realm. We have continued to welcome a growing online student community with enrollments up over 30% while we simultaneously transitioned away from a private partner that was a key player in our initial launch back in 2014. We have worked hard to ensure this vendor shift remains invisible to our students, and even while transitioning, we have delivered improvements to the UF Online student experience.

I hope you enjoy reading through this year's annual report. I invite you to join us on our journey to provide students with a remarkable and dynamic online undergraduate experience as they pursue their academic goals in the format, timeframe, and life stage of their choosing. These pages reflect the hard work of a campus wide endeavor. UF faculty truly lead the charge for greater student access to UF academics in the now more expansive, digital classroom. In these many accomplishments, you will find the University's longstanding commitment to students coupled with the continual Gator spirit and drive to excel, innovate, and forge new pathways. We at the University of Florida always rise to the challenge and will always deliver the best for our students. They deserve it, and we are proud to welcome them into the Gator Nation online.

Go Gators!



Evangeline Tsisbris Cummings
Assistant Provost and Director of UF Online



INTRODUCTION

This year marks a turning point for the University of Florida (UF) Online program. Proudly serving over 2,000 new students, since its inception, the UF Online program has seen a rise in programs, students, and revenue and now welcomes a growing number of alumni. As we mature as a program, we are able to shift our attention to ensuring our continued sustainable growth and dynamic evolution. This year's annual report describes the major management strategy shifts instituted over the past year to ensure our continued success. This year also marks a turning point for the online student experience, the continued growth of new programs, and new options for student fees that reinforce our commitment to the affordability and the flexibility of UF Online for all of our students – current and future.

A DYNAMIC PROGRAM

UF Online is a driving force of discovery and innovation in online higher education in Florida, providing the best and most versatile online programs from a nationally recognized university with a proud land grant mission. Our online academic programs are among the best in the country. For UF Online to continue to grow, evolve, and remain on the cutting edge of teaching technology and digital learning, its management foundation must be strong yet nimble. Our management structure must be analytic and data-driven, empowering of ideas and yet connected so that as a campus system, we can fuel innovation, modulate investments in critical areas such as marketing, while also preparing as a campus each semester to welcome a growing number of students. To accomplish this, the University online program must have the information it needs to excel, to eliminate administrative waste, and to invest in what is working most effectively as it grows. Fundamentally, our foundation is that of academic integrity, embedded in the traditions and spirit of the entire University and its commitment to academic excellence. This year the University took significant steps to ensure that the UF Online program was on the best path possible with these needs in mind.

PHASES OF GROWTH

The UF Online comprehensive business plan guides us as we move UF Online through its phases of maturation as a program. UF Online's growth can be described in three basic phases. First, the University began UF Online during its "Launch Phase" from 2013-2015. Building on the University's long legacy of distance learning, the expedient launch of UF Online for the Spring 2014 term was a remarkable accomplishment for students, faculty, this University, and the State



UF ONLINE ANNUAL REPORT ACADEMIC YEAR 2015-2016

of Florida that invested in this now successful model for undergraduate learning. A private partner aided in this initial launch and provided critical support services during our early semesters. UF Online's second phase, "Excellence in all Operations to Ensure Sound Growth" began midway through 2015 as the University began work to integrate all major program functions back into University hands. Encompassing the next several years, this critical second phase will see a transformation of operations to ensure nimble delivery to a growing student body through significant campus-wide empowerment albeit in a connected manner. Our goal is to position the University ultimately to invest in and to fuel our expansion in Phase III beginning in or around 2018. Also articulated in the comprehensive business plan, we anticipate that the results from this intensive, campus wide commitment to online undergraduate programs will result in shared benefits across all university platforms, including the teaching and learning that occurs on our resident campus.

CORE MANAGEMENT STRATEGIES

UF Online continues to implement the strategies articulated in the comprehensive business plan thru these phases. These tried and true, core management strategies have guided the accomplishments of UF Online to date, the transition efforts this past year, and they frame our focus going forward. These management strategies guiding our sustainable growth include:

BOOSTING REVENUE

- **Highlights of actions we have taken this year** - UF Online's new, in-house marketing functions and a new online student recruitment center position UF Online to boost the enrollment of highly qualified applicants. Following a significant vendor transition and the launch of a new spring marketing campaign, we have seen an increase in student enrollments by over 30%. We also see promising trends in the increase of out of state student applications, admits, and enrollments as we work to increase the geographic diversity of our student population while generating tuition revenue to fuel course production and delivery. UF has also launched the second year of the Pathway to Campus Enrollment (PaCE) and saw confirmations for the fall 2016 term almost double by May 1, 2016. Separately, new revenue streams were established into online student services that enable students to opt into additional student services at their choosing with the new fees directly funding the services they wish to utilize.

CUTTING COSTS AND ELIMINATING WASTE

- **Highlights of actions we have taken this year** - UF Online continues to evaluate every expenditure to ensure the highest value use of every dollar of state appropriated funds and tuition revenue. Following concerns with



UF ONLINE ANNUAL REPORT ACADEMIC YEAR 2015-2016

performance, UF Online opted to terminate a contract with its largest vendor partner in December 2015. Following the termination, UF has seen a significant decline in costs and a substantial gain in retained tuition revenue due to the halt of the contract's tuition revenue share provisions. UF Online now targets needs for vendor expertise and no longer relies on an umbrella provider of services we were not fully utilizing given the program's maturation. By shifting many student services in-house, we have improved our impact on prospective and current students and enabled connectivity of many in house functions as an added benefit. UF Online has also built a significant in-house infrastructure to frame every business line and link it back to core data and student information. This new infrastructure now underpins UF Online's recruitment, marketing and advising services, ultimately improving our support of students, academic advisors and best assisting colleges in curriculum planning needs.

INVESTING IN HIGHEST-VALUE AREAS

- **Highlights of actions we have taken this year** - Where we have realized savings, we are targeting those monies for reinvestments in higher value priorities. This year we were able to take cost savings and divert them to fund a new piloted, virtual lab tool to deliver an upper division biology lab for the first time to our online students. Separately, where we see peak demand and limited capacity, UF Online has been able to divert costs savings to fund additional faculty salaries in the departments with the greatest demand. Ultimately, this strategic use of our funds better supports our faculty and students through high-quality online course content.

LEVERAGING PARTNERSHIPS AND CAMPUS EXPERTISE

- **Highlights of actions we have taken this year**- Working with partners across campus, we are able to serve online students with the same level of service and support as our on campus students. UF has a strong legacy of undergraduate student support, engagement, and service. This year, partners in the Division of Student Affairs, the Academic Advising Center, and the Colleges designed and delivered the first-ever, in-person online student "preview" or orientation. Comprised of both a welcome orientation plus group and one-on-one academic advising with faculty and real-time registration, this program focused the expertise on campus into the online realm and to the benefit of online, first time in college students. Focused on the second class of incoming PaCE students joining UF Online in Fall 2016, we anticipate replicating and expanding this model in future years with these same campus partners.

These strategies encapsulate the framework in our comprehensive business plan and these highlights demonstrate their value. UF Online continues to focus in these four areas to deliver on our goals as a program as we proceed through UF Online's phases of growth.

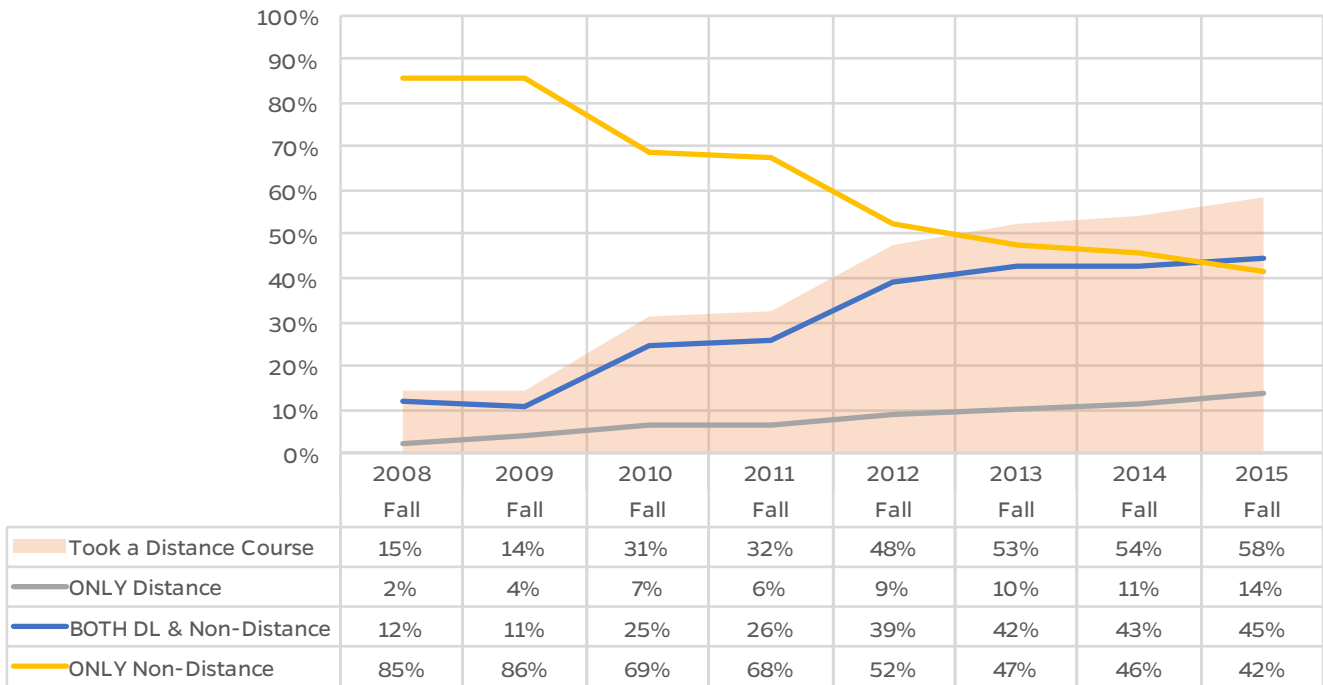
UF ONLINE ANNUAL REPORT ACADEMIC YEAR 2015-2016

DISTANCE LEARNING AT UF

UF Online is part of a much broader picture of distance learning at the University of Florida. It is important to note that, while UF Online students enroll in fully online courses, the percentage of all UF students taking online classes has increased steadily since 2008 as shown in the table and chart below. While this trend encompasses both graduate and undergraduate education, UF Online has an important role to play in the expansion of online education across the undergraduate student body. Many of the courses paid for and developed specifically for UF Online are used in a broader context across the undergraduate curriculum. In addition, many of the innovations, lessons learned, and processes established to serve the needs of UF Online are helping to fuel this growth. UF Online is proud to be a part of the vigorous cycle of continuous improvement in online education and pedagogy at UF.

UF Fall 8 Year Trend

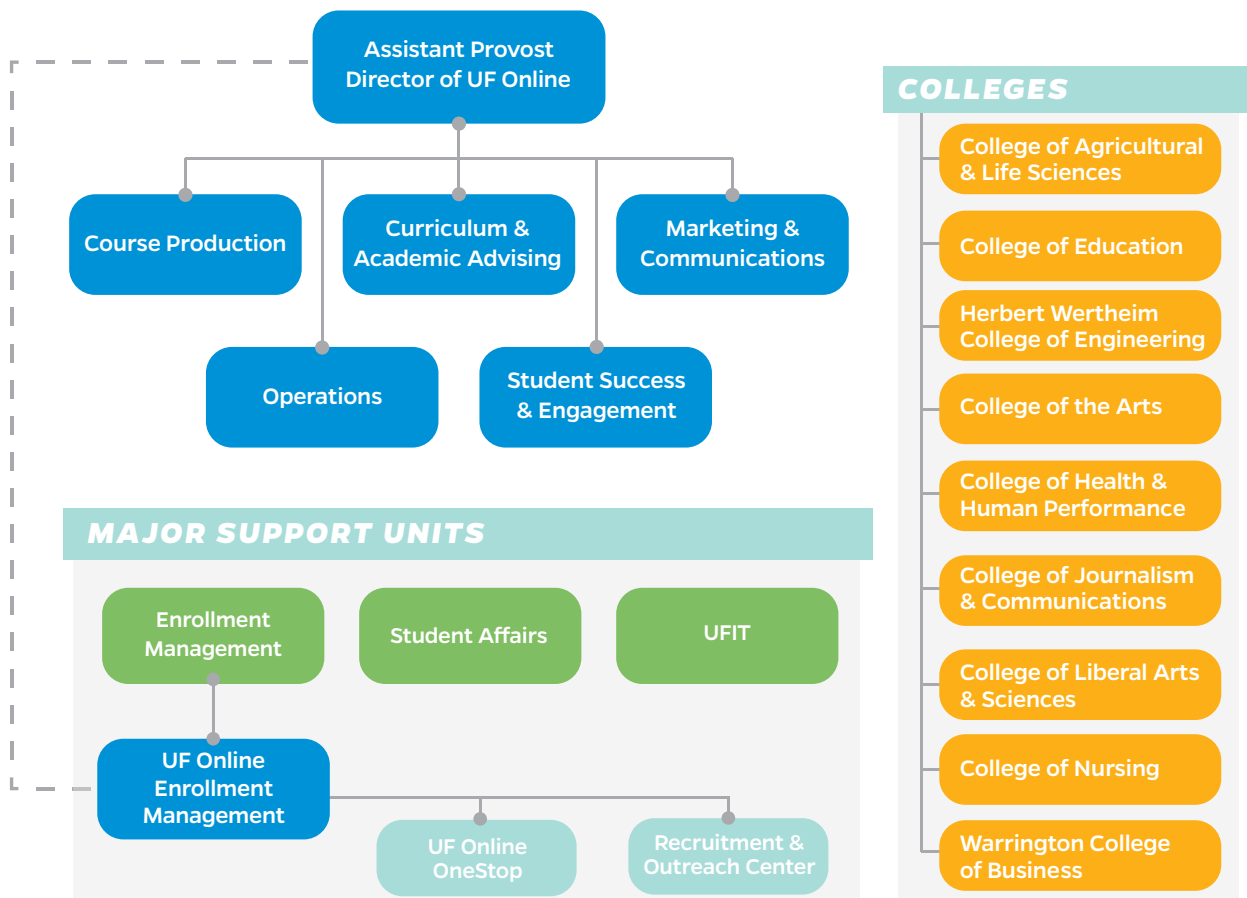
Percent of Total Students Enrolled in Distance & Non-Distance Courses



UF ONLINE ANNUAL REPORT ACADEMIC YEAR 2015-2016

ORGANIZATIONAL STRUCTURE

The UF Online program is a network of faculty, staff and administrators across the entire campus, all focused on delivering online programs and serving this entirely new online student body. When reviewing the organizational structure of UF Online, most importantly the colleges and departments of the University implement and deliver the online teaching for UF Online’s students just as they do for UF’s on campus students. During this past year, the University of Florida centralized its entire management function of UF Online into a core team with a new Director. This small, administrative office provides leadership and maintains the strategic operational functions to ensure the conditions are ripe for the colleges to deliver successfully a growing number of UF Online programs. Since the termination of the contract with the private partner, UF Online has expanded its centralized staff to manage the functions previously handled by that partner. Most notably an office of Marketing and Communications which reports directly to the Director of UF Online has been added. Additional staff have also been added within UF’s Division of Enrollment Management to handle all recruitment and outreach efforts.



UF ONLINE ANNUAL REPORT ACADEMIC YEAR 2015-2016

MODERNIZING UF ONLINE OPERATIONS

Over the past year, UF Online has instituted new systems to manage the entire lifecycle from lead generation to admitted student. The UF Online OneStop had been using a constituent relationship management (CRM) system on a limited basis to manage some aspects of the admissions process and ongoing student support. The CRM used was Salesforce.

Building on the nascent Salesforce expertise already found in the OneStop, we decided to build a more robust and expanded implementation of the CRM. The initial expansion targeted two functional areas at either end of the recruitment and application cycle:

→ 1. Lead generation and cultivation

All lead generation and cultivation had been handled by the private partner within their own CRM so an immediate need was recognized for these functions. We selected a marketing automation tool (Pardot) which couples tightly with Salesforce. This marketing automation tool allows us to run large-scale, automated campaigns which help to generate leads and cultivate interest among prospective applicants.

→ 2. Admissions data and processing

The formal application and admissions processes are handled through official enterprise systems. However, we needed a unified system for managing applicants from the point of initial contact all the way through the application process to the point of admission and beyond. As a result, applicant and admissions data are synchronized between the CRM and the canonical enterprise data sources. This synchronization provides admissions officers and student support personnel a unified view of applicants and admitted students.

Once we established these two critical pieces of the UF Online CRM, we have been expanding the functionality and usage of the system targeting such functions as lead conversion, application completion, and admitted student yield efforts. Additionally, this infrastructure is the foundation upon which we are building expanded online student engagement systems.

ACADEMIC PROGRAMS

This year UF Online offered fully online majors, minors and certificates and continued the PaCE program. The table below reflects the academic programs (majors, minors, and certificates) currently active in UF Online for our students as well as the programs targeted for inclusion in future academic years.

UF ONLINE PROGRAMS

Majors and Tracks	Minors	Certificates
Up to fall 2016		
<ol style="list-style-type: none"> 1. B.A., Anthropology 2. B.A., Biology 3. B.S., Business Administration 4. B.S., Computer Science 5. B.A., Criminology & Law 6. B.S., Environmental Management 7. B.A., Geography 8. B.A., Geology 9. B.S., Health Education & Behavior 10. B.S.N., Nursing 11. B.A., Psychology 12. B.A., Public Relations 13. B.A., Sociology 14. B.S., Sport Management 15. B.S., Telecommunication Media & Society 	<ol style="list-style-type: none"> 1. Anthropology 2. Business 3. Geography 4. Mass Communication 5. Sociology 	<ol style="list-style-type: none"> 1. Environmental Horticulture Management 2. Geomatics 3. Landscape Pest Management 4. Medical Entomology 5. Pest Control Technology 6. Urban Pest Management
New additions in spring 2017		
<ol style="list-style-type: none"> 16. B.A., Business Administration - Anthropology Specialization 17. B.A., Business Administration - Computer & Information Science Specialization 18. B.A., Business Administration - Criminology Specialization 19. B.A., Business Administration - Economic Geography Specialization 20. B.A., Business Administration - Educational Studies Specialization 21. B.A., Business Administration - Geology Specialization 22. B.A., Business Administration - Sociology Specialization 23. B.A., Business Administration - Sport Management Specialization 		
2017-2018		
<ol style="list-style-type: none"> 24. B.S., Communication Sciences & Disorders 25. B.S., Fire & Emergency Services - Emergency Management Track 26. B.S., Fire & Emergency Services - Fire Management Track 27. B.S., Fire & Emergency Services - Emergency Medical Services Management Track 28. B.S., Microbiology & Cell Science 29. B.A., Educational Studies 	<ol style="list-style-type: none"> 6. Accounting 7. Biology 8. Educational Studies 9. Entomology & Nematology 10. Family, Youth, & Community Sciences 	<ol style="list-style-type: none"> 7. Emergency Management 8. EMS Management
2018-2019		
<ol style="list-style-type: none"> 30. B.A., Advertising 31. B.S., Agricultural Education & Communication 32. B.S., Applied Physiology & Kinesiology 33. B.S., Computer Engineering 34. B.S., Entomology & Nematology 35. B.S., Finance 	<ol style="list-style-type: none"> 11. Advertising 12. Food & Resource Economics 	<ol style="list-style-type: none"> 9. Environmental Management 10. Public Relations 11. Sports Management 12. Computer Science 13. Criminology - Law Enforcement

UF ONLINE ANNUAL REPORT ACADEMIC YEAR 2015-2016

PATHWAY TO CAMPUS ENROLLMENT MAJORS

Starting in fall 2015, the University of Florida launched the PaCE program to welcome first time in college students into a new, hybrid program. These PaCE students complete the first part of their degree online and later may transition to campus at the upper division without having to reapply. The University has seen positive growth in PaCE and the 50+ majors included in the program. The table below contains the list of majors included in the PaCE program as of September 2016. This list is maintained online at: <http://www.admissions.ufl.edu/learn/pace/majors>.

PaCE PROGRAM MAJORS

College of Agricultural & Life Sciences (18)	
1. Agricultural Education and Communication <i>Tracks include Communication and Leadership Development or Agricultural Education</i>	12. Forest Resources and Conservation <i>Tracks include Environmental Pre-Law, Forest Business Management, Forest Resource Management, Protected Areas Management, Recreation Resources Management, Urban Forestry or Watershed Science and Management</i>
2. Agricultural Operations Management	13. Horticultural Science <i>Tracks include Horticultural Production, Horticultural Science, Organic Crop Production or Plant Molecular and Cellular Biology</i>
3. Animal Sciences <i>Tracks include Equine or Food Animal</i>	14. Microbiology and Cell Science
4. Botany, General Botany	15. Natural Resource Conservation
5. Dietetics	16. Nutritional Sciences
6. Entomology and Nematology <i>Tracks include Basic Science, Biosecurity, Ecotourism, Plant Protection or Urban Pest Management</i>	17. Plant Science <i>Tracks include Community Food Systems, Crop Ecology, Garden Design and Management, Landscape and Nursery Horticulture, Plant Genetics, Plant Health, Restoration Horticulture or Sustainable Food Production</i>
7. Environmental Management in Agriculture and Natural Resources	18. Wildlife Ecology and Conservation <i>Tracks include Wildlife Ecology and Conservation Specialization</i>
8. Environmental Science (BA)	
9. Family, Youth and Community Sciences	
10. Food and Resource Economics <i>Tracks include Food and Agribusiness Marketing and Management or International Food and Resource Economics</i>	
11. Food Science	
College of the Arts (4)	
19. Art	21. Digital Arts and Sciences
20. Art History	22. General Theatre
Warrington College of Business Administration (1)	
23. General Studies (BABA)	



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PaCE PROGRAM MAJORS

College of Design, Construction & Planning (5)	
24. Architecture 25. Construction Management 26. Interior Design	27. Landscape Architecture 28. Sustainability and the Built Environment
College of Health & Human Performance (3)	
29. Health Education and Behavior 30. Sports Management	31. Tourism, Events and Recreation Management
College of Journalism & Communications (4)	
32. Advertising 33. Journalism	34. Public Relations 35. Telecommunications
College of Liberal Arts & Sciences (18)	
36. African American Studies 37. Anthropology 38. Classical Studies 39. Computer Science 40. English 41. Exploratory 42. Geography 43. Geology (BS) 44. History	45. Linguistics 46. Mathematics 47. Philosophy 48. Religion 49. Sociology 50. Spanish 51. Statistics 52. Sustainability Studies 53. Women's Studies

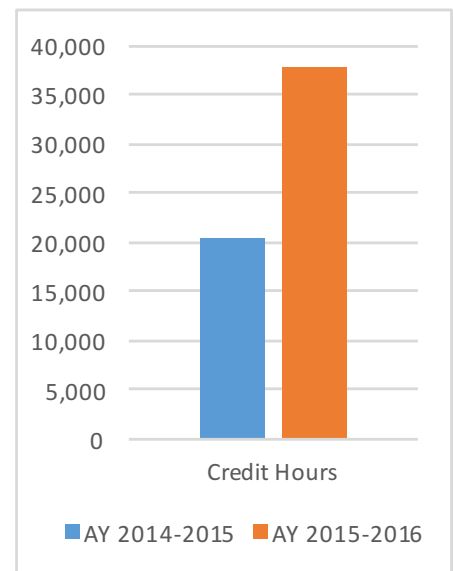
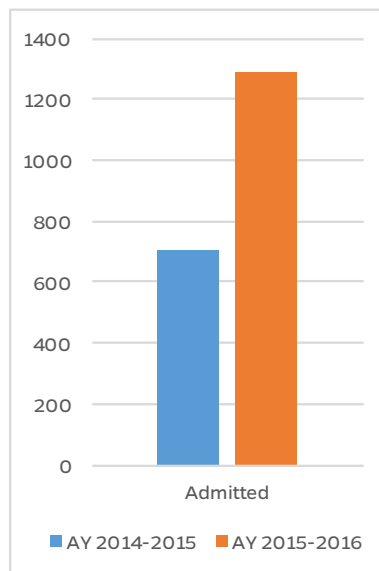
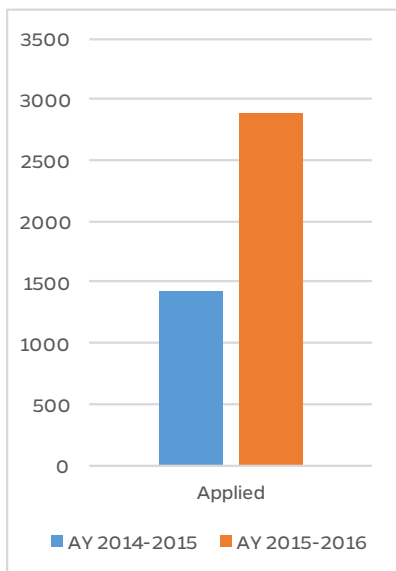


ADMISSIONS & ENROLLMENT

APPLICANTS AND ADMITTED STUDENTS

This academic year saw continued growth. The total number of applications increased from the prior year by just over 100% while the total number of newly admitted students increased by nearly 70%. The strongest area of year over year growth was among out of state students with over 181% more out of state students admitted this academic year than in the prior year. This growth is encouraging, but the total number of out of state students is still relatively low. We remain committed to recruiting qualified out of state students. The numbers below reflect a 45% overall admit rate and an 82% yield rate.

Term6	Applied			Admitted			Newly Enrolled			PaCE
	In State	Out of State	Total	In State	Out of State	Total	In State	Out of State	Total	
2014 Summer	195	26	221	75	1	76	73	0	73	
2014 Fall	596	106	702	328	28	356	304	15	319	
2015 Spring	429	69	498	254	20	274	226	11	237	
AY 2014-2015	1,220	201	1,421	657	49	706	603	26	629	
2015 Summer	490	123	613	191	24	215	158	11	169	
2015 Fall	1,093	286	1,379	541	68	609	464	42	506	258
2016 Spring	773	121	894	427	35	462	359	20	379	
AY 2015-2016	2,356	530	2,886	1,159	127	1,286	981	73	1,054	
AY YOY Growth	93%	164%	103%	76%	159%	82%	63%	181%	68%	



UF ONLINE ANNUAL REPORT ACADEMIC YEAR 2015-2016

FALL 2015 STUDENT DEMOGRAPHICS

The table below contain demographic information about the students enrolled in the fall 2015 semester.

Age	%	Full/Part Time	%	Description	%
< 20	19.45%	Part time	55.24%	White (non-Hispanic) incl. middle-eastern peoples	64.82%
20 - 24	25.73%	Full time	44.76%	Hispanic	16.71%
25 - 29	19.33%			Black (non-Hispanic)	8.35%
30 - 34	12.74%			Asian (incl. Indian subcontinent)	4.63%
35 - 39	8.54%			Not reported	3.35%
40 - 44	5.98%			American Indian or Alaskan Native	1.22%
=> 45	8.23%			Nonresident Alien	0.61%
<i>Average age is 28</i>				Hawaiian Pacific Islander	0.30%
Gender	%	Transfer/FTIC	%		
Female	56.52%	Transfer	73.47%		
Male	43.35%	First Time in College*	26.52%		

* Includes PaCE students admitted in fall 2015.

FALL TO FALL PERSISTENCE RATES

The table below contains fall to fall persistence rates comparing the fall of the prior academic year (2014) with the fall 2015 academic year.

Major	Fall 2014 Enrolled	Fall 2014 minus Grads	Fall 2015 Enrolled	Persistence Rate
Criminology & Law	104	81	57	70.4%
General Business	541	402	316	78.6%
Geology	7	7	4	57.1%
Health Education & Behavior	93	76	58	76.3%
Environmental Management	21	16	13	81.3%
Psychology	45	45	32	71.1%
Sport Management	76	53	35	66.0%
Telecommunication	4	4	2	50.0%
Total	892	685	517	75.5%

GRADUATES

The table below contains the number of graduates from UF Online by term and college.

Term	CALS	WCBA	HHP	JM	CLAS	NR	Total
2014 Spring	1	40	16		2		59
2014 Summer		49	11		3		63
2014 Fall	1	58	15		7		81
2015 Spring	3	43	8		12		66
2015 Summer	1	39	18		5		63
2015 Fall	1	55	17		10		83
2016 Spring	3	42	24	1	20		90
2016 Summer		31	16	2	19	22	90
Total	10	357	125	3	78	22	595

REVENUES & EXPENSES

UF Online continues to transition its budget reporting from the private partnership to one comprised primarily of in-house services. In turn UF Online continues to track and refine all expenditures to deliver each major functional unit and outcome. Refinements in the reporting of UF Online expenses by major functional area will result in a greater granularity and transparency in the reporting of UF Online revenue and expenses. Presented below are revenues and expenses from fiscal year (FY) 2015 and FY 2016 with relevant footnotes that clarify the impact of UF Online's management refinements in the reporting of expenses.

Looking ahead, starting FY17, we will report overall expenses for each major functional area (e.g., Marketing) including personnel (salaries), any vendor costs, and other expenses such as tools and infrastructure costs. These refined budget categories will increase the transparency and strategic management of UF Online expenses by major operating unit.

UF ONLINE REVENUE AND EXPENSES, FY15 - FY16		
	Fiscal Year Ending June 30, 2015	Fiscal Year Ending June 30, 2016
Tuition:		
In State	\$2,209,136	\$3,845,799
Out of State	\$359,627	\$961,450
Total Tuition Revenue	\$2,568,763	\$4,807,248
State Subsidy	\$5,000,000	\$5,000,000
Total Revenue	\$7,568,763	\$9,807,248
Expenses:		
Production ¹	\$1,649,217	\$1,126,245
Delivery ²	\$1,008,258	\$1,723,539
Enrollment Management	\$248,029	\$419,379
Direct Administration	\$693,200	\$738,233
Pearson Services	\$2,874,390	\$1,846,445
Overhead ³	\$24,832	\$272,944
UFIT ⁴	\$383,352	\$285,097
Student Services ⁵	\$1,281,422	\$1,583,614
Marketing ⁶		\$1,406,927
Proctoring ⁷		\$172,743
Operating Expenses ⁸		\$165,964
Total Expenses	\$8,162,700	\$9,741,130
Net Margin	(\$593,937)	\$66,118

UF ONLINE ANNUAL REPORT ACADEMIC YEAR 2015-2016

¹ The decrease in UF Online **Production** expenses from FY15 to FY16 was driven by four main factors: (1) UF Online opted to lower costs by incorporating new programs into UF Online that were already substantially online with therefore limited new production costs, (2) UF Online reevaluated the process through which courses were greenlighted for production to ensure that only the most critical courses were produced, (3) UF Online production has declined following the ramp-up for Spring 2014, and (4) UF Online diverted staff efforts away from new production projects to instead the full review of courses to prioritize future production and course refresh needs. Course production costs will likely rise as we continue to expand offerings including STEM labs and engineering programs that require a “full build” starting in academic year 2017.

² **Delivery** expenses are directly tied to increased enrollments and corresponding delivery compensation.

³ **Overhead** includes payments into the University’s administrative overhead system (i.e. RCM which is transitioning universitywide into the Overhead Assessment).

⁴ Information technology costs from FY15 and FY16 are captured in separate rows. In FY15, technology needs were viewed as student services and were therefore reported separately under **Student Services**. **UFIT** expenses were distinct investments in Canvas infrastructure.

⁵ In FY2015, **Student Services** expenses included the costs associated with technology needs for all students (approximately \$1,031,422) and online student academic advising (\$250,000). In FY2016, **Student Services** included the costs associated with technology needs for all students (\$1,408,614) and online student academic advising (\$175,000). As noted in the narrative above, starting in FY2017, UF Online will break these investments out separately to increase transparency and management of these costs. Beginning in FY17, UF Online will fund IT infrastructure and technology as part of the overall University’s budget model by contributing to the University Overhead Assessment. In FY2017, UF Online will report costs under **Student Services** that only include expenses directly tied to traditional student services costs such as, services provided by UF’s Division of Student Affairs, and UF Online initiatives that foster online student engagement and student success (e.g., UF Online’s virtual campus forum). Lastly, beginning in FY17, UF Online will separately report expenses for online student **academic advising** including advisor salaries and ongoing advising expenses.

⁶ In FY2015, **Pearson** included marketing expenses within the Pearson payments. Effective in FY2016, UF Online will report marketing expenditures as a separate budget item to increase transparency and management of those costs over time. Starting in FY2017, UF Online marketing expense reporting will include the marketing campaigns, staff salaries and tools.

⁷ In FY2015, **Proctoring** costs were not tracked separately and were included in Delivery expenses. Beginning with FY2016, Proctoring costs will be tracked and reported separately to improve transparency and management of these costs over time.

⁸ **Operating Expenses** includes facilities charges, infrastructure licensing, computer equipment, furniture, and other expenses related to office management and overall programmatic infrastructure and data analytic needs. In FY2015, these charges were included under Direct Administration, but beginning with FY2016 they will be a separate line item.

COURSE PRODUCTION & DELIVERY

UF Online course production welcomed a new Associate Director in January 2016 to oversee the production and timely delivery of online offerings. Working closely with faculty leadership to ensure UF Online's course production remains on the cutting edge, the new Associate Director convened fourteen sessions across campus to engage the faculty leadership of each major in UF Online. The goals of these meetings were to plan strategically the departments' needs for new development, course refresh, and to put in place 3-year curriculum plans that match the needs of students, faculty and course production resources. This critical work continues UF's efforts to merge online course planning into the fundamental fabric of college and department faculty effort planning and curriculum sequencing. We continue to focus on the needs of faculty to delivery premier online learning.

This emphasis in 2016 on funding strategic course production needs enables UF Online to mature its course production operations. This year UF Online transitioned course production operations from the initial launch fervor with significant production volume to ensure initial capacity to now a measured and strategic production schedule with greater predictability and up front planning and department engagement. These strategic management shifts are taking place all while fueling course innovations and pilots to continue to infuse UF Online courses with the latest technology and digital pedagogical techniques. In doing so the Associate Director focuses on adopting standard operating procedures, improving production efficiencies, enhancing faculty support, and infusing courses with innovative approaches.

This strategic management shift in course production is taking place all while the number of enrolled students have continued to grow, as have the number of courses and sections taught through UF Online. The unique number of instructors teaching in UF Online has also increased from the prior academic year by over 80%.

Term	Courses	Sections	Instructors
2014 Summer	50	61	64
2014 Fall	89	102	85
2015 Spring	108	109	98
AY 2014-2015	247	272	162
2015 Summer	73	90	83
2015 Fall	163	170	172
2016 Spring	186	191	198
AY 2015-2016	422	451	297
AY YOY Growth	71%	66%	83%

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INNOVATIONS IN COURSE PRODUCTION

While advancing the strategic operations of UF Online course production, we also remained dedicated and focused on the continual delivery of premier online learning. In the spring of 2016, the UF Online Director engaged the UF Online Faculty Advisory Committee, comprised of faculty from each college delivering UF Online courses and programs, and sought their continued and direct involvement in the growth in UF's premier online programs. The faculty committee was eager to continue their role to inform UF Online's ongoing efforts. The UF Online Director requested their insights in the areas of virtual labs for online students and the best models to support and foster online teaching efforts across the UF faculty over the coming years. Lastly, while the faculty committee launched two areas of inquiry and advice for UF Online, we also focused on the immediate needs of students and took deliberate steps to fund, build, and deliver a completely new virtual upper division biology lab offering for the Fall 2016 semester. These efforts are described in detail below.

UF FACULTY VIRTUAL LAB TASK FORCE

As part of the ongoing leadership role served by the UF Online Faculty Advisory Committee, the UF Online Director requested the committee's insight and asked the faculty group to launch a new effort aimed at a deep analysis and strategy on the future of virtual labs across UF. With the Faculty Advisory Committee's support and involvement, the UF Online Director launched a university wide Virtual Lab Taskforce comprised of faculty experts across 5 UF colleges to study the state of virtual labs at UF and in the field in order to provide both near and long term recommendations for the appropriate piloting and application of virtual lab technologies in UF Online. Findings and recommendations are anticipated by January 2017.

The charge of the Virtual Lab Task Force is to:

- Review UF's experience and lessons learned to date with virtual labs at UF.
- Review and inventory the "best in show" approaches from peer institutions to inform UF's approach.
- Review the market of current vendors and identifying a reasonable set of vendors that may provide virtual lab services of interest to UF.
- Identify a set of near term and longer term recommendations for the UF Online Director so that UF may work to deliver virtual lab offerings of top quality to online students.

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UF FACULTY TEACHING TEAMS TASK FORCE

Similarly, the Faculty Advisory Committee supported the initiation of a second, faculty-led effort to inform the future focus of UF Online in the continual support of UF faculty that deliver online teaching. The UF Online Director launched a Teaching Networks Workgroup to review and recommend options for ensuring the continued strategic engagement faculty have access to the support and expertise needed to produce high-quality online courses.

The charge to this group is to:

- Review and inventory UF's experience in deployment and support of teaching teams to date.
- Review and inventory models for faculty support at peer institutions.
- To provide both near term and long term recommendations so that UF Online may continue to ensure the ongoing fortification of critical faculty networks and teaching teams.

VIRTUAL LAB CUSTOM CO-DEVELOPMENT PILOT

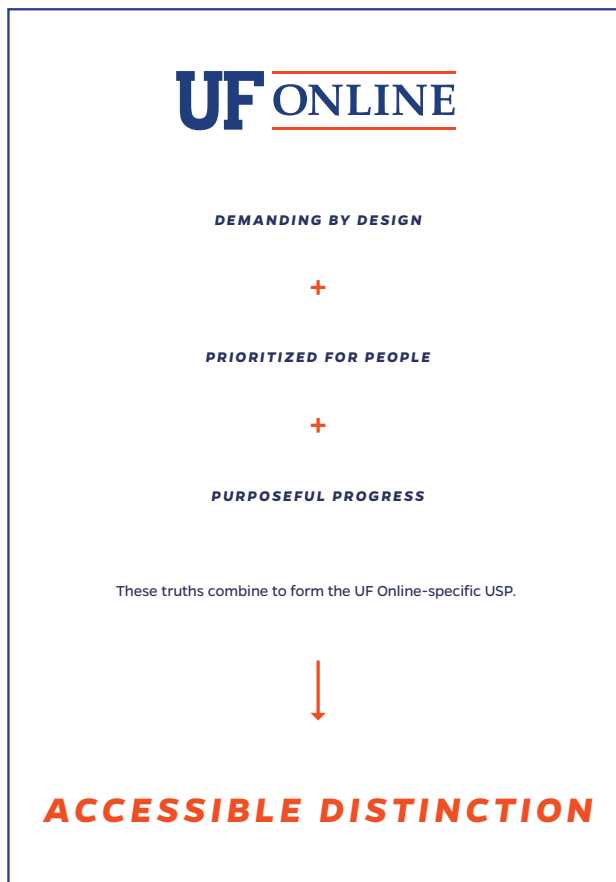
This year UF online entered into a pilot with Labster Inc. to custom develop a fully online virtual biology lab. While there are virtual lab products on the market for purchase, they do not always meet the needs of UF Online courses. The strength of Labster Inc. is that they are grant funded, greatly reducing development costs. They also have the necessary scientific expertise on hand to work with the instructor in developing the labs. This pilot is designed to determine if custom co-development with Labster Inc. is a viable option for developing labs that currently do not exist. Delivery of this new lab was planned for the Fall 2016 semester.

MARKETING

The 2015-2016 academic year was one of transition for UF Online marketing. The three major changes were:

- Terminating the private partner marketing services and retaining a new marketing and advertising vendor
- Developing and launching a new marketing campaign with new creative and a revitalized brand
- Hiring a new Associate Director of Marketing and Communications

As UF terminated the contract with the private partner there was a direct impact on marketing and recruitment services. UF Online selected a new marketing agency and began building its internal team. We tasked the new agency 160over90 with two major initiatives: (1) developing new creative assets to distinguish and highlight the brand identity for UF Online; (2) developing and implementing an advertising campaign. During this same time, we established a new internal position to lead the marketing and communications functions for UF Online and conducted a search to fill the position. The Associate Director of Communications and Marketing for UF Online joined the team in late January of 2016 and began building internal processes and structures.



BRAND DISTINCTION

160over90, the new agency selected by UF Online, is also the agency that led the overall University of Florida rebranding in 2014. That work was used as a foundation for the revitalized UF Online brand. The discovery process was extensive and included interviews with staff, faculty and students. Additionally, there was an extensive review of current marketing assets and a competitive analysis of the online education market. The research revealed three values that were already found in the program but also aspirational. These values translated into UF Online's unique selling proposition.

The messaging for UF Online focuses on recruitment and reputation. The tone words to guide messaging are: attentive, innovative, interesting, adaptive, selective, proud, gritty, and elite. Key audiences were defined and creative guidelines were established to compliment the new focus.

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The new creative takes a fresh approach, while also falling in line with the University's overall branding. The imagery is aspirational and active. It showcases our students, who are hard-working individuals, and their enthusiasm to take on new challenges while celebrating the decisions they made to advance their education. The creative assets show the students pursuing their education in their own environment while also highlighting UF's campus and rich history. This campus connection adds to UF Online's distinction from fully online programs that do not have a brick and mortar foundation. Photo overlay effects add color and amplify the personal transformation that UF Online Gators go through. Versatile hexagon shapes are used to highlight and provide focus and visually represent how student are moving to a brighter future through their studies at UF Online. This direction and style was applied to each UF Online major. The creative assets highlight the unique nature and learning aspects of each major.



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Sport Management



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ADVERTISING AND PROMOTIONS

UF Online marketing had two major categories of expenses – general marketing and agency/advertising. We spent the general marketing dollars on tools to run marketing activities, promotional items and brochures, and support for live and online recruiting events. The agency funds covered a maintenance advertising campaign to bridge the gap between ending the relationship with the private partner and the launch of new campaigns, the rebranding and creative, and the spring campaigns for the fall admissions cycle.

OVERALL MARKETING BUDGET

General Marketing	
Marketing Automation	\$13,720
Webinar Service	\$678
Recruiting Events	\$4,356
Brochures	\$5,688
Promotional Items	\$7,660
Subtotal	\$32,102
Agency/Ad Investments	
Maintenance Campaign	\$125,000
Spring Campaign	\$905,000
Agency Fees: transition maintenance	\$31,080
Agency Fees: Spring 2016 Campaign	\$317,210
Production	\$121,710
Subtotal	\$1,500,000
Total	\$1,532,102

INVESTMENTS BY CHANNEL

Channel	Amount	%
Facebook	\$159,000	18%
Pandora	\$59,000	7%
Transit Shelters	\$71,000	8%
Twitter	\$88,000	10%
Spotify	\$59,000	7%
Great Homeschool Conventions	\$3,500	0%
American School Counselor Association	\$12,000	1%
Google Search	\$88,000	10%
Display Remarketing	\$17,500	2%
Email	\$47,000	5%
Direct Mail	\$53,000	6%
Email Retargeting Display	\$12,000	1%
WAZE	\$71,000	8%
Geo-Targeted Mobile	\$53,000	6%
Billboards	\$100,000	11%
NPR	\$12,000	1%
Total	\$905,000	

The advertising spend took a multimedia approach. Digital channels (Facebook, Twitter, WAZE, Google Adwords, etc.) were the primary focus. However, investments were also made in outdoor (billboards, transit shelters), radio and direct mail as detailed in the table on the left.

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GROWING INTERNAL CAPABILITIES

Upon hiring, the Associate Director of Communications and Marketing focused on two key areas – Lead Generation and Lead Development. Lead generation is the focus of the advertising and recruiting activities. Lead development is handled through the implementation of a marketing automation system – Pardot. All leads are funneled through Pardot, which was directly tied to the CRM tool used by the recruiting team, Salesforce.

Once in Pardot/Salesforce, leads are assigned to a recruiter based on the desired major. Once that designation is made, leads are put on automatic email campaigns from the assigned recruiter. Leads then receive messages that encouraged future students to take steps that would allow interest to be gauged – e.g. respond to an email, call the recruiter, sign up for a virtual information session, start their application. Additionally, we send email blasts to inform and remind prospects about key deadlines or events. More than 500,000 emails have been sent using the marketing automation tool.

The marketing automation tool also allows for segmentation of leads based on desired major, projected start date and other factors. Additionally, the system can monitor behaviors and then score prospects based on this activity – allowing recruiters to identify the “hot” prospects for proactive outreach.

MOVING FORWARD

Looking ahead to the next year, the marketing and communications team is focusing on:

- Refining the advertising buys based on lead generation
- Creating more sophisticated automated campaigns including a self-service pathway for prospects
- Devising and implementing new marketing campaigns
- Boosting UF on campus communications.

RECRUITMENT

Firming up the foundation of UF Online for continued sustainable growth requires the creation of efficient systems focused on streamlining processes where needed and merging entities together to maximize output. During the launch of UF Online, application processing, file reviewing, and evaluating transfer credits were completed through the residential Office of Admissions. This year saw the growth in new dedicated functions within UF Online focused on the unique needs of online student recruitment.

UF ONLINE RECRUITMENT AND OUTREACH CENTER (ROC)

Recognizing that the needs of distant learning students vary greatly from residential students and the need to firm up the efficiency of the application process, the UF Online Recruitment and Outreach Center (ROC) was established during the 2015-2016 academic year. The ROC is a new business unit within the Division of Enrollment Management and closely aligns with the UF Online OneStop Center. The mission of the ROC is to develop and implement outreach to prospective students in order to build a vigorous learning community that supports the goals and values of UF Online.

Providing quality service to prospective students increases the rate of completed applications. Throughout the entire admission process, UF Online applicants receive personalized assistance from UF Online Enrollment Services using multiple communication modalities. Upon application submission to final decision, applicants have online access to a real time update regarding their application status.

With less than a year since its launch, the ROC is executing a recruitment methodology that is unique to UF Online, with support from a stable technology infrastructure that will allow for future growth with student demand and encourages evolutionary methods of reaching and connecting with prospective students. The ROC staff serve as personal guides to prospective students throughout the entire admissions process. The Admissions Officers are the first point of contact for prospective students and are subject matter experts on the program's degree portfolio. Once prospective students apply, an Application Assistant helps the prospective student complete their admissions file for review. Admitted students receive an Enrollment Assistant to guide them through the pre-enrollment process and provides transition communication to the admitted student respective academic advisor. The ROC communicates with prospective students through a variety of channels, and the office maintains extended hours to accommodate the needs of both traditional and non-traditional students.

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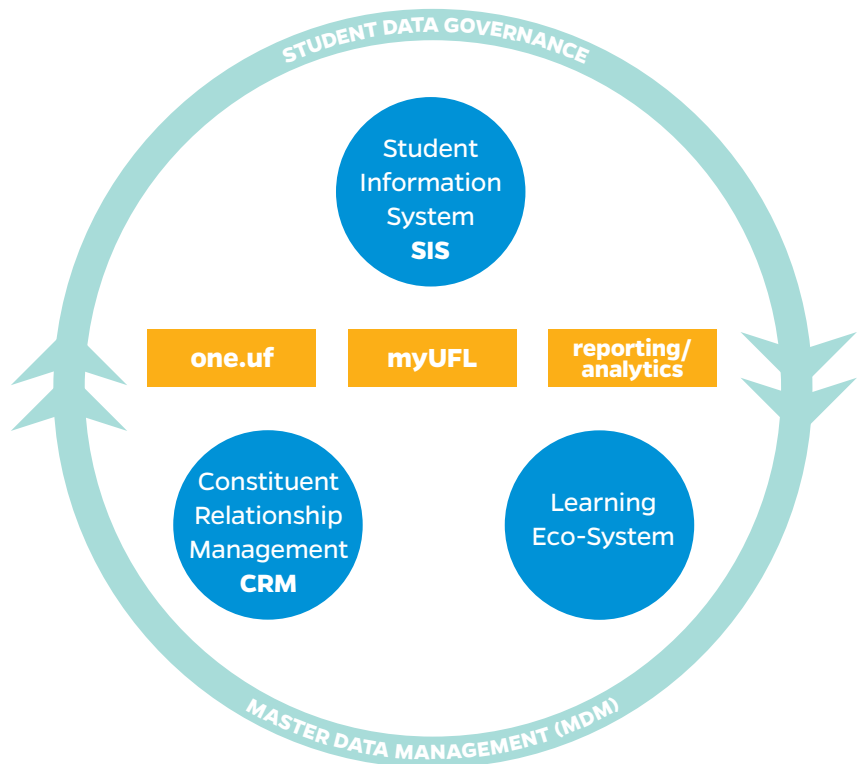
As UF Online works toward the future and we build and expand our engagement opportunities, our long term recruitment strategy includes:

- Building brand-awareness with influencers within the wider educational feeder system, (i.e. high schools and community colleges)
- Developing relationships with corporate partners
- Engaging the University of Florida's expansive alumni network.

In addition, we are expanding from almost exclusively phone/email based interactions with prospective student to include targeted in-person recruitment events. As the ROC operation matures and we expand our marketing efforts to a wider audience and in different channels, the university will continue to evaluate our recruitment resources, processes, technology, and tools to ensure that prospective students (and those who influence their decision making process) are well informed about the our strengths in the competitive landscape of online higher education.

As UF Online enrollment increases, the University will continue to evaluate resources, processes, technology, and tools to ensure that UF Online current students and campus partners continue to receive high quality service. The university's multi-year Campus-wide Modernization Program to Advance Student Services (COMPASS) will significantly enhance the UF Online student experience and the OneStop's operational efficiency by unifying student service systems for master data management (see image to the right).

CAMPUS-WIDE MODERNIZATION PROGRAM TO ADVANCE STUDENT SERVICES



ACADEMIC ADVISING

The University of Florida has an enviable record in the field of academic advising and has been recognized with the highest honors by the Global Community for Academic Advising (NACADA). The standards and practice for distance advising are somewhat unique, but UF has already developed experience in the field through the efforts of the several 2+2 programs that have been in place for several years

The Academic Advising plan for UF Online utilizes best practices in the field. Advising students in online degree programs encompasses almost every aspect of the student's academic experience: transition to the university setting, scheduling and course selection, monitoring academic progress, academic probation, appeals and petitions related to academic status, the addition of minors or certificates, changes to degree programs, general education requirements, coursework beyond the major, career coaching, and degree planning and certification. The success of UF Online, whether measured by student satisfaction, retention, time to degree, graduation rates, placement in the workforce, or placement in graduate/professional school, will be critically dependent on academic advising and support services.

UF has continued its primary role in providing our students with academic advising and has absorbed the coaching function previously provided by the private partner by increasing our advising workforce in-house. UF continues to provide unparalleled academic advising to our online students and now solely with in-house advising experts.

TRANSITION ADVISING

Once admitted to UF Online, our academic advisors work with students to help them understand how their previous coursework applies to their UF degree and how to plan their remaining time in UF Online. Campus involvement is critical to retention, and this is true for UF Online as well. Academic advisors partner with the Dean of Students Office in offering a fully on-line orientation program and live programs for selected groups of students such as PaCE. The academic advisors also are critical in educating UF Online students regarding access to support services (the "whens" and "hows") such as financial aid, bursar, registrar, IT support, CRC, DSO, DRC, and Counseling Services, among others.

MAJOR AND COLLEGE ADVISING

Distance learners expect access to advisors when needed, sufficient time available during advising sessions, and reliable and timely information. These needs are most effectively delivered through an "assigned advisor" model, in

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which admitted students are assigned immediately to an advisor in their college, who then becomes a consistent point of contact throughout their time at UF, and who becomes responsible for initiating regular contact with the student. Students will be most successful when they are immediately and directly attached to a college-level advisor. Each UF Online College will have a designated advisor (s) for online students with the plan of maintaining a maximum 250:1 limit.

GROUP ADVISING

Group advising is critical to success with online students. Relevant activities will include active and directed online chats with distance students, as well as online workshops led by advisors (delivered synchronously and asynchronously). These efforts are a critical part of building community among distance learners. They are also an efficient way of delivering quality advising to large numbers of distance students. Live group sessions are also offered to cohorts of students who are able to make it to campus. Successful live group advising sessions have been utilized during the live College of Business Orientations and for local PaCE students.

ADVISOR AVAILABILITY

Distance learners have greater expectations on how and when they should be advised. Realizing this expectation, academic advisors regularly evaluate the effectiveness of their services. The use of extended hours outside the normal 8-5 work day are utilized as needed. Further, advising services are provided through a combination of delivery methods including: video advising, phone advising, e-mail and instant messaging. Local students also have the opportunity to meet with their designated advisor face-to-face on campus. In addition, colleges utilize the learning platform, Canvas, to create information hubs that provide advising-related information to their students.

STUDENT SUCCESS & ENGAGEMENT

This past year UF Online has focused on enhancements to the online student experience. The University supports every student as they pursue and realize their academic goals and will continue to expand its support and engagement for our growing online student community.

OPTIONAL FEE PACKAGE

In April 2016, the University announced that online students would be eligible to opt in or remain out of a set of student activity fees. Starting in fall 2016 semester, students who opted in would have access to additional services and options. This optional package keeps costs low, puts UF Online students in the driver's seat, and funnels revenue directly to the services online students would like to utilize. UF Online looks forward to continuing to support these choices for online students as part of our affordable and premier online academic program.

STUDENT AFFAIRS

This past 2015-2016 academic year was one of immense growth and innovation for the Division of Student Affairs and the ways in which UF Online students engaged in the student experience. This included a total overhaul of UF's Online orientation program, Links, integrating more than 15 new videos and streamlining information to better meet student needs and expectations. In addition, New Student and Family Programs created three new orientation programs for UF Online/PaCE students including two on campus programs for both students and families and an additional online pre-orientation program.

In addition, pre-enrollment communication efforts increased. Potential new student and family chats increased by 30% with New Student & Family Programs hosting 12 chats, with 329 participants, totaling 168 hours of staff time.

In addition to PaCE admissions chats, New Student & Family Programs also hosts regular new student chats geared towards special topics for all UF Online students. Areas of focus included: newly instituted UF Online Optional Fee Package Program, PaCE transition planning, student involvement and engagement, and campus integration. In order to create a dynamic and specialized orientation for incoming PaCE students, programmatic specific publications and a mobile app have been developed for incoming PaCE students.

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Supporting new students through their transition, New Student & Family Programs was able to increase enrollment during the 2015-16 academic year in Online First Year Florida course by more than double the previous year. In response to this, and increased enrollment, a specific PaCE section of Online First Year Florida will be offered for the first time in the Fall of 2016.

During the 2015-16 year, the Career Resource Center was able to move services previously only available in person, to the online platform. Services such as career planning appointments, academic and career fairs, information sessions, and employer consultations and interviews were made available online to students at a distance. These services have proven beneficial in terms of providing convenient access to services and resources when it is convenient for the student.

In support of the Optional Fee Package, New Student & Family Programs took a programmatic lead in communicating the roll out of this new plan to students and family members. A significant amount of staff time was devoted to drafting and editing communication plans, hosting online information chats, and collaborating with campus partners on creating a new business process to allow students to opt in.

In response to the increased number of online/distance students who will be participating in on campus activities, a selective immunization requirement is being developed for the 2016-17 academic year. The creation of the immunization requirement for UF Online students has required the Division of Student Affairs to work with campus partners in order to change the business process for managing how immunizations holds. Implementing this hold for students who live in Alachua County, or who will be opting into the UF Online Optional Fee Package, will bring these students in line with other on campus students, and in compliance with state regulations.

To comply with Federal Title IX regulations, during the 2015-16 academic year, the Division of Student Affairs implemented a comprehensive online and interactive training program focused on making healthy decisions and promoting a positive and safe culture on and off campus. This is the first in a series of trainings designed to help students policies and decision making related to Title IX and the Campus SaVE Act while doing so in a non-judgmental and interactive environment.

Efforts with family engagement for UF Online families has also increased during the 2015-16 year. During that time frame, students and their family members attended the family reception at New Student Convocation, and participated in Family Weekend events during the Fall and Spring terms. Family members were also offered regular

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newsletters, as well as online chat forums with professional staff members. These initiatives were driven by New Student & Family Programs, and are important aspects to creating a supported network of family members, who are able to return that support to their students.

Area of Growth for 2015-16:

- Revamped orientation, Links 2.0, for UF Online
- New in person orientation for PaCE 2015 and PaCE 2016 admits
- New in person orientation for family members of PaCE students
- Increased pre-enrollment communication initiatives
- Added Online First Year Florida opportunities
- Made available career services through online platforms
- Implemented UF Online Optional Fee Package program
- Employed immunization requirement for selective groups of UF Online students
- New CampusClarity training requirement
- Family Programming: New Student Convocation, Family Weekend, Family Newsletters, Online Family Chats

LOOKING AHEAD: CHALLENGES

As we move ahead, the future is bright for UF Online as a premier academic online program and student community for undergraduates. UF Online continues to grow while remaining dynamic and true to the core management strategies articulated in the comprehensive business plan. As UF Online grows and moves through its phases of maturation as a program, UF Online eyes key challenges common to other institutions growing their online programs yet also some distinct challenges as we grow UF Online as part of the fabric of a large, public and leading research university. These areas are articulated below and shape our future focus.

→ **MAINTAINING AFFORDABILITY WHILE EXPANDING PROGRAM OFFERINGS**

The University of Florida has risen to and met the challenge of offering premier online academic options at an affordable tuition level for Floridians far below that of our on campus students. We are proud to welcome students from across the state, the country and around the globe. Although we anticipate that our out of state online student population will continue to grow over the next several years, it will likely not outpace the growth of UF Online's in state student population. Original projections by our previous partner relied too heavily on assumptions that the University would modify or lower entrance criteria for these online students and in particular for out of state online applicants. We have proudly welcomed over 2,000 students into UF Online while upholding the University's commitment to appropriate admissions standards. Within this framework of clear admissions standards, we have also seen greater than anticipated demand for UF Online across the state, and we believe this trend will continue. UF Online will then grow the number of new program offerings as revenue allows.

→ **LABS FOR ONLINE STUDENTS**

Lab solutions for the fully-online student will vary by academic discipline, specific lab offering, intended learning outcomes, and available funding and technology. UF Online is now focusing dedicated faculty effort on the assessment of this area to inform future investment as revenue allows. UF Online is also interested in working with peer institutions across the state to leverage partnerships and insights where possible to serve online students with the best lab offerings. The Director of UF Online has been appointed the chair of a statewide taskforce investigating options for virtual labs as part of the 2025 SUS Strategic Plan for Online Education.

→ **STUDENT EXPERIENCE**

UF Online sees considerable growth in the area of student services given national and local trends whereby online students are remaining within 100 miles of their home for their online education. Beyond geographic proximity, UF Online will work to foster a greater sense of community across the online student body regardless of location. UF Online will review the impact of the new optional fee package and work to ensure continual options for online students to engage each other, their faculty and to feel connected to the campus community and Gator Nation across the country and around the world, including UF's vast alumni network. No longer are online students wishing to remain at a complete distance. Technology and networks now allow large universities to engage with students wherever they may be. This is an exciting area of growth for UF Online students but one we must address alongside other pressing needs in our funding model.

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→ LEVERAGING PARTNERSHIPS

UF Online anticipates and welcomes greater partnership to realize its mission to enhance access to UF academic programs via the most affordable means. This coming year UF Online will focus on establishing employer partnerships to ensure future students are aware of UF Online offerings as they determine the best use of their tuition assistance benefits from their employers. In subsequent years, UF Online would like to focus greater attention on partnerships across the state of Florida to welcome greater first time in college students that could most benefit from our lower tuition offerings.

→ MARKETING COSTS

UF Online offers students a unique option to get a premier academic degree, online and at an affordable price yet penetrating the national market poses challenges. While we have seen steady gains in out of state applications given our new marketing campaign even while decreasing the marketing spend, it also remains clear that marketing is a clear area of continued investment for UF Online. Marketing must comprise a sizeable percentage of UF Online's overall budget. UF Online enters a market dominated by for-profit institutions which spend considerable advertising dollars and as such our marketing spend must be targeted. We are also seeking a highly qualified prospective student. Given these factors, we must spend considerably on marketing while continuing to refine our marketing over time to boost the quality of the leads we generate.

→ GENERATING ADDITIONAL REVENUE AND PROVIDING GREATER STUDENT OPTIONS

Over time UF Online may explore alternative ways to generate revenue and serve student academic needs including optional summer institutes and other credit-granting experiences. Primarily these would be ways for online students to engage and network with each other and faculty face-to-face. Second, these programs could boost student engagement and generate critical revenue to fuel additional offerings for students. UF Online will continue to consider these and other opportunities to achieve both aims.

→ ACADEMIC INTEGRITY AND SECURITY IN A DIGITAL MARKETPLACE

UF continues to focus efforts on campus and online to prevent cheating and academic fraud. The online space poses similar yet unique challenges as the marketplace now sees the rise in private sector services tailored to online program cheating. UF Online continues to rely upon UF's strong legacy and framework in this area to monitor and prevent cheating and academic fraud of any kind. At the same time, UF Online has strongly encouraged colleges to put in place more stringent requirements for online proctoring for high stakes testing and we plan additional steps to leverage face-to-face orientations and other means to verify student identity within the framework of existing UF policy and standards in this area.

CONCLUSION

Each year UF Online is proud to report on its annual results, growth, and positive impact on the academic careers of our students. This year marked a significant rededication to the core management principles and strategies in the comprehensive business plan along with a major transition from the private partner. While embarking on this important transition for UF Online, we continue to evolve and grow our operations to ensure UF Online remains dynamic and nimble while supporting faculty leaders and the academic goals of our students. The University of Florida welcomes students into the Gator Nation – online and on campus – by ensuring they have the best academic options available and now further choices to tailor their own student services and keep costs low. As we progress through this transition and continue to fortify the foundation of UF Online for long-term sustainable growth, we will continue to learn and grow in our service to students seeking a premier online education.

Amendments to the UF Online Business Plan

Introduction

The University of Florida continues to grow its delivery of premier online programs since the adoption of the comprehensive business plan in fall 2013. The proposed amendments to the comprehensive business plan outlined below address key sections of the business plan that warrant revision at this time. Specifically, these three amendments focus on prior vendor relationships, the scope of online pathways and programs, and the inclusion updated, evidence-based enrollment projections. These updates are guided by experience, innovations, and reflect trends in student behaviors and preferences in the online learning environment at the undergraduate level. These amendments are appropriate to ensure the business plan remains a living and relevant document into the future. We propose the following amendments:

Amendment 1: Public-Private Partnership

The University proposes the following text to serve as an amendment to the comprehensive business plan. Proposed text follows:

Public-Private Partnership Termination in December 2015

When UF Online was originally conceived, the University of Florida recognized that partnering with a private online enabler would provide the resources and expertise needed to launch UF Online on the aggressive timeline stipulated by legislation. As a result, UF entered into a contract with Pearson. Pearson was to provide marketing and recruitment services as well as coaching support for enrolled students and course resources. By the second year of the partnership, the University determined that the partnership was no longer necessary to continue the important mission of UF Online. A number of the key performance indicators stipulated in the contract were not being met which triggered negotiations to terminate the contract. By December 2015, the contract between UF Online and Pearson was terminated.

Post-Termination

Coinciding with the contract termination, the University began work to ramp up a significant set of in-house functions fully staffed by University personnel. This transition focused on a build of strategic in house functions in areas most critical to UF Online's continued success. This transition period presented a great opportunity for the University to assess what functions and services are most relevant and in turn, the University has been focused on the tenets of the business plan to guide the build of only the most necessary in-house needs. For example, given that Pearson's services related to course resources for faculty were not heavily utilized, UF did not replicate those in-house. Instead, given that UF Online did rely heavily on Pearson's marketing and recruitment services, UF has focused significant strategy on the creation of a new in-house marketing team and recruitment center.

Beyond the value of ensuring, continuous key services following termination, the University has found that building these in-house functions also brings additional benefits including efficiencies and synergies across the entire UF Online program. To best realize these efficiencies and synergies UF now relies upon a new, in-house digital infrastructure that provides real-time

communication flow across business lines including UF Online’s marketing, recruitment, enrollment and student service functions. Ultimately the University benefits from both the significant savings from the vendor termination but also the great improvements in operational efficiencies and overall effectiveness. With all key functions and experts now residing in-house, each benefits from seamless communication, joint priority setting, and direct feedback loops on the most valuable approaches.

Thru the termination the University also recaptures additional tuition revenue and we are able to divert those directly to our greatest investment needs instead of enabling the vendor to allocate the University’s limited tuition dollars out to vendor services that the University did not find advantageous to utilize. The University will continue to implement the business plan and continue to identify and execute the best management strategies to continually deliver the best online academic programs and services for our online students.

Amendment 2: UF Online Pathways and Programs

The University has experienced significant change in the offering of pathways and programs for online students that were not originally referred to in the comprehensive business plan. We remain committed to including programs in UF Online focused on workforce needs and student demand and therefore wish to amend the comprehensive business plan to reflect our significant growth and proliferation of diverse online offerings in this area. The original business plan called for 30 programs by 2018-19 and 35 by 2019-20. We wish to amend the business plan to reflect the launch and growth of the PaCE program. The program can provide a pathway to many in-residence majors after successful completion of the required 60 hours. In addition to this “hybrid” possibility, the University has also increased the UF Online major programs and its offerings of online minors and certificates. We project that UF Online major programs offered in 2018-19 will meet or exceed the original benchmarks with continued growth to meet or exceed the 2019-2020 benchmark of 35 as well. We wish to amend the business plan to capture how far we’ve come and in particular the diverse set of choices afforded students in the UF Online program and our projected growth in offerings in subsequent academic years. The University proposes the following amendment to the comprehensive business plan:

Pathway to Campus Enrollment Majors

Starting in fall 2015, the University of Florida launched the Pathway to Campus Enrollment (PaCE) program to welcome first time in college students into a new, hybrid program. These UF Online students complete the first part of their degree online and may later transition to campus in 53 different majors at the upper division level without having to reapply. UF Online has seen strong growth in FTIC students with the introductions of this pathway. The list of the 53 resident majors accessible through the PACE program is maintained at: <http://www.admissions.ufl.edu/learn/pace/majors>.

UF Online Academic Programs

The table below reflects the academic programs (majors, minors, and certificates) currently active in UF Online for our students as well as the programs targeted for inclusion future academic years.

UF Online Academic Programs		
Majors and Tracks	Minors	Certificates
Up to 2015-2016		
1. B.A., Anthropology 2. B.A., Biology 3. B.S., Business Administration 4. B.S., Computer Science 5. B.A., Criminology & Law 6. B.S., Environmental Management 7. B.A., Geography 8. B.A., Geology 9. B.S., Health Education & Behavior 10. B.S.N., Nursing 11. B.A., Public Relations 12. B.A., Psychology 13. B.A., Sociology 14. B.S., Sport Management 15. B.S., Telecommunication Media & Society	1. Anthropology 2. Business 3. Geography 4. Mass Communication 5. Sociology	1. Environmental Horticulture Management 2. Geomatics 3. Landscape Pest Management 4. Medical Entomology 5. Pest Control Technology 6. Urban Pest Management
<i>New additions in spring semester 2017</i>		
16. B.A., Business Administration - Anthropology Specialization 17. B.A., Business Administration - Computer & Information Science Specialization 18. B.A., Business Administration - Criminology Specialization 19. B.A., Business Administration - Economic Geography Specialization 20. B.A., Business Administration - Educational Studies Specialization 21. B.A., Business Administration - Geology Specialization 22. B.A., Business Administration - Sociology Specialization 23. B.A., Business Administration - Sport Management Specialization		
2017-2018		
24. B.S., Communication Sciences & Disorders 25. B.S., Fire & Emergency Services - Emergency Management Track 26. B.S., Fire & Emergency Services - Fire Management Track 27. B.S., Fire & Emergency Services - Emergency Medical Services Management Track 28. B.S., Microbiology & Cell Science 29. B.A., Educational Studies	6. Accounting 7. Biology 8. Educational Studies 9. Entomology & Nematology 10. Family, Youth, & Community Sciences	7. Emergency Management 8. EMS Management
2018-2019		
30. B.A., Advertising 31. B.S., Agricultural Education & Communication 32. B.S., Applied Physiology & Kinesiology 33. B.S., Computer Engineering 34. B.S., Entomology & Nematology 35. B.S., Finance	11. Advertising 12. Food & Resource Economics	9. Environmental Management 10. Public Relations 11. Sports Management 12. Computer Science 13. Criminology - Law Enforcement

Amendment 3: UF Online Enrollment Projections

The original enrollment projections were developed by our vendor partner with limited data and experience in recruiting a fully-online undergraduate degree student population with the same academic frameworks of a large, public, research, land grant institution similar to the University of Florida. Since the launch of UF Online in January 2014, the University has developed additional expertise in administering a highly-selective, online bachelor's program to offer improved projections. We propose the following text and chart as an amendment to the comprehensive business plan:

UF Online Enrollment Projections thru 2019

We expect to see continued growth in demand for UF Online and are finding considerably more demand in-state than originally projected. With our continued proliferation of premier online programs and pathways, coupled with rising demand for a highly-reputable, affordable, and workforce-relevant online undergraduate degree program, we project steady growth with our ongoing commitment to ensuring the greatest academic success of our students through appropriate admissions standards on par with our campus programs. The University of Florida will continue to recruit students across the country and around the world to grow our out of state student body while we remain committed to serving the needs of Floridians with premier online academic programs in a versatile and affordable format.

Academic Year	2016-2017	2017-2018	2018-2019	2019-2020
New PaCE	450	465	480	500
New Transfer & FTIC (non-PaCE)	820	1,260	1,840	2,580
New Headcount Subtotal	1,270	1,725	2,320	3,080
Continuing Headcount Subtotal	1,534	1,963	2,581	3,431
New & Continuing Headcount Total	2,804	3,688	4,901	6,511
% In State of New & Continuing	92.0%	91.0%	90.0%	89.0%
Student Credit Hour In State	44,443	57,819	76,005	99,843
Student Credit Hour Out of State	3,865	5,718	8,445	12,340
Student Credit Hour Total	48,308	63,537	84,450	112,183
Tuition In State	\$4,888,744.40	\$6,360,071.29	\$8,360,512.68	\$10,982,729.02
Tuition Out of State	\$1,468,555.63	\$2,172,971.41	\$3,209,085.67	\$4,689,255.09
Tuition Total	\$6,357,300.03	\$8,533,042.70	\$11,569,598.35	\$15,671,984.11

70%	Continuation rate Percentage of prior year students minus graduates and stop-outs. Persistence rate for fall 2014 to fall 2015 was 75.5%. This continuation rate is derived from this persistence and also takes into account the fact that PaCE students will not continue for their full academic career. In subsequent years we should be able to articulate a more accurate continuation rate that takes into account persistence of fully online students and PaCE students.
17.23	Average number of credits per student per year based on the number SCH divided by the number of unique students from the 2015-2016 academic year
\$110	Average in state tuition per credit hour
\$380	Average out of state tuition per credit hour



**UF Online Comprehensive Business Plan
2013-2019**

**For Consideration by the
Board of Governors**

September 27, 2013

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SECTION ONE EXECUTIVE SUMMARY

OVERVIEW

The mandate to provide four year online baccalaureate degrees for higher education in Florida is an extraordinary opportunity for the University of Florida. The beneficiaries of these efforts, beyond the institution, range from the talented students who will have access to an excellent education at an affordable price, to the state's economy that will have a deeper, better prepared talent pool to handle the challenges of the future.

The electronic platform is not an end, but a means to track the leading edge, a doorway to the pedagogy of the future, the technology interface of education, and the increased understanding of the neuroscience of learning. This initiative puts the state's higher education system in the vanguard of disruptive innovation. We will be among the few game changers. The challenges are many, and as we embrace the new, we must use care not to denigrate the core values of quality and accessibility that have served us, and those we serve, well.

UF Online is committed to its vanguard assignment. We will be an idea generator as well as an idea capture activity, and we will research, test and pilot any and every idea that can contribute to high-quality affordable post-secondary education. The advances we make -- and we will make many -- will be shared with colleagues in the State University System and Florida College System.

Finally, we anticipate that the results from this intensive involvement in online education will be an improvement in pedagogy across all platforms, including the teaching/learning that occurs on our resident campus.

BACKGROUND

The 2012 Legislature provided funds to the Board of Governors to obtain the services of a consulting firm that would study online education in Florida. A contract was awarded to The Parthenon Group and its report, "*Postsecondary Online Expansion in Florida*", was submitted to the Board. The Board's Strategic Planning Committee recommended that the Board of Governors use the Strategic Plan's preeminence metrics to designate a university to create a separate arm that provides online degree programs of the highest quality. The recommendation included a request for funds to support such an effort. The preeminence metrics would be those passed by the 2012 Legislature and approved by the Board for use in the 2012-13 university work plans. The Board of Governors approved the Committee's recommendation at its meeting on February 21, 2013. The 2013 Legislature enacted CS/CS/Senate Bill 1076 (Chapter 2013-27, Laws of Florida) thereby creating an online institute at a preeminent university and providing the appropriation of funds needed to support it. The law directs the public postsecondary institution that achieves all 12 metrics, the University of Florida, to submit by September 1, 2013, a comprehensive plan to expand the offering of high-quality, fully online baccalaureate degrees at an affordable cost. The law requires the university to begin offering fully online, four-year baccalaureate degrees by January 2014.

IMPLEMENTATION

The implementation of this alternative campus, UF Online, will call on all aspects of the enterprise to adapt, to change and to enhance. The plan for the UF Online as elaborated in the following pages includes the following components.

- **Markets and marketing**
 - The student population to be served will be those seeking an undergraduate degree, either first time in college or transfer; in-state or out of state.
 - The eligible student will meet the same admissions standards the applicants for the resident campus must meet.
 - Marketing will be both informative and attractive and will use experienced marketing firms with knowledge and expertise in the local, national, and international online education market.

- **Organizational Structure**

The UF Online will have an Executive Director who reports to the Provost, and who will have assistance from a number of associate directors and supporting staff. The Executive Director will have first call on distributed assets across the campus as needed to accomplish the assigned mission.

- **Enrollment Management**

The Enrollment Management (EM) team, will establish a contact center that will be a dedicated hub of online student information. All questions of applicants regarding admissions, registration and financial aid will be answered on a personalized basis using all reasonable modalities with extended hours. A central website will integrate UF Online resources and information and a distance education customer related system (CRM) will be implemented to capture all relevant data for analysis and process improvement.

- **Curriculum and Curricular Plans**
 - Program inclusion in the UF Online curriculum will be focused on workforce needs and student demand. The ramp-up process will begin with five programs (majors) and increase to 30 by 2018-19 and 35 by 2019-20. Program content will be comparable to the resident campus and standards for success and rigor of the major will be the same. The UF faculty will have content responsibility in terms of origin, delivery and oversight.
 - The five programs available January 2014, come out of existing 2+2 programs which will be folded into the UF Online. Additional programs that meet the demand/need criteria will be introduced each year.
 - The lower division (General Education) and major pre-requisite courses will be sufficient to meet the needs of the initial students and increase continuously in numbers as the number of students and programs increase.

- **Production and Course Development**
 - The University has five production sites, 50 production technicians and 10 years of production experience in online learning. The ADDIE Production Model combined with the UF Standards and Markers of Excellence will result in courses that meet our Programs of Excellence standards.
 - Faculty training is a necessary part of producing the desired outcome, and we have established a training curriculum informed by the Quality Matters Program that

prepares faculty to achieve their teaching potential in an online environment. The maxim “good courses start with good teachers” is a cornerstone of our production process.

- The course management system (CMS) is an important element in course quality and the UF Online has opened up to the option of one of the newest and best, Canvas. Resident students are served by Sakai, but the online instructors may choose to use Canvas- a choice that is expected to be unanimous within the first year.
- Quality Assurance will be systematized so that it is an ongoing process that provides “many eyes” review with appropriate standards at inception and throughout delivery. Annual course review and three-year refreshment will be standard.

➤ Student Affairs

- The education experience of the UF Online student will not be bounded by the for-credit curriculum. Their co-curriculum will start with an orientation module on success in the online world, a sense of the UF culture, and an introduction to becoming an active part of the institution.
- This support package expands to include career resources, health and wellness, student engagement and personal support as well as 24/7 access to a mental health counselor.
- There is a proactive academic advising plan for UF Online that will include personnel dedicated to transition advising in addition to major advising. The latter will be based on an “assigned advisor” model, which establishes a consistent proactive academic adviser who initiates and maintains contact with the student throughout his/her academic journey.

➤ Libraries

The UF libraries have provided a dedicated Online Librarian to facilitate digital pedagogy efforts of the faculty and to facilitate the effective support of the online student.

➤ Information Technology

UFIT will provide the technology orientation needed by the online student and provide the robust backbone necessary for efficient and effective technology assisted learning. The 24/7 helpdesk will provide on-demand technology assistance for learning and secure identity access for assessment.

➤ Academic Integrity

The resident model for promoting the highest standards of honesty and integrity will be adapted to the UF Online through the use of community, prevention and identification. The UF Online students will be held to the same standards as the resident students.

➤ Tuition

- Tuition limits for in-state students of no more than 75% of resident tuition (\$112 per credit hour) will be the initial tuition position of UF Online. We are considering various incentivizations including block and differentiated.
- Out-of -state tuition will look to market rates. The relevant market will have to do with comparable brand values and program similarities. A survey of peer institutions suggests \$450 to \$500 per credit hour rate would be appropriate.

- **Budget**
 The 10 year forecast based on an enrollment of approximately 24,100 in the 10th year, with a 57/43 mix of in-state/out-of-state students will produce a \$14.5 million net margin in the last year. The forecast would indicate a negative net margin in 4 of the early years. However, the cumulative fund balance at the end of 10 years is expected to exceed \$43.5 million. Major recurring costs include marketing, recruitment and retention and, delivery expenses. The forecast indicates current-year self-supporting reached by year 7.

- **Program Evaluation**
 Student and program analysis will be used continuously and extensively to evaluate student and program success. Student analysis will lead to intervention where necessary and adaptive personalized learning where useful. Program analytics will align efficiencies with demand and if program/course fail the need/demand test after introduction, sun-setting will be a valid option. A lean responsive curriculum is the goal and a necessity for financial viability.

- **Research**
 The opportunity to work on the leading edge of educational development demands research commitment. UF Online will respond with a Research Center and research programs dedicated both to discovery and application. The current nascent notion of adaptive learning, modular terms, and personalized learning pathways will be placed in the implementation “bucket” for pilot and application even as we push further in the use of technology and the knowledge of neuroscience. Research is never complete without dissemination and application. The resident programs will be the early recipients of well-developed research; research advances which will be subsequently shared nationally. However, our online students will not be “guinea pigs”; the advances we incorporate will have passed the tests of experimentation and value added.

- **Public/Private Partnership**
 A partnership with an outside vendor will bring to the UF Online deep resources and an experiential base that will be critical in achieving excellence in all aspects immediately. The deliverables we are seeking include market research and assessment; marketing services, at-risk tracking and retention support; learning design (on demand); digital content, training and development, and joint research and development. The relationship would be built around compensation that is revenue based and relevant key performance indicators.

- **Ten years from now:**

Students	24,152
Enrollments	103,494
Credit hours	310,482
Revenues	\$76,621,846
Net Margin (10 th year)	\$14,539,696
Cumulative Fund Balance	\$43,587,518

TIMELINE – MAJOR MILESTONES

To begin operations by January 2014, a series of important milestones must be achieved on a timely basis. These milestones are shown in Figure 1.

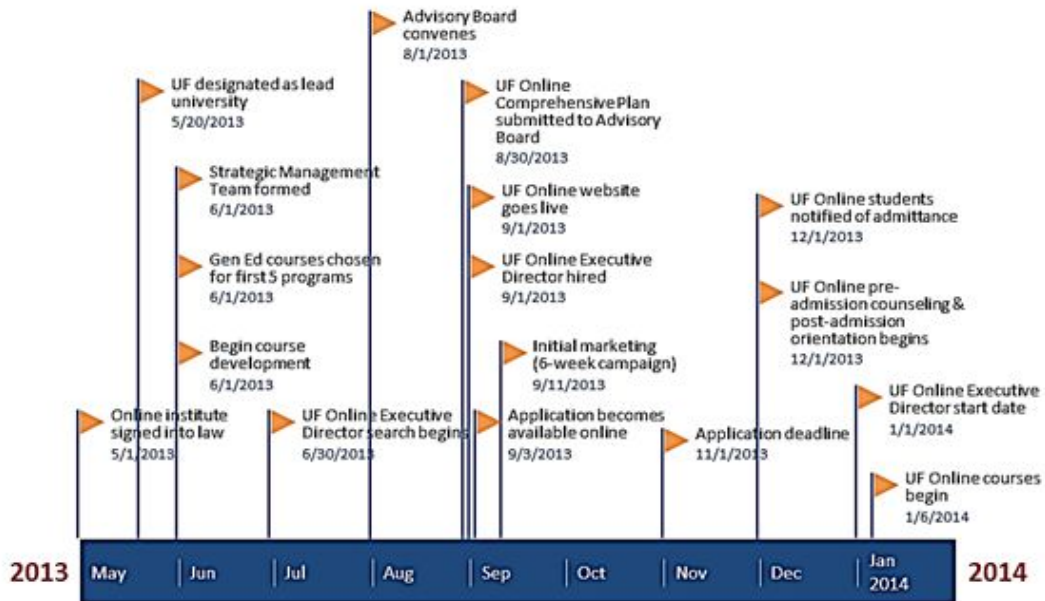


Figure 1: UF Online major milestones required to begin delivering courses in January 2014.

SECTION TWO DESCRIPTION OF UF ONLINE

LEGISLATIVE LANGUAGE AND PLAN REQUIREMENTS

Chapter 2013-27, Laws of Florida, requires the establishment of a Preeminent State Research University institute for online learning. The University of Florida, by virtue of its designation as the "preeminent state research university," will host and administer this institute which is charged with offering "high-quality, fully online baccalaureate degree programs at an affordable cost."

The law requires by August 1, 2013, the Board of Governors convene an advisory board to support the development of high quality, fully online baccalaureate degree programs at the university. By September 1, 2013, the law requires the university to submit a comprehensive plan to the advisory board. The law provides \$10 million in nonrecurring funds and \$5 million in recurring funds to the university for fiscal year 2013-14 contingent upon recommendation of the plan by the advisory board and approval by the Board of Governors.

This "UF Online Comprehensive Business Plan" provides the strategy the university will utilize to implement, beginning in January 2014, undergraduate online degree programs that are offered completely online with the exception of those courses that require clinical or laboratory accommodations; accepts full-time, first-time-in-college and transfer students; have the same admissions requirement as the equivalent on-campus programs; offer curriculum of equivalent rigor as on-campus programs; offer rolling enrollment; and accept transfer credits as outlined in existing policy.

Components of Section 46, Chapter 2013-27, Laws of Florida

The plan shall include:

- Existing on-campus general education courses and baccalaureate degree programs that will be offered online.
- New courses that will be developed and offered online.
- Support services that will be offered to students enrolled in online baccalaureate degree programs.
- A tuition and fee structure that meets the requirements in paragraph (k) for online courses, baccalaureate degree programs, and student support services.
- A timeline for offering, marketing, and enrolling students in the online baccalaureate degree programs.
- A budget for developing and marketing the online baccalaureate degree programs.
- Detailed strategies for ensuring the success of students and the sustainability of the online baccalaureate degree programs.

STRATEGIC PLANNING AND MANAGEMENT TEAM

The responsibility for the strategic planning and implementation design was established by the Provost immediately after the enabling bill was signed by the Governor (May 2, 2013). The Committee is chaired by W. Andrew McCollough, Associate Provost, and includes decision makers from all aspects of the online degree initiative.

Since its inception, the group has met weekly to put into effect the plans and procedures required to deliver four year baccalaureate degrees consistent with the quality standards of the University and with the affordable boundaries established by the legislation. The crucial areas identified by the committee were assigned a manager who led the strategizing and implementation relevant to their area.

These included:

Enrollment Management, Vice President and Associate Provost Zina Evans

Student Affairs, Vice President David Kratzer

Tuition and Budgets, Chief Financial Officer Matthew Fajack

Technology Interface, Chief Information Officer Elias Eldayrie

Production and Course Development, Associate Director UF Online Jennifer Smith
Director Distance Learning Brian K. Marchman

University Relations, Assistant Vice President Dan Williams

Library Services, University Librarian Patrick Reakes

Academic Affairs, Associate Provost Andy McCollough

Members at large:

College of Agricultural and Life Sciences, Dean Teri Balsler

College of Agricultural and Life Sciences, Associate Dean Allen Wysocki

This team will continue in its advisory capacity following the selection and installation of the UF Online Executive Director. Its breadth and experience will be an important foundation for the decision processes necessary in the start-up period for UF Online.

See Appendix A for the Strategic Planning and Management Team biographies.

MARKET OVERVIEW AND EMERGING TRENDS

A growing number of public universities have achieved competitive scale and enroll more than 10,000 students annually in post-secondary online education. The field includes both inclusive universities that accept most students who apply and a smaller number of selective public universities, e.g., Penn State and UMass. Both types of entities are aggressively expanding online programs and enrollment. While the market is highly competitive for the inclusive

institutions, Parthenon estimates that significant growth opportunities exist for the selective and highly selective universities based on a number of factors and trends¹:

- As a result of competition, students are becoming more sophisticated consumers and factors such as price per credit hour will influence choice.
- Students appear willing to pay a premium price for stronger, more selective brands.
- Program-specific enrollments and brand are becoming major drivers in the market. According to Parthenon, online student applicants consider program first and a specific brand second.
- Students are focused on employment and are attracted to institutions that connect program specific branding to employment opportunities.
- Student success (retention, graduation, job placement) will drive future referrals.
- Successful institutions will prioritize and maintain quality, above all other factors, while expanding enrollment.

Future and Current Trends: Research, development and impact on UF Online

The University of Florida seeks to move beyond creating online versions of current educational models. The university is focused on creating new value and assets that provide a foundation to build new educational models and implement tools that transform outcomes, funding and performance. For this purpose, the university is focused on opportunities and challenges resulting from innovation technologies in the educational sector.

Close attention is being placed on the transformation brought about by mega technology drivers of change, including massive unstructured information sources (Big Data), group behavior and socially constructed knowledge (social media), rapid provisioning and integration (cloud services) and consumer oriented technologies (consumerization /mobile). The infrastructure that results from these drivers may create unique opportunities in the educational space to improve educational outcomes and reduce costs.

Industry and education experts and observers seek to identify current trends that occur in teaching and technology [See text inserts for Briggs (2013), Grajeck (2013), and Lowendahl (2013)]. The University of Florida will carefully assess the value and risks associated with emerging technology, and continuously evaluate

Gartner Inc. Hype Cycle for Education* (Lowendahl, 2013b)

Technology Trigger

- 1) Mashware (5-10 years)
- 2) Open microcredentials (5-10 years)
- 3) Education Tablet (5-10 years)
- 4) Affective computing (5-10 years)
- 5) Student retention CRM (5-10 years)

Inflated Expectations

- 1) Learning stacks (2-5 years)
- 2) Adaptive eTextbooks (5-10 years)
- 3) Gamification (5-10 years)
- 4) MOOCs (2-5 years)
- 5) Adaptive Learning (5-10 years)

Trough of Disillusionment

- 1) mLearning (mobile) handsets (2-5 years)
- 2) Social Learning Platforms (2-5- years)
- 3) eTextbook

Enlightenment and Productivity

- 1) Hosted virtual desktops (2-5 years)
- 2) Open Source Learning Repositories (2-5 years)
- 3) Lecture capture and retrieval tools (2-5 years)
- 4) Gaming Consoles as Media Hubs (<2 years)
- 5) Mashups (< 2 years)

(*) This is a sample of technologies presented by Lowendahl.

the possible outcomes generated by these technologies.

Towards this purpose the University is investing in research and pilots in the following areas:

- 1) Mobile Learning. A strategy was implemented to create the infrastructure and tools necessary to support learning. This strategy and outcomes have drawn national attention (Pirani, J.A., 2013).
- 2) Hosted virtual desktops. The university has implemented a virtual environment to provide software to students (<http://apps.ufl.edu>) as a virtual desktop. The ability to access complex (and otherwise expensive) software for the UF Online student is essential.
- 3) eTextbooks. The university has partnered with online publishers to provide faculty and student with quality textbook materials online. The main goal of this initiative is to bring down the escalating students expenses related to textbook materials. The university is a major participant in the Orange Grove electronic textbook project for the State of Florida. Given the cost of education materials and the stated goal of UF Online of delivering an affordable education to our citizens, this particular technology can be a major contributor towards achieving that purpose.
- 4) Gaming Consoles. UFIT and the university's Digital World Institute have partnered to develop an immersive 3D experience for distance education students using gaming consoles. The Digital World Institute/'s staff is using xBox and Kinect to bring students from diverse locations into a virtual classroom.
- 5) Big Data. This is arguably the most deep reaching investment that the university is making towards improving teaching and learning. UFIT has partnered with the College of Education to create the access channels to large amounts of unstructured data. This ability will empower research and development towards useful applications of technologies such as sentiment analysis, learning analytics and potential results of applications of neuroscience.
- 6) Analytics. Currently, UFIT is engaged in a major effort to create the services and platforms necessary to invest in the development of analytics useful at different levels of the organization. This effort is focused on using semiotic approaches, Big Data,

EDUCAUSE Top-Ten IT Issues

(Graeck, 2013)

- 1) Leveraging the wireless and device explosion on campus
- 2) Improving student outcomes through an approach that leverages technology
- 3) Developing an institution-wide cloud strategy to help the institution select the right sourcing and solution strategies*
- 4) Developing a staffing and organizational model to accommodate the changing IT environment and facilitate openness and agility
- 5) Facilitating a better understanding of information security and finding appropriate balance between infrastructure openness and security
- 6) Funding information technology strategically*
- 7) Determining the role of online learning and developing a sustainable strategy for that role
- 8) Supporting the trends toward IT consumerization and bring-your-own device*
- 9) Transforming the institution's business with information technology*
- 10) Using analytics to support critical institutional outcomes*

*Also one of the 2012 Top-Ten IT Issues

10 Emerging Educational Technologies Blog

(Brigs, 2013)

- 1) Cloud Computing (12 Months or Less)
- 2) Mobile Learning (12 Months or Less)
- 3) Tablet Computing (12 Months or Less)
- 4) MOOCs (12 Months or Less)
- 5) Open Content (2-3 Years)
- 6) Learning Analytics (2-3 Years)
- 7) Games and Gamification (2-3 Years)
- 8) 3D Printing (4-5 Years)
- 9) Virtual and Remote Laboratories (4-5 Years)
- 10) Wearable Technology (4-5 Years)

Business Intelligence and techniques such as data mining, artificial intelligence, neural networks, semantic analysis and others.

- 7) Adaptive Learning. The vision of adaptive learning is to create a learning experience tailored to the level of knowledge, competence and mood of the learner. Currently, the university is conducting a pilot on using adaptive learning tools (with Knowillage, Inc.) in undergraduate education. Although this technology is far from perfect, it is rapidly evolving and moving towards the goal of creating a learning environment that is highly effective and efficient.

The technologies listed above are a sample of the educational technologies that are being studied and/or implemented at the University of Florida. Research and development related to education is being conducted by many disciplines and will continue to evolve.

The Research Opportunity

The mandate to provide four year online baccalaureate degrees for Higher Education in Florida is an extraordinary opportunity for the University of Florida. The beneficiaries of these efforts, beyond the institution, range from the talented students who will have access to an excellent education at an affordable price, to a state's workforce with a deeper, better-prepared talent pool that can handle the future challenges of Florida's economy and improve the quality of life of its citizens.

The electronic platform is not an end, but a means to track the leading edge, a doorway to the pedagogy of the future, the technology interface of education, and the increased understanding of the neuroscience of learning. This initiative puts the state's higher education system in the vanguard of disruptive innovation. The "dogs of creativity" have been loosened on education, and we will be among the few "game changers". The challenges are many, and as we embrace the new, we must use care not to denigrate the core values of quality and accessibility that have served us well.

The UF Online of 2017 will have the same core values but the tools and techniques, the pedagogy and technology will have evolved. We expect to have fully captured the following learning tools in the UF Online course ware.

1. Adaptive learning: systems deliver instruction that is tailored to individual student needs and preferences (initial testing currently underway);
2. Modular terms: support flexibility through shorter term length (currently testing)
3. Social learning²: students learning from and with each other
4. Mobile learning: anytime anywhere availability help students to fit education into busy schedules (currently developing)
5. Personalized pathways: learning is expanded to non-traditional methods and varied learning accomplishments are valued
6. Competency-based learning: provide students with flexibility to progress once mastery has been demonstrated

The table below outlines the proposed review, testing and implementation schedule of the methodologies and technologies listed above.

	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Adaptive Learning	Review/ initial test	Expanded testing	Pilot with select courses	Implement as appropriate	Implement as appropriate
Modular Terms	Review/ initial test	Expanded testing	Pilot with select programs	Implement as appropriate	Implement as appropriate
Social Learning	Literature review	Review/ initial test	Expanded testing	Pilot with select courses	Implement as appropriate
Mobile Learning	Review/ initial test	Expanded testing	Pilot with select courses	Implement as appropriate	Implement as appropriate
Personalized Pathways	Literature review	Review/ initial test	Expanded testing	Pilot with select courses	Implement as appropriate
Competency Based Learning	Review/ initial test	Expanded testing	Pilot with select programs	Implement as appropriate	Implement as appropriate

UF Online is committed to its vanguard position and to ensure it remains a leader in the field, it will establish a Research Center dedicated to teaching and technology during the 2014-15 academic year. The Research Center will provide the strategic direction and systematic implementation to garner synergistic benefit, increased efficiency, and coherent direction from the multi-faceted research energized by the online “event”. The University will integrate this research when appropriate with the goals and mission of UF Online.

SECTION THREE OPERATIONAL STRUCTURE OF UF ONLINE

OVERVIEW

The enabling legislation assigned UF a vision that was consistent with the strategic statement outlined in the University's 2013-14 Work plan as approved by the Board of Governors in June, 2013.

ORGANIZATIONAL STRUCTURE AND STAFFING

UF Online will be a differentiated structure housed within the Office of Academic Affairs of the University. The Executive Director will report directly to the Provost and have direct report Associate Directors as well as the appropriate support staff. The Associate Directors will have responsibilities for Production/Development, Course Management, and Student Retention. There will be a core group of quality assurance personnel that will report directly to the Executive Director. The Associate Directors will initially work across organizational lines to gain the cooperation and achieve coordination within the distributed model currently in place. Over time (three year timeline) the central cell delivering online distance degrees or courses will have space and personnel to deliver efficient, effective, high-quality content and support services for distance students and the distributed assets will focus on resident space.

In addition, the current Strategic Planning Management Team will continue as an advisory group for the Executive Director. Periodic meetings will provide the Director the opportunity to discuss vision, strategy, and implementation plans with a group of academicians who have vested interest in the success of UF Online.

UF Online will have "dotted" line relationships with the major support units of the University, IT, Enrollment Management, Student Services and Undergraduate Affairs. These units will have in-unit expertise dedicated to the online programs and students with a clear responsibility to provide the quality support consistent with online programs of excellence.

UF Online curriculum will be subject to the governance structure of the University including appropriate review by curriculum committees, the Faculty Senate and the policies and practices that are mandated for any program leading to a UF degree.

Any changes or variations in the original design of the UF Online will be reviewed by the advisory committee and the Executive Director and be subject to final approval by the Provost.

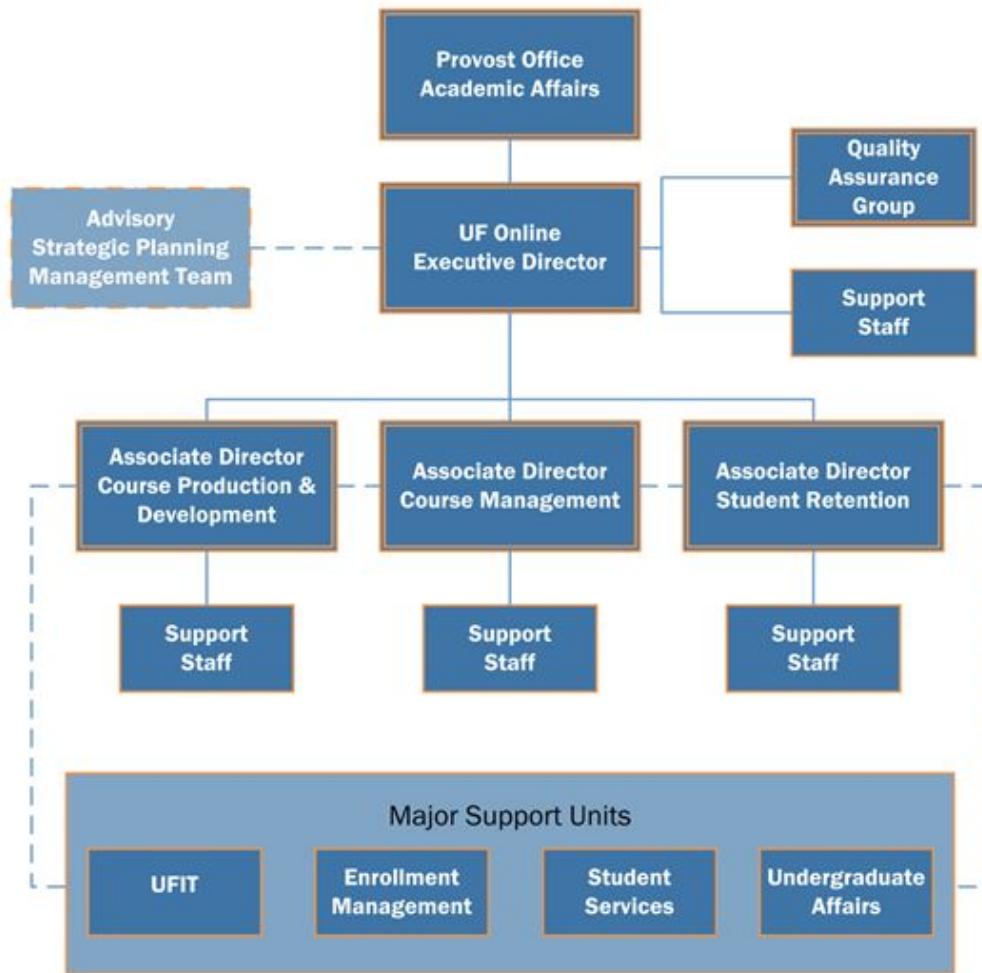


Figure 2: UF Online Organizational Chart

Public/Private Partnership

The University is negotiating with a firm in the private sector to assist with the process of bringing UF Online into existence and to move it to a place of preeminence in the world of online learning. The University's commitment to a program of distinction and quality, accessibility and affordability will be reinforced by the resources and expertise of the private partner. The criteria for reaching out to the private sector is "Can we, in house, perform the same function with the same quality as efficiently and effectively as the partner under consideration." The timeline for measurement is the short run if not immediately. The deliverables that would be of interest include:

- A. Market Research and Assessment
 - Use of proprietary analytics and research and publicly available data to provide course and programmatic innovations.

- Validate market demand and provide recommendations as to how to tailor programs to enhance marketability.
 - Participate in analysis and discussion to identify the optimum program portfolio that is distinctive and in demand.
- B. Marketing services
- Provide all inclusive marketing services that will systemize and optimize multi-media approach.
 - Work with University and its partners to maintain and enhance UF brand.
- C. Enrollment management support services
- Provide concierge support services that include lead follow-up/qualifications, prospect development, enrollment, admissions counseling, and student support throughout the enrollment process from inquiry to 2nd week of enrollment.
- D. Persistence/Retention programs
- The most successful fully online programs in terms of retention/persistence rates employ proactive Retention Specialists. This activity which is not part of the typical resident program has been well developed and successfully employed by educational service firms. In fact, the UF Online prospective partner has realized an average persistence rate of 92% across the several programs they service. Their “Program Coordinators” have no role in content delivery or in learning assessment. Rather they follow a pro-active personalized prevention based program to connect with and support each student from admissions to graduation.
 - The pro-active support includes weekly email and telephone contact, course activity monitoring, and periodic checks. They look for “at risk” indicators such as:
 1. Not logged in within 12 hours;
 2. Poor performance on last quiz, test, class;
 3. Consistently late assignments and take, after faculty consultation, intervening actions to encourage persistence.
- E. Proprietary digital content.
- As noted, one of the major value added factors associated with the public/private partnership is access to the partner’s digital content and services. One of the partners under consideration is the world’s largest provider of digital education content and services. An agreement with this firm will provide access to this content including MyLabs, eBooks, CoursePacks, etc. These digital learning objects are now widely used by UF students at an average price of \$100 per item. These would be provided without cost at the discretion of the faculty on an as-needed basis to the students of UF Online.
- F. On-demand student support
- The private partner under consideration will provide tutoring services at a time when needed to support the learning process and enhance retention and success. The services include on-demand tutoring, prescheduled session, asynchronous support and an online writing lab.
- G. Joint research and development
- Collaboration with the public private partner on research and innovation projects in the field of online learning will strengthen the university’s efforts to be on the cutting edge and to be known as the leading provider of the highest quality online education.
 - Joint research efforts may lead to key developments that could be leveraged to enhance the university’s online programs as well as generate revenue opportunities.

H. Learning design support

- On demand support for course development and production, FTE limited back-up but expandable on request. The expertise can be commissioned at an appropriate time throughout the partnership to provide expandable or back-up support for the course development tools.

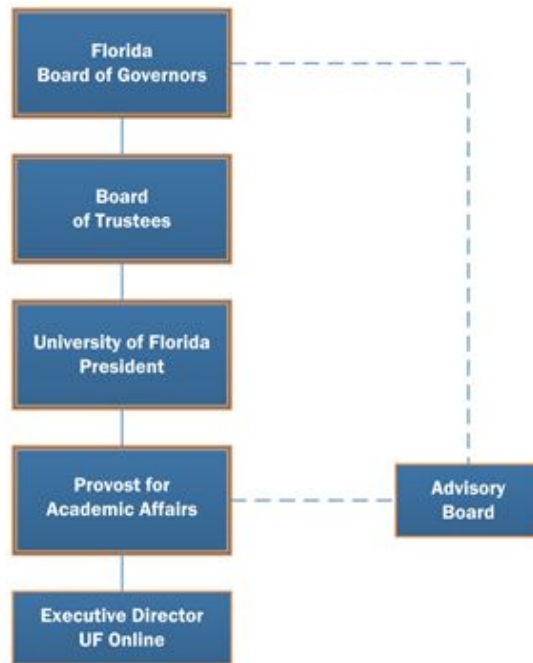


Figure 3: UF Online Governance Structure

VALUES, GOALS, AND STRATEGIES

UF Mission Statement (Work plan)

UF is a public land-grant, sea-grant and space-grant research university and encompasses virtually all academic and professional disciplines. It is a member of the Association of American Universities. Its faculty and staff are dedicated to the common pursuit of the university's threefold mission: **teaching** at the undergraduate and graduate level; **research and scholarship** integral to the educational process and the expansion of our understanding of the natural world; and **service** that reflects the university's obligation to share the benefits of its research and knowledge for the public good. The university serves the nation's and the state's critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership and workforce.

UF Online Mission Statement

UF Online is committed to bringing access to high quality online undergraduate degrees to Floridians and nonresidents at an affordable cost. UF Online will build on the university's already substantial record in distance education programs to accomplish this. UF Online will strive for continuous improvement in the quality and innovation of our courses, programs and support services.

UF Online Vision Statement

UF Online is committed to bringing the highest quality, most innovative online baccalaureate degree experience to students in Florida and around the world.

To accomplish this vision and mission, UF Online will implement best practices to:

- Provide for continuous assessment of courses, programs and learning outcomes
- Strike the balance between delivering efficient online courses and services without adversely affecting high-quality educational outcomes
- Utilize state-of-the-art technology and best-in-class design teams for developing courses
- Develop new degree programs that incorporate labor market feedback and anticipate Florida, national and global employment data and labor market needs
- Provide access to courses in asynchronous and synchronous modalities
- Provide 24/7 access to support services for engaging students and enhancing the online student experience
- Utilize analytics to track student performance and intervene proactively

UF ONLINE COMMUNICATION PLAN

A clear communications plan to inform university faculty, administration, and stakeholders is essential for the successful implementation of UF Online. The Associate Provost's Office has been responsible for guiding the initial communications and has used a variety of mechanisms to ensure updates are provided to the different audiences as follows:

Target audiences:

- Senior Vice Presidents
- Deans
- Associate Deans
- Academic Advisors
- Faculty Senate
- Current 2+2 Administration

Timeline:

May – December 2013

- Deans meet monthly- second Tuesday of the month
- Director of course production meets weekly with production team
- Director of strategic planning meets weekly with team members
- Final Presentation for Deans Retreat –August 2013

This initial communication plan has been extended through monthly faculty meetings with the Provost, a University wide convocation (December 2013), workshops with the Faculty Senate and a dedicated website <http://ufonline.ufl.edu/>.

ENROLLMENT MANAGEMENT, ADMISSIONS & INFORMATION TECHNOLOGY

Distance Learning Contact Center

A central contact center dedicated to supporting all enrollment needs will be established in collaboration with our online partner. The contact center will be open extended hours and staffed with personnel trained to provide assistance with:

- Admissions
- Financial Aid
- Registrar functions
- Course registration

The contact center will have the ability to communicate with prospective and current students 24/7 through virtually every modality to include, but not be limited to: Web, phone, Skype, Face Time, email and real-time chat.

Website and Customer Relation Management System

A central website will integrate UF Online resources. It will provide specific enrollment management services related to UF Online student's experience. This will include: information on all Division of Enrollment Management services (Admissions, Financial Aid, and Registrar) and direct contact information to contact center staff. Students will have direct access to enrollment professionals. Additionally, a distance education specific customer relation management system (CRM) will be implemented to capture all relevant data needed to support the exchange of information from application to admission to enrollment and registration.

Enrollment Support

The Distance Learning Contact Center will be available to guide students through each step of the admission and enrollment process. The private partner is expected to have a significant role due to expertise in providing lead follow-up/qualification, prospect development, enrollment/admissions counseling, and student support throughout the entire enrollment process.

Applicants will not be permitted to apply for both the UF Online and residential campus admission. They must specify on the application the campus of choice.

The enrollment process is outlined below:

1. Prospective student is identified
2. Prospective student applies using online UF Online application
3. Prospective student applies online for financial aid
4. Prospective student is admitted
5. Prospective student receives financial aid award
6. Admitted student pays tuition deposit confirming attendance
7. Confirmed admitted student registers
8. Financial aid is disbursed to student
9. Student tuition is paid
10. Progress is monitored through academic term
11. Student receives grades

See Appendix B for detailed Enrollment Management Support Process.

Admissions Process

The UF Online admission process is no different from the process for students applying to on-campus programs. The admissions process is designed to consider all aspects of an applicant's academic record and personal experiences, and is not intended to admit applicants solely on the basis of grade point averages and test scores. Short-answer and essay questions, in particular, help admissions officers consider the applicant within the context of each applicant's own experiences with family, in high school and in his or her local communities. All factors that can distinguish an applicant's achievements and indicate the potential for success at the University of Florida are considered.

Transfer admission to the UF Online will follow the same process as the on-campus programs. Staff in the Office of Admissions will review files to determine whether they have met the minimum admissions requirements and staff in the college where the major is located will make the admission decision.

The application process is outlined below:

Freshman Admission

- Students visit <http://ufonline.ufl.edu/> to apply no later than November 1.
- Students submit a \$30 application fee
- Students arrange to have official ACT and/or SAT scores sent to UF from the testing agency
- Student ACT scores must include the writing portion
- The Office of Admissions will notify the applicant with a decision by February 14

Transfer Admission

Applicants who have earned 13 or more college credits after high school graduation are considered transfer students.

- Students apply online at <http://ufonline.ufl.edu/>. The application deadline varies by term. Information can be found online at <http://ufonline.ufl.edu/>
- Students submit the \$30 application fee.
- Final decisions are released on a rolling basis.

International Admission

All official credentials including transcripts, examination certificates and diplomas in the native language should be mailed to the Office of Admissions. An official certified literal English translation must be attached to documents not issued in English. All credentials from non-U.S. institutions must also be submitted to a credential evaluation agency for a course-by-course evaluation and grade point average calculation. Credential reports must be sent directly to the Office of Admissions. Refer to <http://www.naces.org/members.htm> or <http://ies.aacrao.org> for credential services. For all other criteria, refer to freshman or transfer admission requirements.

Role of Private Partner

Throughout this process, the private partner, in coordination with Enrollment Management staff in the Distance Learning Contact Center, will ensure each student:

- understands enrollment process and timelines

- completes application process
- is connected to key admissions staff, program directors and faculty
- is supported on questions and preparation
- is prepared to incorporate school into busy schedule

Important Dates

- By November 1st: Submit online application for priority consideration.
- Until March 1: From Nov. 2 until March 1, freshman applications accepted and reviewed on a space-available basis.
- By December 31: 1) Submit high school transcript if applied by Nov. 1. 2) Send your SAT/ACT scores to the Admissions Office
- January: Financial Aid application FAFSA
- February 14: UF admission decision released if applied by Nov. 1. Final decision for applicants after Nov 1 will be available last Friday in March.
- By May 1: \$200 tuition confirmation deposit due from admitted students.

See Appendix B for detailed admissions process.

Registration and Records Access

UF Online students will be coded to identify their degree program which would allow registration in online courses only.

See Appendix B for detailed registration and records process.

Financial Aid Process and Scholarships

Students enrolled in UF Online will be eligible for federal, state and institutional aid, including the Bright Futures scholarship for freshmen graduating from a Florida high school.

See Appendix B for detailed student financial aid process.

Information Technology

UF Information Technology provides enterprise level academic support, administrative and infrastructure services directly to UF Online and other university units that support UF Online. Classes of services include course production, support and training, course delivery, administration, infrastructure and metric and analytics. UF Online Associate Directors will coordinate UF Online activities and liaison with UFIT staff to ensure timely provision and quality of services. IT services required for UF Online will be in place and fully operational by January 2014.

Computing Help Desk

The UF Computing Help Desk is currently a unit within UFIT. It provides first tier support for all services provided by UFIT. Assistance is available through phone, e-mail, web and social media channels. The help desk hours will be expanded to midnight for January of 2014. Further expansion to 24/7 is scheduled for fall of 2014 to support the UF Online students.

SECTION FOUR

EXISTING COURSES AND BACCALAUREATE DEGREE PROGRAMS

Section 46, Chapter 2013-27, Laws of Florida

(4)(f) The plan shall include: 1. Existing on-campus general education courses and baccalaureate degree programs that will be offered online.

OVERVIEW

The University of Florida has an existing portfolio of online 2 + 2 programs. In the 2 + 2 curriculum, the first two years are delivered on campus, often at a state college or community college, while the curriculum for the last two years is delivered online. For the UF Online the entire degree program will be offered online with the exception of courses that require laboratory or clinical activities.

Programs have been chosen to launch in January of 2014 based upon the availability of courses that are ready to deliver online as well as potential student enrollment. While these programs have a significant quantity of material available online, some courses are lecture-capture only and will require modifications to meet the requirements of the UF Online. In addition, all programs will require development of lower division courses for online delivery.

- College of Agricultural & Life Sciences:
 - Bachelor of Science in Interdisciplinary Studies – Environmental Management in Agriculture & Natural Resources
- College of Business Administration:
 - Bachelor of Arts in Business Administration
- College of Health & Human Performance:
 - Bachelor of Science in Health Education & Behavior
 - Bachelor of Science in Sport Management
- College of Liberal Arts & Sciences:
 - Bachelor of Arts in Criminology & Law

PROGRAM PRODUCTION SCHEDULE

Courses will be developed one full term or more prior to the course launch. Course production is currently under way for the spring 2014 term. A proposed schedule of the first course offerings of the initial five programs is outlined below:

Bachelor of Science in Interdisciplinary Studies - Environmental Management in Agriculture & Natural Resources

Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015
SPC 2608	ENY 3005 and	Elective TBA	SWS 4116	SWS 4905 or
ALS 3133	ENY 3005L or	FNR 4660	SWS 4223	SWS 4941
ALS 3153	IPM 3022	AOM 4643	Elective TBA	Elective
SWS 3022	SWS 4244	SWS 4730C	Elective TBA	
Elective	Elective	Elective TBA		
	Elective	Elective TBA		

Bachelor of Arts in Business Administration

Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015
ECO 2013	ISM 3013	FIN 3403	ENT 3003	MAR 3231
ECO 2023	MAR 3023	GEB 3373	MAN 4504	
ACG 2021	GEB 3219	MAN 4301	GEB 3035	
ACG 2071	ENT 3003	BUL 4310	REE 3043	
MAN 3025	QMB 3250		ECO3713	
ISM3004				

Bachelor of Science in Health Education & Behavior

Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015
HSC 3102	APK 2105C	HSC 4302	HSC 4876	HEB Elective
HSC 3032	APK 2100 C	HSC 4800	HEB Elective	HEB Elective
MCB 2000	HSC 3201	HEB Elective	HEB Elective	
MCB 2000L	HSC 4713	HEB Elective	Elective	
SPC 2608	HUN 2201	Elective	Elective	

Bachelor of Science in Sport Management

Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015
ACG 2021	EME 2040	LEI 3921	SPM 4941C	SM Elective
SPC 2608	Elective	SPM 3306	SM Elective	SM Elective
SPM 2000	Elective	SPM 4515	SM Elective	
Elective	SPM 3204	SPM 4723		
SPM 3012	SPM 4154	FIN 3403		
SPM 4104				

Bachelor of Arts in Criminology & Law

Spring 2014	Summer 2014	Fall 2014	Spring 2015
CJL 2000	CCJ 4934	CCJ 4014	CCJ 4110
CCJ 3024	BUL 4310	PAD 3003	CCJ 4940
CJL 3038	CLP 3144	Elective (CCJ3701)	CCJ 4970
CCJ 3701	CCJ 3701	Elective	Elective
CJE 3114			Elective
CCJ 4930			

For a complete list of course names, refer to Appendix D.

GENERAL EDUCATION AND OTHER REQUIREMENTS

The initial UF Online General Education courses have been chosen based upon popularity, online availability and the needs of the first five programs. Of the 22 courses being prepared for launch in January of 2014, 12 courses have not been taught online before and require full development, 4 are at the redesign stage of their life cycle (courses are redesigned approximately every 3 years) and 6 will require updates only. The course production team will review multiple options for production and delivery of lab courses. These will include short on-site intensives coupled with online material and assignments. Lab opportunities will be coordinated with Research Education Centers and colleges throughout the state of Florida. National and international partners will be sought to provide appropriate laboratory and clinical experiences to support out of state learners.

The University currently has the following requirements that apply to all undergraduate students regardless of platform.

<u>General Education</u>	<u>Credit Hours</u>
Mathematics	6
Composition	3
Humanities	9
Social and Behavioral Sciences	9
Physical and Biological Sciences	<u>9</u>
Total	36

In addition, the student is required to choose from the required General Education curriculum courses which will also meet the Diversity (3 hours) and the International (3 hours) requirements.

And, the student must complete courses that involve substantial writing. The University of Florida requirement is a total 24,000 words.

The course offerings for UF Online will provide adequate options to allow successful completion of the aforementioned requirements. The courses to be delivered in January, 2014 could be used to meet the requirements as follows:

<u>Category</u>	<u>Courses</u>	<u>Hours</u>	<u>Required Hours</u>
Composition	3	9	3
Mathematics	5	15	6
Humanities	5	15	9
Social and Behavioral Sciences	8	24	9
Physical and Biological Sciences	6	18	9
Diversity	1	3	3
International	3	9	3
		<u>Words</u>	<u>Required</u>
Writing Requirement		42,000	24,000

General Education Courses

SPRING 2014	SUMMER 2014	FALL 2014
AMH 2020 American History since 1877	AEB 2014 Economic Issues, Food and You*	GLY 2030C Environmental and Engineering Geology
ARC 1720 Architectural History	BSC 2010 Integrated Principles of Biology	BSC 2011 Integrated Principles of Biology II
ARH 2000 Art Appreciation	BSC 2010L Integrated Principles of Biology Lab**	BSC 2011L Integrated Principles of Biology II Lab
AST 1002 Discovering the Universe	CHM 2045 General Chemistry I	CHM 2046 General Chemistry II
BSC 2009 Biological Sciences	CLA 2100 The Glory that was Greece*	GLY 3163 Geology of National Parks*
BSC 2009L Biological Sciences Lab	ENC 2210 Technical Writing*	CHM 2045L General Chemistry I Lab**
CHM 1025 Introduction to General Chemistry*	GLY 1102 Age of Dinosaurs	CHM 2046L General Chemistry II Lab**
CHM 1083 Consumer Chemistry*	MEM 3300 Castles and Cloisters*	AML 2070 Survey of American Literature
GLY 1880 Earthquakes, Volcanoes and other Hazards*	SYG 2010 Social Problems	ESC 1000 Introduction to Earth Science
HUM 2305 What is the Good Life?	TBA P or B	
MAC 1105 Basic College Algebra	TBA P or B	
MAC 1147 Precalculus: Algebra and Trigonometry	THE 2000 Theatre Appreciation	
MAC 2233 Survey of Calculus I		
MGF 1106 Mathematics for Liberal Arts I*		
MUL 2010 Introduction to Music Literature*		
PHY 2020 Introduction to Principles of Physics		
PSY 2012 General Psychology		
REL 2121 American Religious History*		
STA 2023 Introduction to Statistics I		
SYG 2000 Principles of Sociology*		
ENC 1101 Introduction to College Writing		
ENC 1102 Introduction to Argument and Persuasion		

*Require updates only

** One-credit labs potentially combined into a single three-credit course

SECTION FIVE

DEVELOPING/PRODUCING NEW COURSES AND DEGREE PROGRAMS

Section 46, Chapter 2013-27, Laws of Florida

(4)(f) The plan shall include: 2. New courses that will be developed and offered online.

OVERVIEW

Technology has become a catalyst for change in education. The UF Online initiative will provide opportunities to re-envision teaching and learning to produce quality outcomes. Successful online courses are typically not taught the same way as face-to-face courses. In keeping with recognized best practices, the UF Online courses will include the following features³:

- Scheduling flexibility
- Multiple and varied opportunities for students to interact with the course material
- Information delivered to students in a variety of formats (video, text, interactions)
- Student interaction with each other and the instructor

COURSE DEVELOPMENT

The UF Online course production team will use the ADDIE (Analyze, Design, Develop, Implement and Evaluate) model of course design. This model begins with an analysis of the students and the strengths and challenges they may face in the course. The learning objectives that students will need to meet to succeed in the course are determined by the instructor in the analysis phase. Assessments, instructional material and activities are aligned with the learning objectives in the design stage. Development includes the creation and integration of appropriate learning materials. The course implementation occurs during the pilot. The course is monitored during the pilot with any necessary updates put into place during the term followed by a complete evaluation after the semester ends.

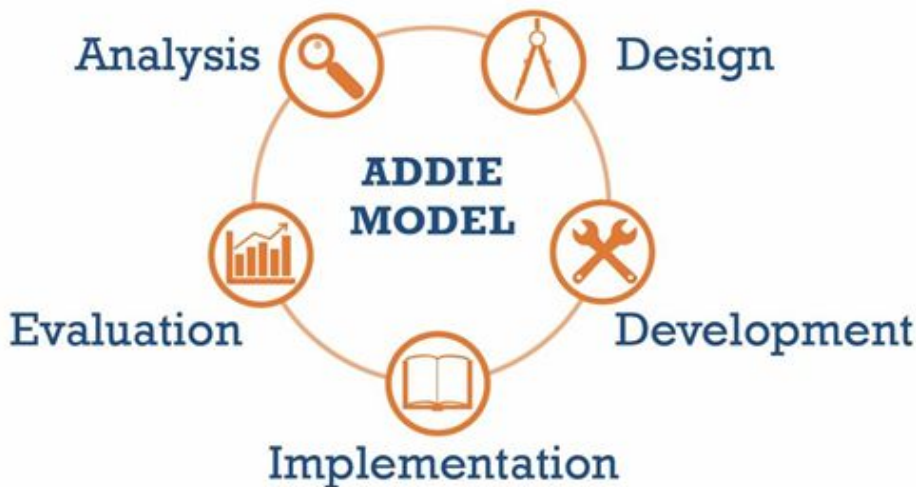


Figure 4: ADDIE Model. This model summarizes the life cycle of a course.

COURSE DEVELOPMENT TEAM AND PROCESS – Best Practices

Unlike traditional courses, which are often developed by a single faculty member, the most effective online courses are developed by a team of content experts and creative professionals that include faculty, instructional designers (IDs), librarians, videographers, graphic designers, and programmers. Clearly defining and delineating the roles and responsibilities of the faculty and the creative team will ensure the development of an engaging student learning experience that integrates content, pedagogy, and technology, while maintaining rigorous academic integrity of the course.

The tables below outline the process that is used for the UF Online course production as well as the team member responsible for each step.

Planning

Define course goals, learning objectives and learning activities.	Faculty
Align course goals to learning objectives.	Faculty
Align learning objectives to learning activities.	Faculty/ID
Develop method for evaluating and grading students.	Faculty/ID
Define expectations of students, such as policies for participation and late work.	Faculty

Design

Identify appropriate instructional materials.	Faculty/Librarian
Design appropriate assignments and activities to achieve learning objectives.	Faculty/ID
Identify technology tools to support assignments/activities.	ID
Create course architecture.	ID/Faculty
Determine overall course appearance.	Graphic Designer
Create video/interaction outline.	ID/Faculty
Develop video/interaction budget.	ID

Pre-Production

Develop video storyboard/interaction flowchart.	ID
Create scripts/PowerPoint files for audio and video.	Faculty/TA
Conduct casting for audio and video.	ID/Videographer
Select/create images and graphics.	Graphic Designer/ID/ Librarian
Identify potential ADA issues.	ID/Web Designer

Production

Write assignment instructions and rubrics. Create appropriate tutorials.	Faculty/ID
Create quiz/exam questions.	Faculty
Record video/audio.	Faculty/Talent/ Videographer
Create interactive features, animations and simulations.	Programmer/ Graphic Designer/ Ed-Tech
Edit video/audio.	Video/Audio Editor
Closed captioning.	Captioning Coordinator
Course site setup.	Web Designer/ID/Ed-Tech
Course site review/ADA testing.	QA Committee/ID
Course site user testing.	Student Test Group

Course Pilot and Evaluation

Monitor course during pilot.	Faculty/ID
After pilot, review course analytics, outcomes and surveys.	Faculty/ID/Evaluation Specialist
Revise content as needed.	Faculty/ID/Creative Team

A well-designed course provides a framework for students to interact with each other, the course material and the instructor⁴. The UF Online instructors will receive training in methods that will help them connect with students. The student/instructor relationships are one of the things that make teaching and learning rewarding.

E-text

The UF Online plan is to move all courses, when possible, to e-text. The initial terms will have approximately 30% of the courses covered by e-text assignment and the percentage covered will approach 90% by 2017. The obvious advantages for the UF Online student will be:

- 1) Price – normally 50-75% of the print version.
- 2) Convenience – can be included as part of the CMS.
- 3) Integratable – can be seamlessly integrated into the course management system.

FACULTY DEVELOPMENT

New technologies provide faculty with an ever-changing array of tools for improving learning. Multiple development opportunities are available to help faculty rethink their teaching and make best use of new tools. UF Online faculty are required to participate in the University of Florida Faculty Institute. This online workshop takes approximately 7-10 hours and walks faculty through the course design process. Emphasis is placed upon pedagogy rather than technology. Features of the Faculty Institute include:

- How today's students prefer to learn
- How to create course goals and objectives
- Aligning assessment and course materials with learning objectives
- Assessment variety and academic integrity
- Promoting student engagement
- Developing community
- Determining technology

Additional development opportunities will be available to the UF Online faculty and teaching assistants:

- Teaching Assistant Institute (Mandatory)
 - Online workshop prepares TAs to assist with the UF Online courses (4 hours)
- UF *Interface* Faculty Seminar
 - <http://interface.at.ufl.edu/>

- Faculty share teaching innovations
- Attendees can participate on-site for the day-long event
- Presentations are recorded and are available online
- Presented twice yearly
- Teaching Excellence Workshop
 - Faculty present award winning courses
 - Presentation of Quality Matters courses
 - Keynote speaker presents on cutting-edge topic
 - Workshops on pedagogy and technology
 - Attendees can participate on-site for the day-long event
 - Presentations are recorded and are available online
 - Presented yearly
- Teaching Excellence Workshops: Special Topics
 - Small sessions focused on single topics
 - UF Online faculty share innovations and lessons learned
 - Student feedback sessions
 - One – two hour sessions
 - Presented monthly
- Teaching Enhancement Symposium
 - Presentations focused on pedagogy and technology
 - Keynote speaker presents on cutting-edge topic
 - Attendees can participate on-site for the day-long event
 - Presented yearly

Luncheon Series

The Provost has established a schedule for hosting a luncheon series to meet with faculty members to discuss the future of online learning in higher education. The Provost requested the Deans of each college to nominate faculty to participate in these luncheons. A total of 200 faculty were nominated and invitations are sent with a request for response. The multiple opportunities to attend at least one, if not more, are intended to accommodate maximum participation. The purpose of the luncheons is to guide the campus through a dialogue around new and developing technologies and ways that such can be deployed to strengthen the educational process and learning experience of students. The dates for the “Faculty Lunch for Online Learning” are as follows:

- August 30, 2013
- September 13 and 25, 2013
- October 9 and 24, 2013
- November 6 and 22, 2013
- December 11 and 18, 2013
- January 8 and 24, 2014
- February 13 and 27, 2014
- March 13, 2014
- April 11 and 25, 2014

Forum on “Online Learning and the Future of Higher Education”

On December 3, 2013, UF will host a major, two day forum that will be national in scope and focus on online learning and the future of higher education. The audience will include UF faculty, provosts from AAU schools, state leaders, leading academics in the field, relevant journalists, and private sector leaders. Streaming will be provided for a larger audience. Keynote addresses will include presentations on challenges posed by online education and ways to configure the experience that benefits both in-class and online education. They will be followed by discussion sessions.

A survey will be conducted by the Bureau of Economic and Business Research (BEBR) prior to the forum that assesses faculty and student perspectives regarding online learning and helps establish benchmarks for the future. BEBR will conduct a post-forum assessment that will be used to structure future forums.

QUALITY ASSURANCE

The UF Online courses will make use of formative assessments throughout the term to identify areas where course materials may need immediate adjustment. Student surveys will be given during the offerings to gauge student perceptions as well as to identify potential issues.

Each offering of a UF Online course will be followed by a review to determine how the course may be improved. Course improvements are based on information collected through:

- Student surveys
- Discussion boards
- Assessments and learning outcomes
- Time-on-task data

The life cycle of a course may vary depending upon the discipline, technology and the needs of the curriculum. Disciplines that are supported by constant research may require more frequent course updates than those with fairly static content. A typical UF Online course will be reviewed and updated yearly with a complete revision every three years.

UF is in the process of establishing the UFIT Student Advisory Board for Digital Pedagogy and Online Learning (UFIT-SAB.) This group is charged with:

- Testing instructional prototypes
- Providing advice and recommendations from the student perspective
- Bringing student awareness to best practices in online learning

Student members of the UFIT-SAB will take part in focus sessions and workshops geared towards innovation in teaching and learning. The group will be comprised of resident and UF Online members.

The University of Florida has established guidelines for online course production. These UF Standards and Markers of Excellence (UFS&ME) form the foundation for the Faculty Institute, the online training for faculty who will be developing courses for the UF Online. The UFS&ME were developed by the university-wide Quality Assurance (QA) Committee after careful review of standards from institutions across the nation. General best practices and exemplary markers

in eight categories provide the foundation for quality course development. Recommendations cover the following main areas:

- Course Overview and Introduction
- Course Goals and Learning Objectives
- Assessment and Measurement
- Instructional Materials
- Interaction and Engagement
- Course Technology
- Accessibility
- Course Design and Evaluation

The full UF Standards and Markers of Excellence can be found in Appendix E or at <http://teach.ufl.edu/resources/uf-standards/>

Each UF Online course will be reviewed by the Quality Assurance Committee to ensure that courses meet the guidelines. Any areas of concern will be discussed with the faculty member and instructional designer, and appropriate corrections will be implemented. The course is then reviewed by the department to ensure that the course material supports the curriculum and the course is as rigorous as the resident program. The quality assurance process is outlined below:

1. Primary instructional designer (ID) reviews course with the UFS&ME
2. Secondary ID reviews course with UFS&ME
 - Any recommendations are documented and sent back to primary ID to discuss with faculty and implement if appropriate
 - If no changes are recommended, the course goes to Quality Assurance committee
3. QA faculty reviewer evaluates course with a focus on the student experience
 - Recommendations are documented and sent to primary ID to discuss with faculty and implement if appropriate
4. Primary ID and developing faculty member meet with a departmental representative to review course
 - Departmental representative has access to course for further review if necessary
 - Departmental representative signs off to indicate course meets departmental curriculum and rigor requirements

Quality Matters (QM) is a nationally recognized leader in the certification of online and blended course design. The University of Florida is an institutional member. The UF Online course production team is certified to conduct internal QM reviews that will be done for each course. Official QM course evaluations conducted by external reviewers will be available to the UF Online faculty. The online institute will put forth courses for external review starting with four to six courses during the 2015 – 2016 academic year.

University policy is that all courses taught by a faculty member, including adjuncts and graduate assistants must be evaluated by the relevant students. This policy applies to in resident or online courses and the evaluations are required every time the course is offered. The numerical scores associated with the evaluations are made available to the faculty person and the chair of the subject department.

The student evaluation will include an assessment of the online platform, the delivery, and content. This evaluation data will be part of the input considered by the Quality Assurance Committee in its periodic review of all online courses. The results of these reviews are intended to be normative in nature and will be shared with the faculty and department chair.

COURSE MANAGEMENT SYSTEM

The University will offer the faculty participating in UF Online two Course Management Systems (CMS) to choose from:

Sakai – the CMS currently used in the resident programs.

Canvas – a newly introduced CMS that has interesting and useful features that facilitate online learning.

The faculty selection will focus on functionality that allows tracking learning outcomes, student progress, and time to task. Additional functionality that should be operative include:

- Accessibility for hearing and sight impaired students:
- Peer review tools
- Faculty can grade papers without downloading
- Assignments and assessment can be mapped to course and program outcomes.
- Ability to record video on the fly and attach to any assignment, email, or content page.

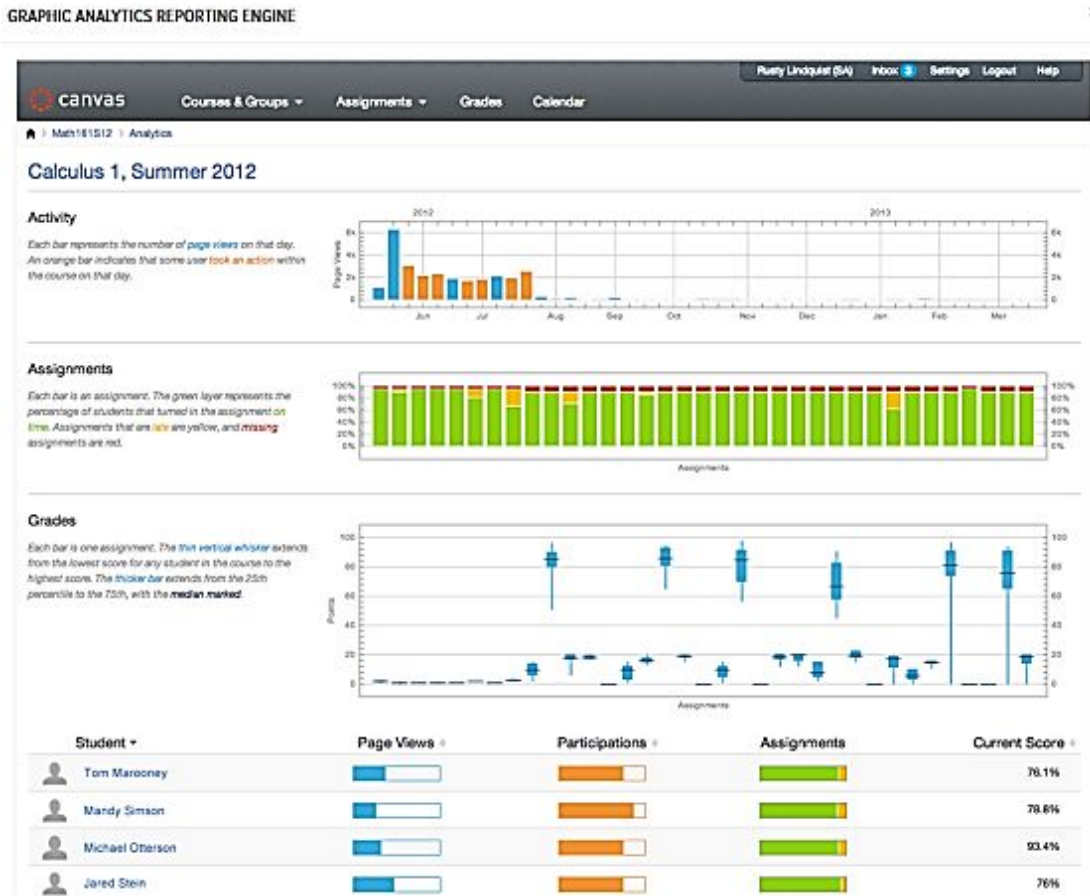


Figure 5: Canvas Graphic Analytics Reporting Engine

COURSE PRODUCTION

The course production teams will be overseen by the Director of Production and Course Development Services. Video production will be coordinated to ensure that all recordings meet appropriate standards. Campus instructional designers and video production personnel will meet periodically to share best practices, resources and workflow ideas. A course template that can be customized for individual programs will be created to ensure a consistent look and feel for the UF Online courses.

Units across campus have stepped forward to support the UF Online effort with expertise, facilities and personnel. Through campus collaborations, the UF course production teams have the capacity to meet the needs of the UF Online for instructional design, video production and Web design and development. External provider will be tasked to provide programming for simulations and interactions. It will also be necessary to partner with providers of proctored testing, both online and face to face. Additional partnerships may include:

- Peer review and benchmarking (Quality Matters)
- Online proctoring (ProctorU, Kryterion)
- On-site proctoring (Kryterion, Florida RECs, National Testing Centers)
- Tutoring services (Smarthinking/Pearson, StudyEdge)
- Courseware providers (Pearson, Plato Courseware, OpenTapestry)

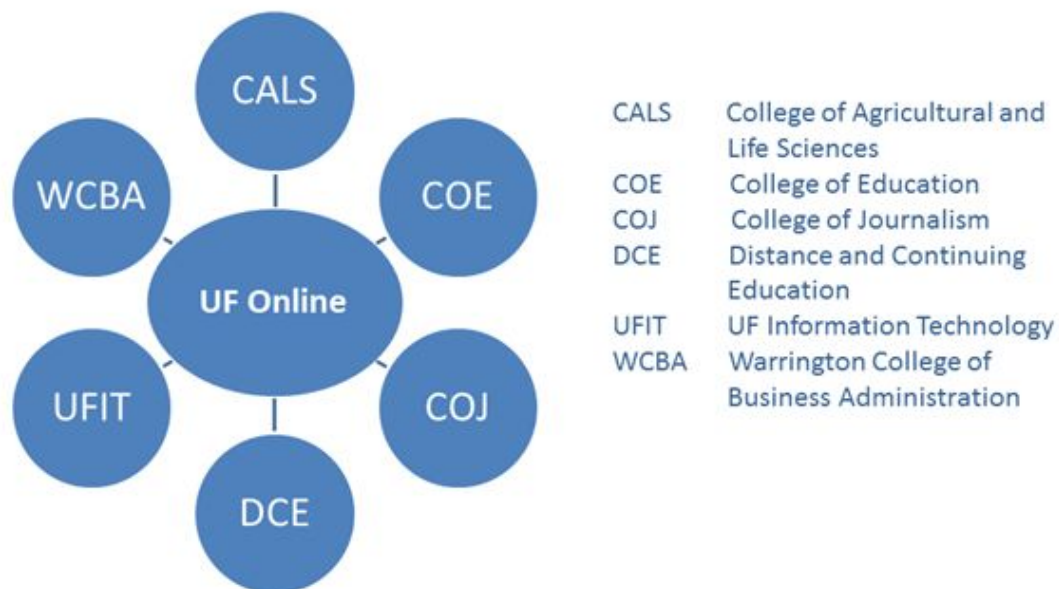


Figure 6: Units across Campus Supporting Course Production

FUTURE DEGREE PROGRAM CRITERIA

UF Online is committed to developing and delivering baccalaureate degrees that are of the highest quality and the greatest relevance to the needs of the state and its citizens. The programs that are scheduled for inclusion over the next five years have passed at least one of the following tests:

- Forecasted and/or presently among top 15 employment demand groups in the state.
- Among the top 15 most demanded majors at the University.

The only exception to these criteria was the initial choice of majors, which met a third and the dominant criteria for the initial offering—feasible within the time line.

Beginning with the Fall, 2018 term, the UF Online will offer 30 fully online degrees and 35 by 2019, more than one-third of which are STEM degrees as shown in the chart below. These degrees will call for some 400 courses per term at that time to provide the necessary courses for progress toward degree. The proper combination of courses to facilitate programs will require careful curriculum planning. Strict demand oversight will be maintained by the curriculum manager and any course that has been admitted to the UF Online catalogue that does not attract an average demand of at least 100 students per term within an academic year will be scheduled for retirement at the end of the next academic year.

Six Year Degree Plan

Academic Year 2013-14	Academic Year 2014-15	Academic Year 2015-16	Academic Year 2016-17	Academic Year 2017-18	Academic Year 2018-19
Business Administration	¹ Biology ²	¹ Industrial Engineering	¹ Chemistry	¹ Chemical Engineering	Food Science & Human Nutrition
Sports Management	¹ Mechanical Engineering	Accounting	Health Science	Journalism	Economics
Criminology & Law	Psychology ²	Sociology	¹ Civil Engineering	Architecture	¹ Electrical & Computer Engineering
Health Education	Telecommunications	¹ Microbiology & Cell Science	Public Relations	¹ Computer Science	Animal Science
Environmental Management	Nursing	Physiology & Kinesiology	Elementary Education	Political Science	History

¹ Denotes Stem

² The rapid production of the courses required for the initial five programs will enable UF Online to accelerate portfolio development. As a result two additional programs, Biology and Psychology, which have the greatest demand on campus, will be added to the Fall, 2014 options.

Timeline for Online Baccalaureate Degree Programs

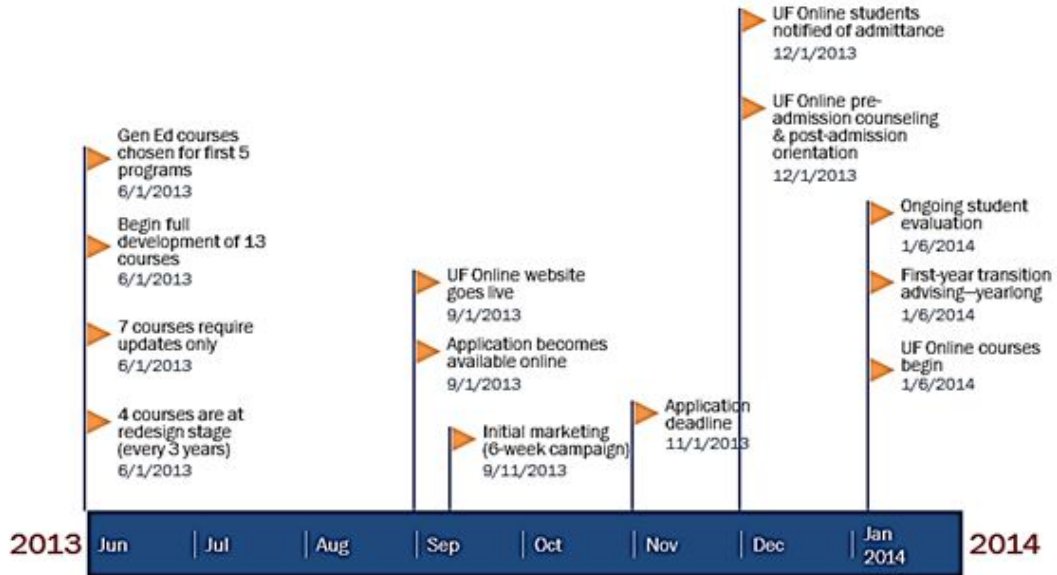


Figure 7: Timeline for Online Baccalaureate Degree Programs

SECTION SIX SUPPORT SERVICES

Section 46, Chapter 2013-27, Laws of Florida

(4)(f) The plan shall include: 3. Support services that will be offered to students enrolled in online baccalaureate degree programs. 7. Detailed strategies for ensuring the success of students and the sustainability of the online baccalaureate degree programs.

OVERVIEW

To ensure the success of UF Online students, essential support services will be provided by four key areas: Student Affairs, Academic Advising, UF Libraries, and UF Information Technology. UF Online students will have access to state-of-the-art services that support their learning, engagement, knowledge acquisition, research, and leading-edge Web and mobile applications.

With assistance from our private partner, UF Online will be student-focused and outcomes-based to ensure students are engaged and excited about learning, encouraging them at all times to continue in their courses and complete their entire programs. UF Online, by leveraging the private partner's various learning technologies, services, and academic analytics, will monitor and analyze retention and persistence from initial marketing throughout the entire student lifecycle.

STUDENT AFFAIRS

The mission of the Division of Student Affairs is to enrich student learning through leadership, service, engagement, and self-discovery, resulting in a well-qualified, healthy, and broadly diverse citizenry and workforce. UF Online students will receive quality enhancements to their non-academic experience for the same purpose. Each area has individual goals to continue to evolve student services for distance students to be engaging, educating, and optimizing for the students.

The Division of Student Affairs has organized an UF Online Student Services Committee to lead the efforts on behalf of the division in student services for distance students. Departments across campus have organized services for distance students and are examining more opportunities for the future. The current list of opportunities, with relevant links, is on the Student Affairs website at http://www.ufsa.ufl.edu/students/distance_students/.

There are several services and programs available as of **September 1, 2013**, for the initial UF Online students:

- **Orientation:** The University's online students will log into an online learning module that will provide their orientation to UF. The orientation module consists of videos, interactive questionnaires, and information to orient new students. In addition to necessary information for students, including learning in an online environment and the University Honor Code, it provides students a sense of the culture of UF, instills school pride, and helps students feel that they are actively a part of our institution.

- **Preparing for the job market:** The Career Resource Center (CRC) uses Gator CareerLink for its online ability to provide job and internship listings, arrange career planning appointments via Skype or phone, and career information and resources. The CRC has other online modules available to students to assist with major selection, career planning, and an online certificate program, called Gator Certified Professional, to prepare students for an internship and job search. UF Online students will use the CRC materials, staff, and processes to assist in their planning, preparation, and job search.
- **Personal support:** Personal support is crucial to the success of students, and UF Online students have access to a 24/7 mental health counselor by telephone. As appropriate, the student will be referred through the Counseling and Wellness Center's network of professional mental health providers around the nation. Through the Dean of Students Office and the U Matter We Care initiative, online students will be supported throughout their academic career for personal issues that may affect their success.
- **Independent living resources:** There are also several online videos and resources through Off Campus Life, which produces the Gator Guide of successful independent living tips, such as budgeting and personal safety.
- **Health and wellness:** Recreational Sports offer personal fitness training videos called "Trainer Time" on their YouTube channel, led by students. The goal of this video series is to teach students how to perform certain exercises properly in any setting—home, while traveling, or at the gym—so that they have these lifelong skills. Other Student Affairs departments also provide additional personal support for health and well-being, including GatorWell Health Promotion Services for alcohol education, time management, stress reduction, and other health issues with online information.
- **Student engagement:** Online students who wish to start a student organization are able to do so through Student Activities and Involvement. The Center for Leadership and Service has collected ways to connect distance students to community service opportunities in their local areas. The UF Alumni Association (UFAA) is offering student membership to the UFAA and plans to provide community-building opportunities for those students.
- **Support for family members:** Family members are an integral part of student success, and are provided opportunities to connect via bimonthly online chats with campus representatives and fellow Gator family members. They will also receive the monthly student affairs family e-newsletter.
- **Mobile app:** Gatorway is a mobile application available to all students and family members that provides them on-the-go access to program information and university resources. Online students will access their own cohort guide providing quick access to campus resources, contacts, videos, and presentations.

There are several services and programs being developed for the first cohort of first-time-in-college (FTIC) students:

- **First Year Florida course:** The University of Florida offers a one-credit-hour transition success course, First Year Florida, co-taught by faculty/staff and undergraduate peer leaders. An online version of First Year Florida is in development and will launch in time for the first cohort of FTIC students.

- **Personal counseling:** The Counseling and Wellness Center is currently in development of online modules for counseling assistance, as well as a central online counseling resource hub that will be one of the most forward-thinking in the nation.
- **First-time-in-college student transition and support:** Several programs will be available as part of the Gator First Year experience for FTIC students, including the Common Reading Program, New Student Convocation (streamed live), and the Workshop Success Series.
- **Building community:** Student Affairs is developing additional opportunities for involvement, engagement, and leadership for students for the future, such as the ability to stream certain campus programs via the Internet. Housing and Residence Education is considering ways to create community via the Internet, similar to its campus-based living-learning communities.
- **Engagement:** As with all students at the University of Florida, student engagement with the institution is crucial to their persistence, development, and success. Decades of national research have shown that college student engagement, or what students do during college, counts more in terms of learning outcomes than who they are or even where they go to college (see Astin, 1993; Kuh, 2004; Pace, 1980; and Pascarella and Terenzini, 2005). To carry that forward to an online environment, Ehrmann (2004) argues that educators must utilize technology as a lever to promote student engagement in order to maximize the power of computers and information technology as a catalyst for student success in college. Accordingly, Student Affairs seeks to develop connections between students and UF, build community among students, and enhance the student experience with UF Online students.
- **Innovative Options:** Student Affairs continually reviews best practices from around the nation in student services for online education, and has enabled its staff to pursue innovative options for students. As the enrollment grows, we will be able to provide the appropriate services needed for UF Online students.

ACADEMIC ADVISING

The University of Florida has an enviable record in the field of academic advising and has been recognized with the highest honors by the National Association of Academic Advisors (NACADA). The standards and practice for online advising are somewhat unique, but UF has already developed experience in the field through the efforts of the several 2+2 programs that have been in place for several years.

The Academic Advising plan for UF Online will have three components.

- Transition Advising
- Major Advising
- Group Advising

Advising students in online degree programs encompasses almost every aspect of the student academic experience: transition to the university setting, scheduling and course selection, monitoring academic progress, academic probation, appeals and petitions related to academic status, the addition of minors or certificates, changes to degree programs, general education requirements, coursework beyond the major, career coaching, and degree certification. The success of Florida's UF Online, whether measured by student satisfaction, retention, time to

degree, graduation rates, placement in the workforce, or placement in graduate/professional school, will be critically dependent on academic advising and support services.

Transition Advising

Students need help in managing a successful transition to becoming effective online learners. The process of managing that transition will begin very early on, with pre-admissions counseling and post-admissions orientation programs designed to help students evaluate their readiness for online learning, and to ensure that students have a realistic understanding of expectations. Transition advising during the first year will include monitoring of student engagement, one-on-one interactions with a transition advisor, and a series of online workshops that focus on organizational skills, study skills, time management, and other critical issues for success. Campus involvement is critical to retention, and this is true for the UF Online as well. Transition advisors will partner with the Dean of Students Office in developing a college success course for online learners, similar to the on-campus First Year Florida course, and would teach that course as well. The transition program and associated advisors will also be critical in educating UF Online students regarding access to support services (the “whens” and “hows”) such as: financial aid, bursar, registrar, IT support, CRC, DSO, DRC, and Counseling Services, among others. These services will be handled through the College of Liberal Arts and Sciences Academic Advising Center with a dedicated staff of four.

Major & College Advising

Online learners expect access to advisors when needed, sufficient time available during advising sessions, and reliable and timely information. These needs are most effectively delivered through an “assigned advisor” model, in which admitted students are assigned immediately to an advisor in their college, who then becomes a consistent point of contact throughout their time at UF, and who becomes responsible for initiating regular contact with the student. Students will be most successful when they are immediately and directly attached to a college-level advisor. Each UF Online College will have a designated advisor (s) for online students with the plan of maintaining a 250:1 limit.

Efficient and Effective Communication

Group advising is critical to success with online students. Relevant activities will include active and directed online chats with students, as well as online workshops led by advisors (which will be delivered synchronously and asynchronously). These efforts are a critical part of building community among online learners. They are also an efficient way of delivering quality advising to large numbers of online students.

UF LIBRARIES

The primary strategies the Libraries are focusing on to ensure the success of UF Online students include:

- Growth of our digital resources (eBooks/eJournals) to support the specific programs identified for inclusion in UF Online.
- Increasing Inter-Library Loan (ILL) Department and Course Reserves Unit functions.

- Expanding library faculty/subject specialist engagement with the instructional designers and teaching faculty during the course development process.
- Development/expansion of online support, including expanded real-time reference services, information literacy instruction (credit courses, online tutorials, etc.) and other alternative approaches to supporting the off campus undergraduate students research needs.
- Providing a dedicated Online Librarian position to facilitate the effective support of all UF courses and programs offered away from the main campus, account for the unique needs of the online students, and maximize UF Online retention and graduation rates. This position will facilitate the digital pedagogy efforts of other library faculty members as they develop dynamic and innovative course materials for fully online courses and ensure library service and learning resources provided to UF Online students and faculty are equivalent to those available to the on-campus community.

UF INFORMATION TECHNOLOGY

UFIT currently provides support services in the following categories:

- 1) Course production. UFIT has the capability of producing high quality fully online courses. This includes all infrastructure, information systems, technical support, programming, web and instructional design services.
- 2) Support and training. UFIT provides students, faculty and staff with a series of comprehensive support services ranging from a service desk to advice on best practices in the use of technology for online learning. This includes several modes of instruction and training.
- 3) Course delivery. UFIT supports all aspects of online course delivery, including Course Management Systems, streaming video, collaboration platforms and other tools commonly used in online delivery.
- 4) Administration and Infrastructure. Administrative information systems and services required to manage operations for UF Online are provided by UFIT, including the necessary infrastructure to support these services.
- 5) Metrics and analytics. UFIT is engaged in developing deep analytics competency. To help ensure success of the online students, descriptive, predictive and prescriptive analytics will be developed that are tuned to the characteristics of UF Online students.

The main suite of UFIT services supporting UF Online are shown in Figure 8.

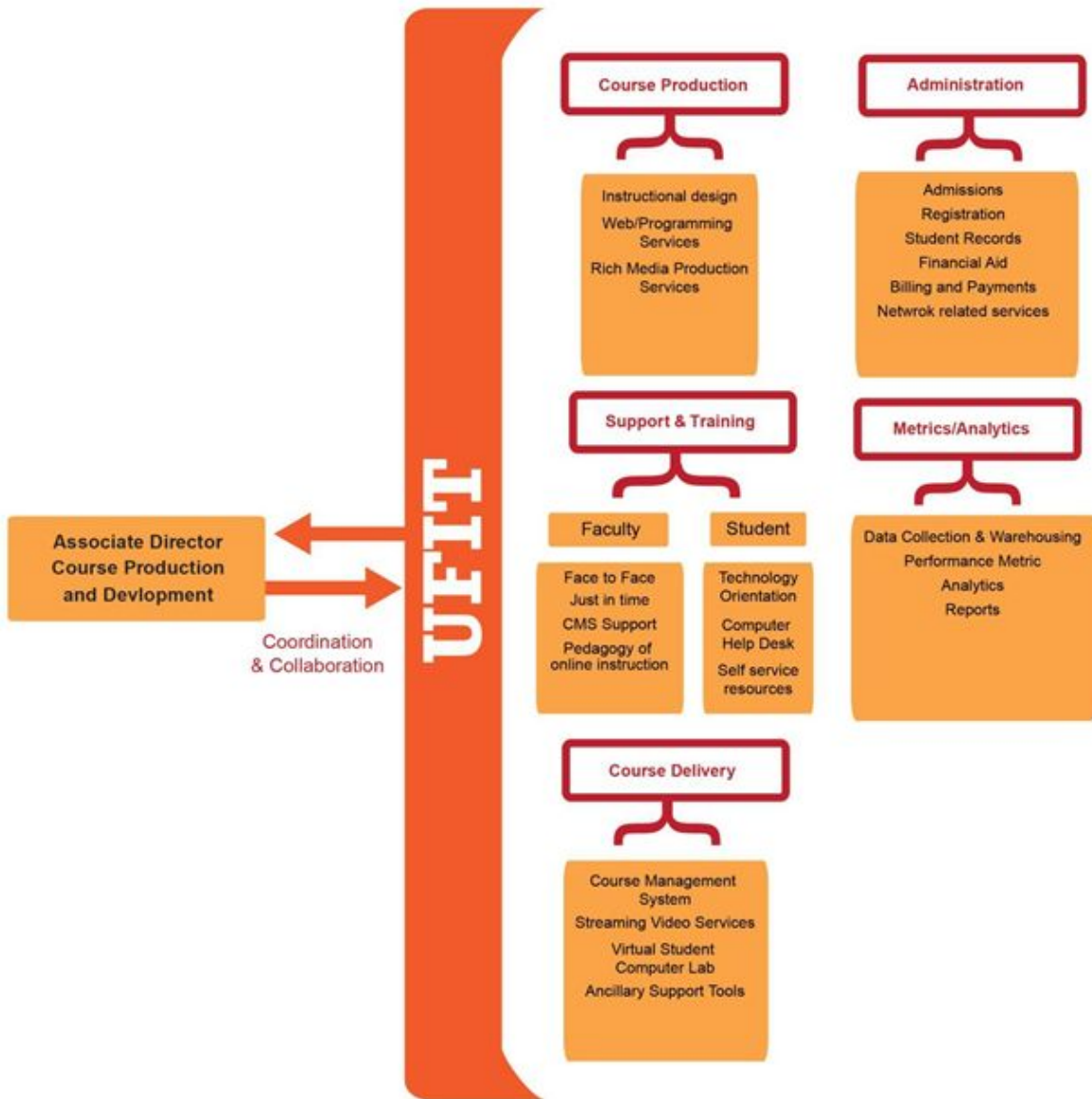


Figure 8: UFIT Services Provided to UF Online.

SECTION SEVEN MARKETING AND RECRUITMENT PLAN

Section 46, Chapter 2013-27, Laws of Florida

(4)(f) The plan shall include: 5. A timeline for offering, marketing, and enrolling students in the online baccalaureate degree programs.

OVERVIEW

In partnership with 160over90 and external private partners, the university will build the UF Online brand as the higher education landscape continues to evolve at an unprecedented pace. Major efforts will be made to maximize exposure, awareness and interest in the university's high quality fully online programs in the state and nationally among FTIC students and degree completers.

Primary communications objectives:

1. Build timely, targeted top-of-mind awareness for UF Online overall
2. Differentiate UF Online from both for-profit and nonprofit competitors
3. Promote value of UF Online same credibility as residential degree at lower cost
4. Generate web traffic to acquire information
5. Drive applications
6. Develop relationship-marketing processes that convey individuals from prospect to graduation

Trends potentially influencing marketing:

- Demand for online education is expanding due to: inability of current higher education infrastructure to support demand; "information-age" students are comfortable with online delivery.
- Students want options that suit their circumstances and schedules. Convenience and speed are at the top of the list.
- Economic challenges in recent years have made residential options too expensive for many and required them to take jobs instead of entering college.
- Online learner profiles are somewhat different from residential profiles, skewing more toward older, female and minority. However, it is possible that a program focused on FTIC to bachelor's degrees might shift the profiles more closely to the residential student.
- Retention rates for online tend to be somewhat lower for online.
- Technological advances are making course delivery more effective and putting more emphasis on handheld devices.
- Online competition is increasing exponentially from both for-profit and nonprofit institutions.
- Expanding future global networks should make access universal and reduce costs.

Target Audiences:

- First time in college (FTIC) students in Florida.
- Out-of-state FTIC students
- Completers and transfer students
- Returning military
- Homeschooled students
- Parents of prospective students
- Guidance counselors
- International students

Instate Target Markets:

- Miami
- Orlando
- Jacksonville
- Tampa

Out-of-state/international markets to be determined

Unique advantages/disadvantages:

- An online degree from UF is a degree from UF - same credibility as residential degree
- Become a Gator
- First time in college (FTIC) to bachelor's from a public research university essentially a new, (untested) concept

Differentiating factors:

- UF is a major public research university
- UF/IFAS Research and Education Centers potentially offer wet lab capabilities to online students in Florida

Buying motives:

- Obtain a degree from a top public research university, online
- Obtain a degree from UF

Purchasing influences

- Become a Gator
- Specific degree tracks offered
- Ancillary benefits, such as UF's Career Resource Center

Competition:

- No obvious primary competition currently for a 4-year degree online institute, but more are anticipated in the near future.
- Secondary competition would include for-profits and smaller nonprofits offering online degree tracks.

COMMUNICATIONS STRATEGY

Media Mix:

Digital

- Search (pay per click) – key words including competitive schools; no geographic restriction
- Social (pay per response)
- Targeted display (demographic, contextual, behavioral)
- Retargeting (including lookalike)
- Selected Web publishers, e.g., local print outlet websites
- Consider “music” (e.g., Pandora)

Radio

- Targeted stations in key markets

Other

- For example, specific military outreach – digital; transition offices

Media Timing:

- Application deadline is November 1
- Anticipated 6 week campaign
- Build up to peak in the 2 weeks prior to deadline when interest/traffic/applications are highest

Media imperatives:

- Maximize impact/efficiency of all plans
- Match the message to the medium/environment
- Focus on pay for performance if possible
- Track in a timely way and adjust as indicated

CREATIVE STRATEGY

- Communicate the equivalent value of the online degree by leveraging the size and power of The Gator Nation, and the appeal of becoming a Gator
- Create overall awareness and target messaging to the appropriate audiences for individual degree offerings
- Provide website that is engaging and easy to navigate. Theme should convey not only the degree information but “merchandise” the concept of becoming a Gator in every sense of the word.

SECTION EIGHT TUITION, FEES AND BUDGET

Section 46, Chapter 2013-27, Laws of Florida

(4)(f) The plan shall include: 4. A tuition and fee structure that meets the requirements in paragraph (k) for online courses, baccalaureate degree programs, and student support services.

(4)(g)6. (k) The university shall establish a tuition structure for its online institute in accordance with this paragraph, notwithstanding any other provisions of law. 1. For students classified as residents for tuition purposes, tuition for an online baccalaureate degree program shall be set at not more than 75 percent of the tuition rate as specified in the GAA and 75 percent of the tuition differential. 2. For students classified as nonresidents for tuition purposes, tuition may be set at market rates in accordance with the business plan.

TUITION AND FEE STRUCTURE

The University of Florida will initially charge a tuition fee per student credit hour (“SCH”). The SCH tuition fee for in-state students is the maximum allowed by law which is 75% of the university’s current tuition or \$112.50 per credit hour. The university is charging market rate tuition for out-of-state students. Initially, the university will charge \$425.00 per SCH for out-of-state students. The out-of-state tuition fee may change as the university conducts research on the rate necessary to maximize revenues and as market environments change.

The university is exploring various tuition plans for students of UF Online. Any variation on the traditional (initial) plan must pass the test of understandable, potential student savings, and adequate program support. Current possibilities and related timeline are as follows:

	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Block Tuition	Review Initial Test	Expand Testing	Pilot with Cohort	Implement as Appropriate	
Differential Tuition by Degree	Review Initial Test	Expand Testing	Pilot with Cohort	Implement as Appropriate	
Differential Tuition by Hours Enrolled	Review Literature	Review Initial Test	Expand Testing	Pilot with Cohort	Implement as Appropriate
Differential Tuition by Grade/Grade Improvement	Review Literature	Review Initial Test	Expand Testing	Pilot with Cohort	Implement as Appropriate
Annual Tuition	Review Literature	Review Initial Test	Expand Testing	Pilot with Cohort	Implement as Appropriate

BUDGET

The University of Florida is forecasting revenues, expenses and fund balance as displayed on Appendix F. This forecast is the university's initial budget, but the budget may change each year as the university gains experience with the UF Online undergraduate on-line programs.

The model is in real dollars and assumes revenues will increase as expenses increase. Therefore, there is no adjustment for inflation in the model.

The following describes the assumptions used by the university in developing the forecast. The assumptions are the university's reasonable estimates based on discussions with faculty, staff, other universities and private, third-party companies involved in on-line education.

Tuition Revenue

Tuition per SCH is discussed above and is \$112.50/SCH for in-state students and \$425.00/SCH for out of state students. The university breaks down students into four groups – In-State First Time in College (FTIC), Out-of-State FTIC, In-State Transfers, Out-of-State Transfers. The assumed headcount (number of students taking classes), enrollments (the number of course taken by all students), SCH (the number of student credit hours taken in the courses), the average load (the number of credit hours taken by each headcount student per semester or semester equivalent), and the tuition related to each group is attached as Appendix I.

The incremental, recurring cost of educating a student exceeds the in-state tuition. General revenues and tuition from out-of-state students subsidizes the in-state student. The table below shows the incremental, recurring cost of education as a percentage of in-state tuition compared to out-of-state tuition.

	Percentage of In-State Tuition	Dollars	Percentage of Out-of-State Tuition	Dollars
Tuition	100.0%	112.50	100.0%	425.00
Departmental Costs	44.4%	50.00	11.8%	50.00
Teaching Assistants (TA)	28.0%	31.52	7.4%	31.52
P3 Services	35.0%	39.38	50.0%	212.50
Support Costs	8.8%	9.85	2.3%	9.85
General and Administrative	6.5%	7.27	7.0%	29.55
Technology	18.4%	20.75	4.9%	20.75
Technology Fee	-4.7%	(5.25)	-1.2%	(5.25)
Facilities' Operations	2.3%	2.56	2.7%	11.46
Library	1.6%	1.84	1.6%	6.95
Student Services	2.9%	3.24	2.9%	12.24
Total Incremental Recurring Cost	143.2%	161.15	89.3%	379.56
Margin	-43.2%	(48.65)	10.7%	45.44

State Subsidy

The state subsidy is the general revenue appropriated to the University of Florida in Senate Bill 1076 (Chapter 2013-27, Laws of Florida).

Non-Recurring Expenses

Non-recurring expenses are those costs that are required to produce each course, periodically update each course and certain infrastructure costs necessary to administer the program.

The university expects to start with 5 programs in Academic Year ("AY") 2014, grow to 10 programs in AY2015 and add 5 programs each year until the university has 35 on-line degrees offered in AY2019. These degree programs will require an initial 22 courses to support the first 5 programs. Eight unique general education and degree specific courses per new degree program will be required until the university offers 26 degree programs. At that point, only 5 general education and degree specific courses will be added per new degree offered. Therefore, the university must develop 250 courses between now and AY2019.

We have further articulated our development cost to take into account the heterogeneous nature of the curriculum in terms of the development needs of individual courses.

1. Standard development package (80%)	
Faculty	\$19,500
Production	\$12,000
Technology	<u>\$ 5,000</u>
	\$36,500
2. Courses designed for new and innovative pedagogy and/or technology (10%).	
Standard package	\$36,500
Additional Production & Technology Costs	<u>\$38,000</u>
	\$74,500
3. Laboratory and other similar classes having specific and special requirements for synchronous components.	
Standard package	\$36,500
Programming and Design to create appropriate simulations and interactions	<u>\$120,000</u>
	\$156,500

Therefore, the weighted average cost of course production is \$52,300 per course.

Every three years each course will be reevaluated and updated. The cost of the update is expected to be \$7,500 per course. Each year every course will be evaluated and minor changes made to the materials. Such costs are included in the recurring section of the forecast.

The university estimates that it needs to buy production equipment at a cost of \$500,000. Replacement costs are included in the recurring section of the forecast. The university believes that Student Affairs will require an initial investment of \$400,000 to develop student life materials discussed earlier in this report. Enrollment management and marketing believes it will require an initial investment of \$600,000 to establish brand awareness and specific

marketing efforts as discussed earlier in the report. All revenue-generating activities at the university are required to pay their share of general and administrative costs. The university currently charges 11.31% of direct expenditures to each revenue-generating activity to cover general and administrative expenses.

The detail of the non-recurring costs is provided on Appendix G.

Recurring Costs

Delivery costs consist of faculty, teaching assistants or adjuncts, and related support personnel costs. The forecast assumes that the department is paid \$50 per SCH in their course(s) during that semester. The department is responsible for paying the faculty. Each course will require one teaching assistant for every 110 students in a course. The teaching assistant is paid \$8,000 per course per semester from central funds. We expect direct support costs and fringe benefits to be \$4,900 per course per semester. Support costs will be paid from the central budget. Support costs include departmental personnel that assist the faculty and teaching assistants with the administration and delivery of each course. The model assumes that, of the courses developed for UF Online, the university will offer 75% of the courses in each term. We will refine the budget as graduation tracking for the UF Online gains experience.

Enrollment management and marketing are the costs for the services discussed in section 3 and section 7.

Direct Administration is the cost of those personnel directly related to the undergraduate, on-line program. See the organization chart in Section Three above. These costs are not included in the university's general and administrative allocation

Outsourced Recruitment and Retention Services is the cost of services provided through a public/private partnership ("P3"). The services include marketing, recruitment, retention, digital content, tutoring, and others described in the report. The full scope of services offered by and made available to the university by the P3 are more fully described in Section 3 page 16. The P3 will be paid an average of 50% of all tuition (60% out of state; 40% in state) during the first 4 years of the contract. Beginning with the 5th year and continuing for the remainder of the contract the average will be reduced to 36% (42% out of state ; 30% in state). In addition, P3 will be paid \$3.5 million in a first year and an average of \$1.5 million a year over the subsequent four years. There are several key performance indicators (KPI) that must be met by P3 and the university. Failure to meet these KPI by either party will provide a basis for contract cancellation with a short notice period. In addition, the contract will have multiple renegotiation windows during the contract life. At these points (3rd, 6th, 9th years) either party can call for renegotiation, and failure to reach agreement can lead to contract cancellation.

Other public universities that offer online bachelor degrees pay 50% to 60% of tuition revenues for the services provided by the P3. The University of Phoenix spends approximately 34% of its tuition revenue on just marketing and "admissions advisory" services. The public universities and the University of Phoenix charge more than the average tuition forecasted by UF. In addition, most of these universities are open enrollment making marketing and enrollment less costly than the model proposed by UF.

The technology projection addresses increased needs imposed on UF as a result of services needed for UF Online, projected over the next 10 years. Costs are divided into two categories:

- 1) Variable costs based on the number of students served. These costs are generally associated with services, software or infrastructure that is contracted, or can be deployed and/or expanded to satisfy demand generated by an increase in the number of users as it occurs. For instance, software licenses that are negotiated based on the IPEDS number for the University of Florida.
- 2) Fixed Costs requiring staff and information systems. These refer to costs incurred in the development, deployment and continuation of services requiring front end and continued investments in staff, information systems, and/or infrastructure. For instance, expansion of the Help Desk to a 24/7 hour service requires primarily staff, a minimum number of which will be needed regardless of usage.

Facilities' operation costs include utilities, maintenance and janitorial services for the call center, administration, production operations and space for teaching assistants devoted to the UF Online. The cost of facilities is basically an educated guess based on one-third the facility cost necessary to support a traditional course.

Library costs consist of the increased cost of electronic books, journals and newspapers to support the UF Online students, and a share of the existing library services. The library costs are approximately \$1.20 per SCH based on the university's current experience.

Student services consist of those services described in Section Seven above. Such student services will cost approximately \$2.11 per SCH based on the university's current experience.

The detail of Recurring costs is provided on Appendix H.

Net margin is basically the profit or loss each year forecasted for the UF Online. The line labeled Cumulative Fund Balance is the summation of current and previous years' net margins (equity in a commercial operation). This amount represents the cash available to UF Online to cover unforeseen costs or revenue shortfalls before the UF Online requires supplemental funds from other parts of the university or funds available to distribute to the traditional campus or reinvested in the UF Online as outlined in Senate Bill 1076 (Chapter 2013-27, Laws of Florida).

SECTION NINE

EVALUATION OF COURSES, DEGREE PROGRAMS, AND LEARNING OUTCOMES

EVALUATION METHODOLOGY

The University of Florida (UF) has many existing reporting requirements and practices that will assure close monitoring and evaluation of the UF Online initiative as implementation proceeds. In general, the same evaluation and assessment practices will be followed for UF Online students as for regularly enrolled undergraduate students.

Plans to track admissions, performance and retention of online students

UF's admissions process will facilitate the identification of students entering an UF Online program by creating a flag for program admittees. From that point forward, the progress of the students can be tracked and monitored. Advisors will watch performance, and under UF's nationally recognized tracking process, will trigger any interventions needed to assure appropriate academic progress. Retention and degree completion rates can be calculated for UF Online students by cohort year and compared with general UF cohort results. These calculations are governed by national and state methodologies, assuring comparability of results.

UF reports enrollment by deployment methods (i.e. traditional vs. online vs. offsite) in its Annual Work plan which is formally approved by the UF Board of Trustees and then presented to the BOG.

Data collection, analysis and reports

Tracking the success of courses and programs within the UF Online will rely upon the collection and analysis of data at multiple levels. Administrators, advisors, faculty and even the students will need to access and interpret metrics related to teaching and learning. UF Information Technology services will provide data collection services for the UF Online to assist with decision-making at all levels.

Both student information systems (SIS) and course management systems (CMS) will provide information that can inform decisions at each level.

- Students
 - Progress in course (CMS)
 - Standing in class (CMS)
 - Grades (CMS, SIS)
 - Learning outcomes achieved (CMS)
- Faculty
 - Student time on task (CMS)
 - Student standing in class (CMS)
 - Student satisfaction (CMS, Qualtrics Survey)
 - Originality report (CMS, Turnitin)
 - Student achievement of learning outcomes (CMS)
- Departmental Administrators
 - Graduation rates (Registrar)
 - Course learning outcome success rates (CMS)

- Program learning outcome success rates (CMS)
- Retention rates (Registrar)

To make most effective use of the information, students, faculty and administrators will receive guidance in how to access and make meaningful use of appropriate data. For faculty, data analysis recommendations will be found in the Faculty Institute online training. Students will view tutorials within their course CMS. Administrators will receive appropriate documentation for data retrieval and reporting.

Data collection and management processes will meet the 1974 Family Educational Rights and Privacy Act (FERPA) federal law (20 U.S.C. 1232g). FERPA protects the privacy of a student's educational record.

Student satisfaction surveys

The satisfaction and experiences of the students can be assessed through the SERU (Student Experience in the Research University) survey which is administered every two years. Specific survey items can be added to address any unique aspects of the UF Online experience. SERU will be administered next in 2015.

BOG and external reporting

The Board of Governors (BOG) requires UF programs to undergo a rigorous program evaluation every seven years. All of the UF Online programs will be on this schedule, as part of the general program evaluation for each degree program offered. There are specific requirements for the program review that have been established by BOG to assure consistent high quality review practices. In addition, UF is required to report its progress in assessing student learning outcomes to BOG annually through its Academic Learning Compact report. The Southern Association of Schools and Colleges (SACS) also monitor how UF meets accreditation standards for the assessment of student learning outcomes. Any of these reports can be made available to the UF Online Advisory Board.

UF employs standard research methodologies defined by the National Center for Educational Statistics for federal graduation rate reporting and also provides graduation rate reporting meeting BOG defined requirements.

Service level agreements

To best meet the needs of the UF Online faculty and students, UF will outsource appropriate services. Technology and pricing are subject to change based upon business climate, technology development and economic changes. Agreements with external providers will include clauses for renegotiation or termination of services. As contracts come up for renewal, they will be reviewed in terms of:

- Service levels needed by UF Online
- Service levels available in the marketplace
- Service costs

Prior to termination of external services, an exit strategy will be put into place to ensure that UF Online faculty and students receive the appropriate services. It will be important for UF to maintain sufficient knowledge of vendor activities and how the work is done to be ready to identify an alternative vendor or to take over the task internally. Additionally, the timeline to initiate alternative services must be set.

Online/Distance State Authorization Process and UF Online

The United States Department of Education regulation 4 C.F.R.§ 600.9(c) requires each state to apply for and receive authorization to provide online/distance education courses in other states.

The authorization requirements, as well the application processes, vary on a state-by-state basis. The Distance & Continuing Education (DCE) department works with faculty and staff members across all colleges and departments within the University of Florida who have or may establish programs regarding existing and future applications in a concerted effort to comply with this regulation.

DCE also works to support the State Authorization Reciprocity Agreement (SARA) in identifying and updating an index of state legislation and application requirements. If adopted, SARA would establish standards for reciprocity agreements that colleges and universities from around the country would have to meet, but provide the advantage of a singular application to provide online/distance education in all 50 states. The SARA process essentially flips the entire state authorization model. Rather than requiring institutions to seek approval from all states that require it, institutions would be evaluated solely by an entity in their home states. The home states would rely on standards accepted by all participating states, and the home state approval would be recognized by all member states.

REPORTS TO THE ADVISORY BOARD

The UF Online will provide status reports to the Provost with copies to the Advisory Board beginning July 2014. The first report will provide updates on meeting target dates and major start-up milestones including budget; metrics for the students enrolled in the 2014 Spring Semester to include but not limited to: enrollment, composition of in-state and out-of-state students, number of courses offered, grade distribution, and average hours enrolled.

Future reports will include metrics on retention and graduation rates as well as status reports on program effectiveness and the full implementation of the UF Online organization.

SECTION TEN

ENSURE ACADEMIC INTEGRITY OF UF ONLINE

OVERVIEW

Students who enroll in the University of Florida UF Online will join an institution committed to the highest standards of honesty and integrity. While distance education may not necessarily be more susceptible to dishonesty than resident programs, the online environment poses new challenges for educators⁵. The following strategies will be used to ensure that UF Online students are held to the same standards as resident students:

- **Community:** Foster an environment of academic and ethical scholarship
- **Prevention:** Design courses, assessments and assignments in a manner that encourages honesty and accountability
- **Identification:** Use available technologies and procedures to prevent dishonest activities

Faculty, instructors and teaching assistants who develop and teach UF Online courses will receive training and guidance on how to incorporate these strategies into their classes.

COMMUNITY EXPECTATIONS

A vital component of community is the institution and instructor's role in encouraging and fostering each student's commitment to learning and academic integrity by supporting them in understanding they are now part of a community of scholars where integrity is valued and rewarded with a high quality educational experience.

Information about the honor code and expectations for behavior will be included in the student orientation. The **UF Honor Code** was enacted in 1995 by the student body and provides a foundation of integrity for all university activities including the UF Online.

Preamble: In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

On all work submitted for credit by students at the university, the following pledge is either required or implied: **On my honor, I have neither given nor received unauthorized aid in doing this assignment.**

At the start of each class, faculty will provide students with information on appropriate sources and what constitutes plagiarism as well as what type of collaboration is appropriate. Course learning objectives will place emphasis upon critical thinking and creativity which requires

students to produce original work. Faculty will include information about the honor code in class syllabi.

PREVENTION

UF Online course design will promote original student work. Varied assessments will augment or take the place of high stakes exams. Writing assignments, projects, low stakes quizzes and group work will offer multiple opportunities for students to meet learning objectives. Emphasis will be placed on authentic assessment that relates directly to the field of study and clearly stated learning objectives.

In cases where high stakes exams are necessary, large test banks, timed delivery and randomization will provide each student with customized questions. Higher level questions that require analysis and evaluation will ensure that answers cannot be found in the text or through a Web browser.

Exam proctoring is a time honored method for ensuring academic honesty. The UF Online will partner with external vendors to provide proctoring services. Online proctoring will be conducted using one or more technology means:

- Video: a proctor watches 8 – 16 students in real time through students' webcams
 - Identity is established with photo ID or personal questions
- Recorded video: a video recording of the student taking the exam is reviewed by software/human after the test is completed
 - Identity is established with photo ID or personal questions
- Biometric: student fingerprint and/or typing pattern is used to establish identity

As technology evolves it is likely that new types of online identification will become available. The course production team will periodically review proctoring services to ensure that appropriate new technologies are made available to online institute faculty and students.

Some courses may need face-to-face proctoring due to requirements in the field of study. An Assessment Manager will coordinate with testing centers to ensure that appropriate requirements for on-site testing are met. Support for face-to-face proctoring is available from:

- Florida Research and Education Centers
- National College Testing Centers
- Florida State College system
- External vendors

Requirements for face-to-face proctoring will be made available to students prior to registration.

IDENTIFICATION

The third strategy for ensuring academic honesty is to identify and hold accountable students who misrepresent themselves or their work. Incidents of dishonesty will be reported to the Dean of Students Office. The Dean of Students Office already handles honor code cases involving students learning from a distance. The same process will be used for on campus and distance students. This ensures that due process is provided. Creative educational seminars are being duplicated in a virtual platform in order to educate UF Online students who violate

the honor code. For example, the Avoiding Plagiarism Seminar is being produced in an online format.

Technology solutions, such as plagiarism detection software, will be used within the course management systems to determine writing originality. Additional technology solutions such as tracing an IP address can be used in combination with other methods to help identify misrepresentation of work.

As the technology that supports education continues to evolve, new methods will be developed to ensure that students gain the maximum benefit from their education by consistently representing themselves and their scholarship with the utmost integrity. The course production team will regularly evaluate new technologies as they are available to support this endeavor.

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SECTION THIRTEEN APPENDICES

Appendix A—Strategic Planning and Management Team

W. Andrew McCollough
Associate Provost
Teaching and Technology

W. Andrew McCollough received an undergraduate degree in Industrial Management from the University of Florida in 1957. After serving several years as an Army aviator, he returned to the University of Florida and received a Ph.D. in Business and Economics in 1971. He has been a faculty member, Professor of Finance in the Warrington College of Business Administration since that time.

After serving as Interim Associate Provost for Undergraduate Affairs in Spring 2009, he was appointed as the first Associate Provost for Teaching and Technology in July 2009. Prior to this current position, he served as Senior Associate Dean and Associate Dean for 19 years in the Warrington College of Business Administration, and as Chair of the Department of Finance, Insurance, and Real Estate. He continues to teach finance in the MBA program at the College.

His research interests have included financial markets and business ethics and he was formerly the Director of the Center for Business Ethics Education and Research. He has been designated "Teacher of the Year" or "Outstanding Teacher" several times at the College and University level. He continues to serve as Chair of several University Committees and Workgroups including the Education and Outreach IT Advisory Committee, the Workgroup on Distance Education and Self-Funded Programs, and the Intercollegiate Athletic Committee and serves as a member on many others.

Zina Evans
Vice President
Enrollment Management
Associate Provost

Zina Evans received her Ph.D. from the University of Maryland, a master's degree from the University of Rhode Island and a bachelor's degree from the University of California, Irvine. She provides vision, leadership and strategic direction in the development and attainment of enrollment priorities of the university. As UF's chief enrollment officer, she oversees the Office of Admissions, the Office of Student Financial Affairs and the Office of the University Registrar.

Evans has more than 20 years of experience in higher education and has worked at such institutions as UC Berkeley, UC Irvine, UC Santa Barbara, and the University of Maryland. In addition, she held the position of director of research for the National Association for College Admission. Her interests focus on the issues of access, retention and persistence in higher education.

Additionally, her involvement has included serving on several state and national boards such as the Educational Testing Services TOEFL Advisory Committee; the Council for the Advancement of Standards in Higher Education, the State University System Admission and Registrar Committee, the National Postsecondary Educational Collaborative and chair of the Florida Higher Education Colloquium. Currently Evans serves as past chair of the SAT Advisory Committee, chair of the Online College Planning Advising Board, vice chair of the AP Higher Education Advisory Committee and a member of the Ameson Foundation Cultural and Educational Exchange Advisory Committee for College Admission.

David Kratzer
Vice President
Student Affairs

Dave Kratzer's responsibility is to lead the planning concerning student retention and the creation of a sense of community for the UF Online students. This is a critical element of the plan given the high retention percentage and graduation rates for UF students and many online universities' very poor retention rates of distance learning students. The Student Affairs team is working to design an array of services and opportunities for our online cohort.

As vice president for student affairs, with more than 30 years of experience, he leads a talented team that will have specific assignments for components of the student UF Online co-curricular experience.

Matthew Fajack
Chief Financial Officer
Tuition and Budgets

Matt Fajack is the vice president and chief financial officer of the university and responsible for developing the UF Online business plan for the budget and tuition model. He joined the UF staff in 2008 and previous positions include executive director for financial affairs at Kent State University and chief financial officer of The Beta Capital Group, Dallas. He is a member of the Shands Teaching Hospital and Clinics Inc. Board of Directors, UFICO Board of Directors, Gainesville Chamber of Commerce Board of Directors and North Central Florida United Way. Fajack received his bachelor's degree in business administration from the University of Minnesota in 1984.

Elias Eldayrie
Vice President & CIO

Elias Eldayrie is responsible for providing robust and reliable information technology services in support of the UF Online, including:

- Develop and execute IT strategy in alignment with the UF Online mission
- Provide input to UF Online governance to establish priorities and allocate resources
- Develop action plans for successful implementation of services for UF Online

- Ensure that the necessary IT workforce is in place that leads to an excellent experience for UF Online faculty and students
- Ensure that IT services are secure, efficient and sustainable
- Promotes collaboration of UFIT with other units to ensure the success of UF Online

Eldayrie currently serves as chairman of the Florida LambdaRail (FLR) Board of Directors, Chairman of the Sunshine State Education Research Computing Alliance (SSERCA), and co-chair of the Higher Education Information Security Council (HEISC). He also serves on several industry advisory groups or committees, such as the Oracle Education & Research Industry Strategy Council.

Eldayrie has taught courses on the subject of leadership at the Warrington College of Business Administration at the University of Florida, at his previous institution, State University of New York at Buffalo, and internationally at Grodno State University in Belarus, Budapest Technical School in Hungary and for the Riga Business School.

Dan Williams
Assistant Vice President Marketing
University Relations

Dan Williams directs the strategic marketing of UF Online. Responsibilities include: conducting primary and secondary research; evaluation of current and anticipated trends in online learning; development of target audience segments for the initial launch as well as the ultimate full array of degree offerings; and the development of the UF Online website. In addition to the overall UF online offerings, he coordinates with the UF advertising agency, 160/90, to develop creative concepts and media selections.

Since 2006, Williams has overseen the marketing and public relations for UF. His background includes serving as CEO and CCO (chief creative officer) for several advertising agencies. In that role, he coordinated and helped develop numerous high level marketing campaigns. He has extensive experience in private sector strategic planning, marketing and public relations.

Patrick Reakes
University Librarian
Chair, Humanities and Social Sciences Library

Pat Reakes provides input and direction on how the UF Libraries can most effectively support the research/learning activities of the online UF Online undergraduates. As chair of the largest library and department in the UF system, he provides leadership for all aspects of Library West, including collection development; reference, instruction, circulation services and outreach services; organization, maintenance, and preservation of collections; space management, staff management and supervision; and the collaborative development of digital library initiatives. He previously chaired the UF Departmental Libraries. He holds a master's degree in library and information studies from Florida State University and a bachelor's degree in journalism/public relations from the University of Florida.

Jennifer K. Smith
Associate Director
Production and Course Development Services

Jennifer Smith will collaborate with campus units to plan, develop and implement the UF Online initiative. She will develop processes that encourage knowledge sharing, collaboration and efficient work flow. In addition, she will ensure quality development and implementation of any necessary corrective actions to meet objectives.

Smith served as the manager of Instructional Design Services at the University of Florida Center for Instructional Technology and Training. In this position she coordinated and supervised the team of instructional designers and educational technicians to support faculty in the development of pedagogically sound course materials. As the CITT manager, she oversaw an increase in course production from 11 courses in academic year 2010/2011 to 72 courses in academic year 2012/2013.

Prior to her work at CITT, Smith was a tenured associate professor in the University of Florida department of theatre and dance. During her 12 years of teaching, she served as design area coordinator and costume shop manager. She taught courses in costume construction, pattern making, tailoring, crafts, and painting and dyeing.

Smith received her master's degree in theatre production from the University of North Carolina, Chapel Hill. She earned her bachelor's degree in communication and theatre arts from the University of Wisconsin-Eau Claire.

Brian K. Marchman
Director
Distance & Continuing Education

Brian Marchman is the director of Distance & Continuing Education. He earned his undergraduate degree in political science, masters in social science education, and doctorate in educational leadership, all from the University of Florida. Marchman completed postdoctoral work in a certificate program at Harvard University's Graduate School.

Marchman's career as an educational leader has included distinguished service as a teacher, principal, district administrator and adjunct professor, including teaching and leading online. As a leader at the Florida Virtual School, Marchman founded the first-of-its-kind-anywhere, award-winning virtual teaching internship program in collaboration with Florida universities. Additionally, Marchman is a certified corporate coach and founded and led the Florida Virtual School *Developing Leader Program*. A graduate faculty scholar at the University of Central Florida, he has also taught at the University of Florida and University of South Florida. During a two-decade career as a student advocate and servant-leader, including teaching and administrative roles at the University of Florida's P.K. Yonge Developmental Research School, Marchman has been named Teacher of the Year and Principal of the Year. Marchman currently serves on the board of directors of Florida ASCD the Florida Sterling Council and is a member of the United States Distance Learning Association. The author of several professional

publications, Marchman has also presented at numerous state, national and international conferences.

Teri C. Balser
Dean
College of Agricultural and Life Sciences (CALs)

As a researcher, Dr. Balser focuses on the role of soil and soil community response to anthropogenic disturbances in either exacerbating or mitigating current global-scale ecological changes. She works collaboratively around the world in urban, forested, and grassland and boreal ecosystems. She received a U.S. National Science Foundation Early Career award for interdisciplinary collaboration and work on carbon fluxes due to physiological stress under climate warming.

Balser also has a strong teaching/education record with incorporation of active learning, innovative curriculum design, and teaching-as-research to advance educational goals. Balser received numerous awards for her teaching accomplishments including recognition as a UW System Madison Teaching Fellow; selection to be a National Biology Scholar; and being chosen as the recipient of two major national teaching awards: the USDA National Excellence in College and University Teaching Award (in 2009), and the Outstanding Doctoral and Research Universities U.S. Professor of the Year Award for 2010, from the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement of Education (CASE). She is a Co-founder of the Society for Advancement of Biology Education Research (SABER). She has published more than 60 peer reviewed journal articles, several book chapters, and has contributed substantially to several textbooks. She is a sought after speaker on the topic of education reform and the future of the land grant university. She is currently applying her experience in teaching and learning in working to enhance undergraduate and graduate academic programs at the University of Florida.

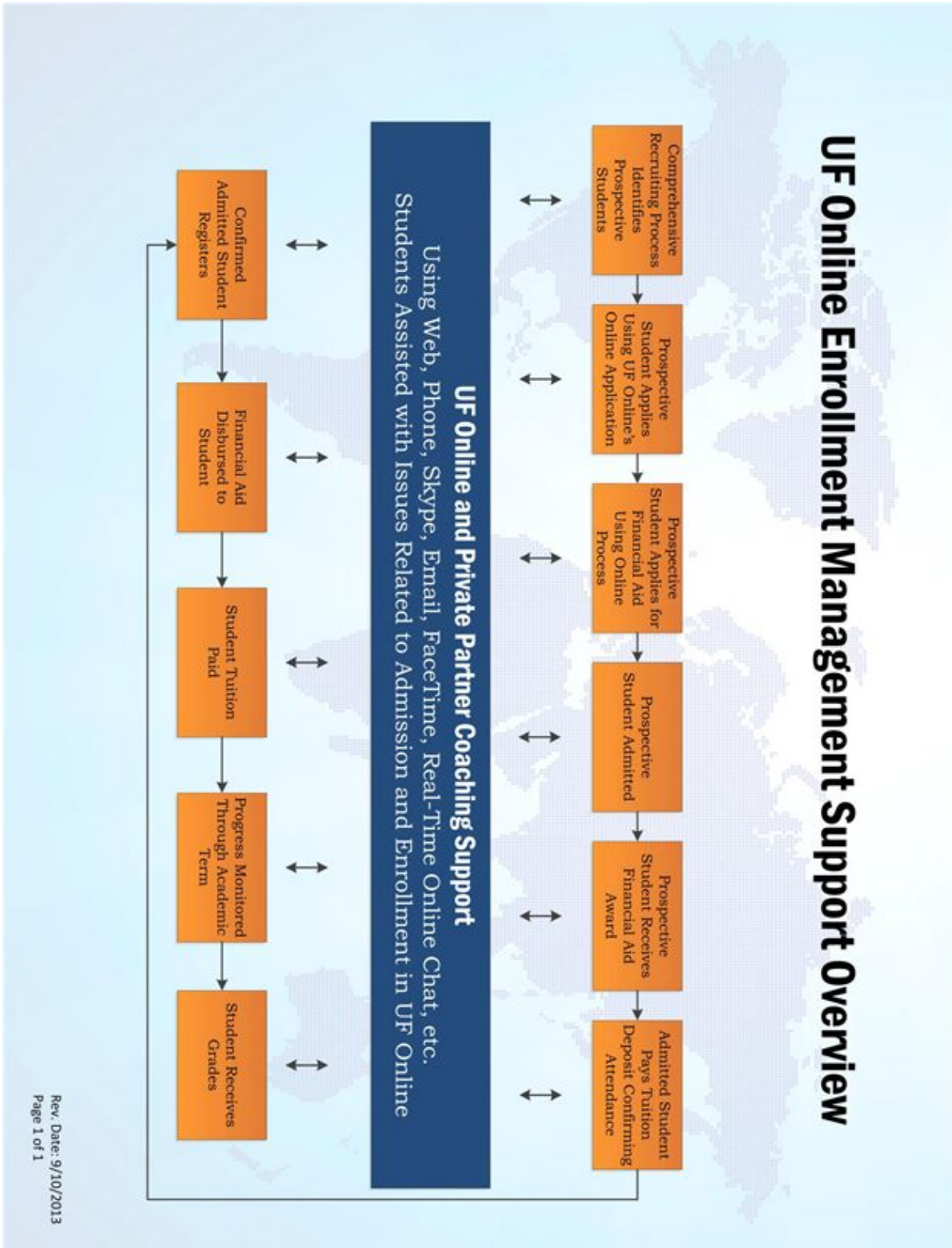
Balser earned her Ph.D. in soil microbiology from the University of California at Berkeley (2000), followed by postdoctoral research in ecosystem ecology at Stanford University. She holds dual A.B. degrees in Earth Sciences and Biology from Dartmouth College (1992). In 2011, Balser accepted the position of Dean, College of Agricultural and Life Sciences and Professor in Soil and Water Science at the University of Florida.

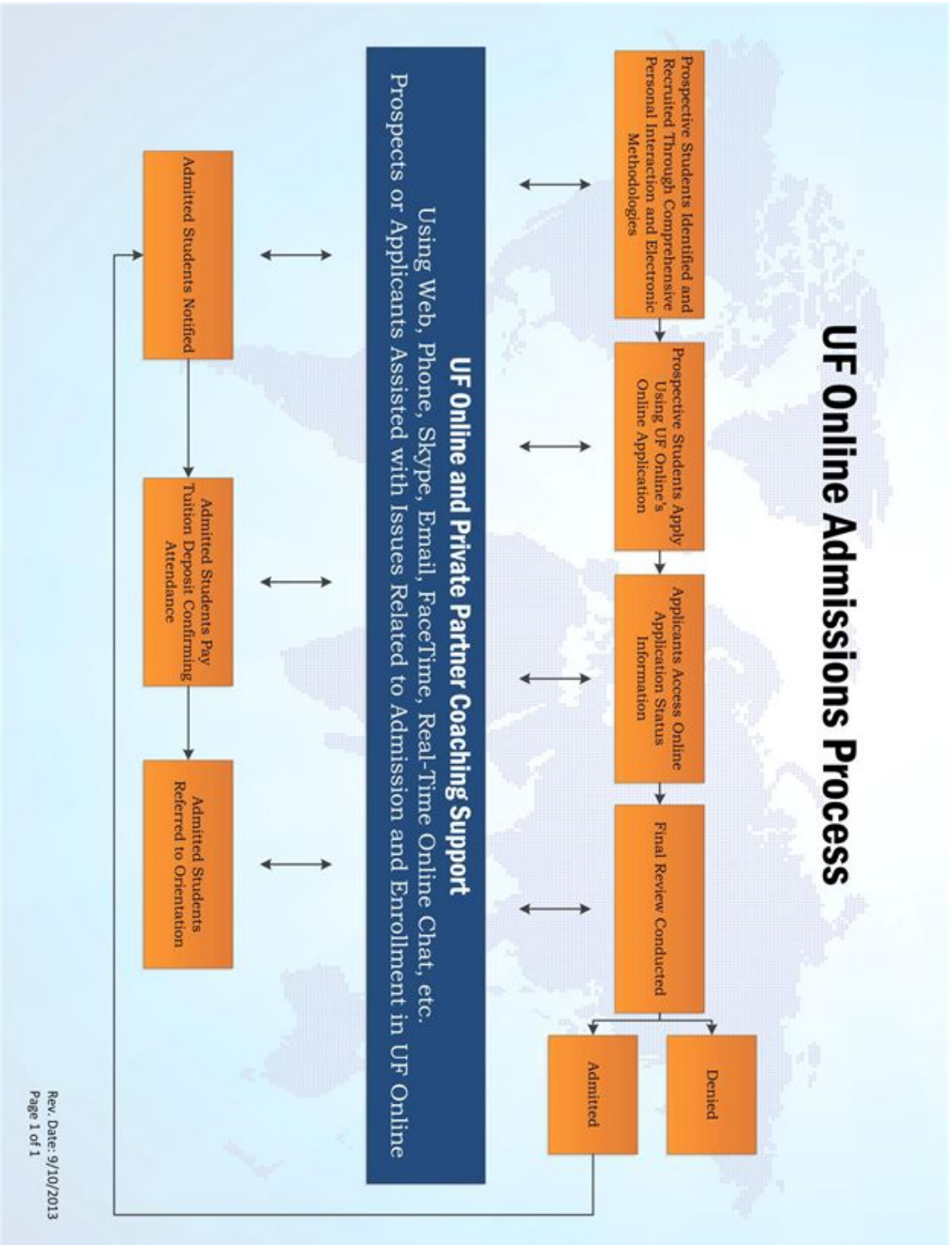
Allen Wysocki
Associate Dean
College of Agricultural and Life Sciences (CALs)

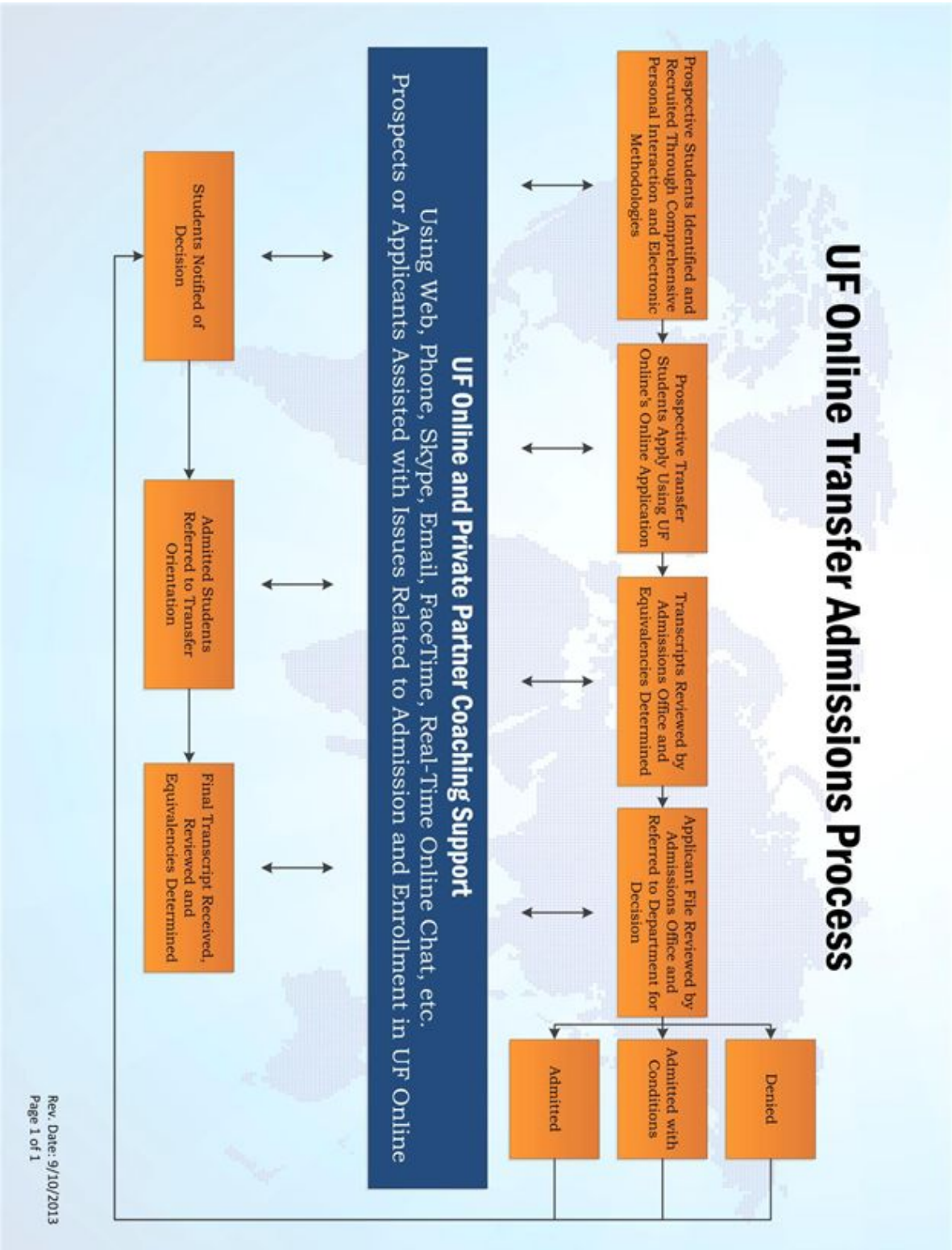
Allen Wysocki's areas of responsibility include oversight of the distance education efforts in the college. As a faculty member, Wysocki developed and taught an online course. Wysocki serves as the CALs representative on the UF Education Outreach IT Advisory Committee (EOITAC) and on the Distance Education and Self-Funded Program. He also represents UF as a board member of the American Distance Education Consortium.

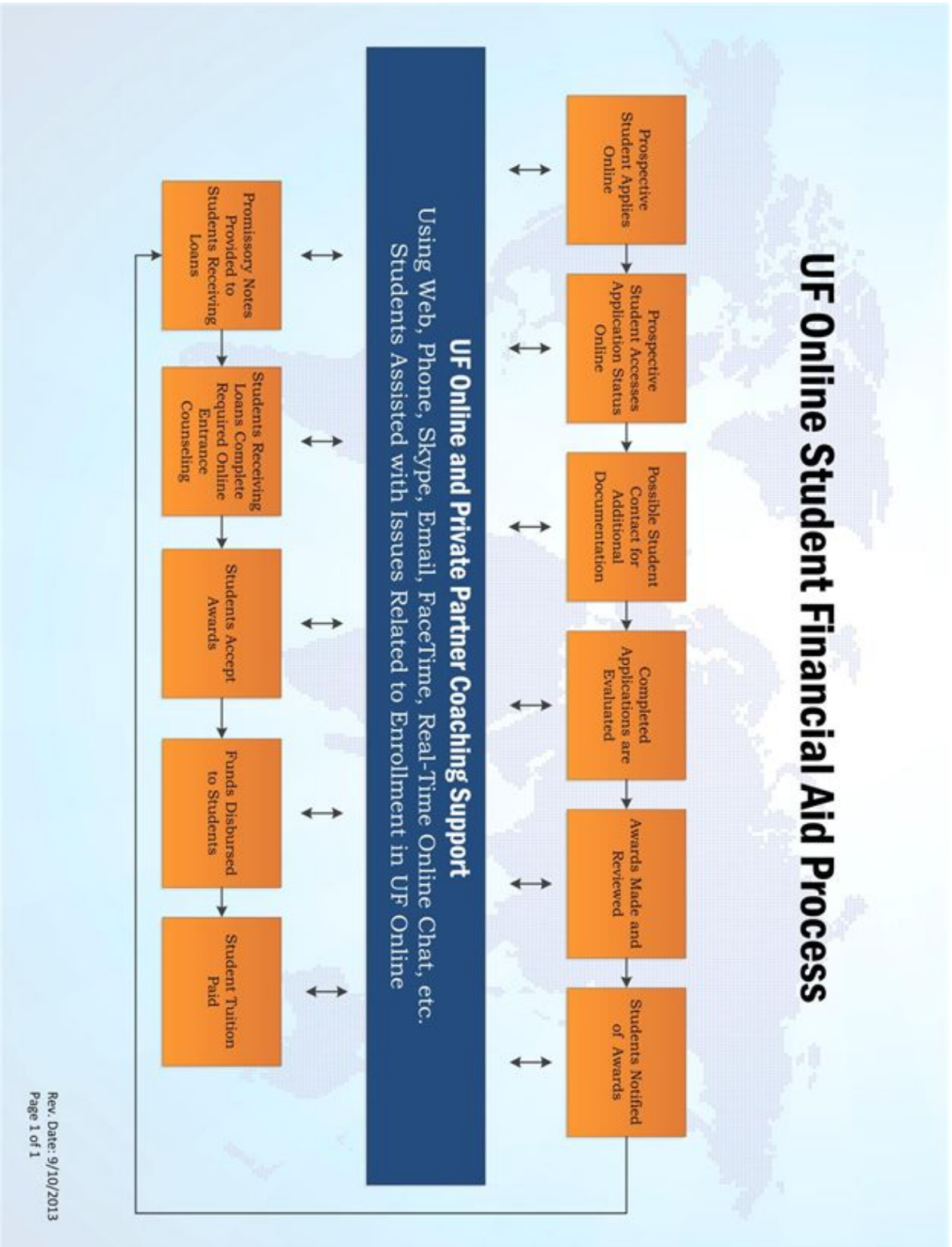
CALs currently offers 2 undergraduate degrees, 4 undergraduate certificates, 8 graduate degrees, and 3 graduate certificates via distance education. CALs offers over 200 courses via distance education.

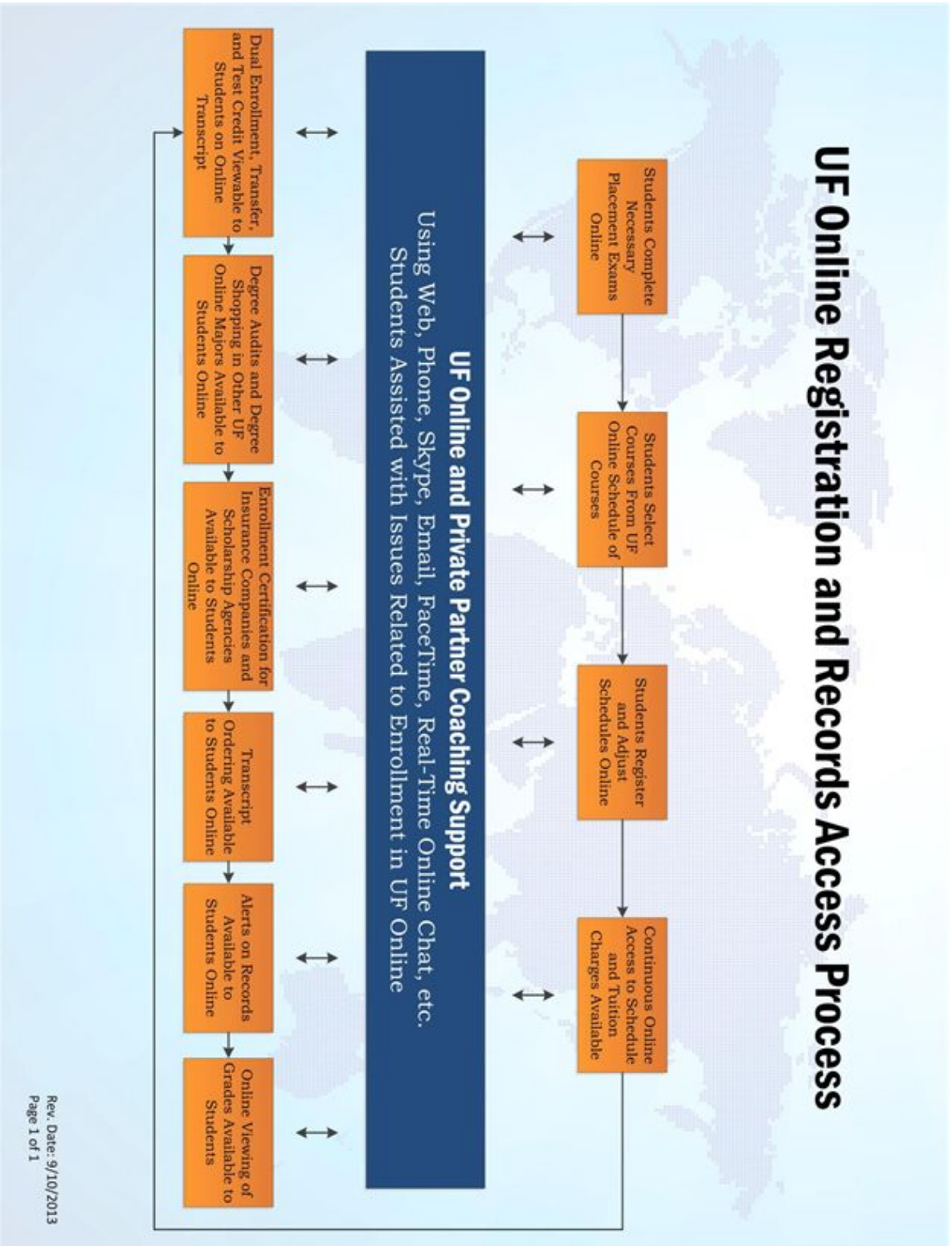
Appendix B- Admissions, Enrollment, Registration, Financial Aid Processes











Appendix C—Strengths, Challenges, Opportunities, and Threats

Strengths

- UF current staff are experienced, capable and ready to handle course production and management
- Instructional designers are trained in educational technology and best practices for online learning. Multiple units with talented ID staff, including CITT, DCE, IFAS, and the Colleges of Business, Education and Pharmacy
- Cutting edge program to enhance undergraduate retention with resources and ability to effectively provide: course content, academic and career advising, student support services
- Subject matter experts well known in their field
- Extensive knowledge of Copyright and ADA compliance
- UFIT services provide high quality rich media, including faculty support, virtual labs, excellent connectivity and computing capacity
- Strategic marketing, recruitment and enrollment planning
- Application development for both technical infrastructure and content delivery on mobile and desktop platforms

Opportunities

- To improve access and acquisition of knowledge through advancements in technology and creative new thinking
- To provide online learning advancements as a spillover effect for traditional campus students
- To develop new partnerships and sharing of best practices with SUS and FCS and global institutions
- To develop cost effective models for course production and services
- To increase revenues for the UF Online and the institution
- To develop and grow a unique set of alumni
- To develop stronger relationship to job market and employment opportunities
- To create flexible, cutting edge courses and degree programs
- To reward faculty

Challenges

Course production gap areas include the following:

- Expertise in assessment creation and analysis (critical)
- Exam/assessment coordinator (critical)
- Expertise in academic analytics (critical)
- User testing (critical) Increase in staff to support location video (important)
- Interaction/simulation programmers (important)
- Additional graphic designers to support interaction/simulation creation (important)
- Leadership—UF Online Executive Director needed to oversee all areas of the project
- Additional staffing needs: Video Coordinator, eLearning Specialists, Help Desk, Marketing Director, Inter-Library Loan & Course Reserves
- Marketing and recruitment of students—particularly incoming freshmen
- Student coaching and retention
- Admissions process needs streamlining
- Centralized call center to handle inquiries for on-demand, around-the-clock customer support
- Creative concepts and media selection—limited due to staffing

Threats

- Uncertainty of state funding
- Faculty buy-in
- Diversion of resources to support initiative
- Expansion overwhelms quality
- Unsustainable business plan, overstated estimates of enrollment
- Failure to fully integrate UF Online into institutional planning and academic structure
- Timeline
- Funding for assessment

Appendix D—Course titles of the first 5 UF Online degree programs

Bachelor of Science in Interdisciplinary Studies - Environmental Management in Agriculture & Natural Resources

SPC 2608 – Introduction to Public Speaking
ALS 3133 - Agriculture & Environmental Quality
ALS 3153 - Agricultural Ecology
SWS 3022 – Introduction to Soils in the Environment
ENY 3005 – Principles of Entomology
ENY 3005L - Principles of Entomology Laboratory
IPM 3022 – Fundamentals of Pest Management
SWS 4244 - Wetlands
FNR 4660 – Natural Resource Policy and Economics
AOM 4643 – Environmental Hydrology: Principles and Issues
SWS 4720C – GIS in Soil and Water Science
SWS 4116 - Environmental Nutrient Management
SWS 4223 – Environmental Biogeochemistry
SWS 4905 – Individual Work
SWS 4941 - Full-time Practical Work Experience in Soil & Water Science

Bachelor of Arts in Business Administration

ECO 2013 - Principles of Macroeconomics
ECO 2023 - Principles of Microeconomics
ACG 2021 - Introduction to Financial Accounting
ACG 2071 - Introduction to Managerial Accounting
MAN 3025 - Principles of Management
ISM 3004 - Computing in the Business Environment
ISM 3013 - Introduction to Information Systems
MAR 3023 - Principles of Marketing
GEB 3219 - Writing and Speaking in Business
ENT 3003 - Principles of Entrepreneurship
QMB 3250 - Statistics for Business Decisions
FIN 3403 - Business Finance
GEB 3373 - International Business
MAN 4301- Human Resource Management
BUL 4310 - The Legal Environment of Business
GEB 3035 - Effective Career Management in Business
REE 3043 - Real Estate Analysis
ECO 3713 - International Macroeconomics
MAR 3231 - Introduction to Retailing Systems and Management

Bachelor of Science in Health Education & Behavior

HSC 3102 - Personal & Family Health
HSC 3032 – Foundations of Health Education
MCB 2000 - Microbiology
MCB 2000L - Microbiology Laboratory
SPC 2608 - Introduction to Public Speaking
APK 2105C - Applied Human Physiology with Laboratory
APK 2100C – Applied Human Anatomy with Laboratory
HSC 3201- Community and Environmental Health
HSC 4713 – Planning and Evaluating Health Education Programs
HUN 2201- Fundamentals of Human Nutrition
HSC 4302 – Methods and Materials in Health Education
HSC 4800 – Health Education Professional Development
HSC 4876 – Internship in Health Education

Bachelor of Science in Sport Management

ACG 2021- Introduction to Financial Accounting
SPC 2608- Introduction to Public Speaking
SPM 2000 – Introduction to Sport Management
SPM 3012 – Sport and Society
SPM 4104 – Sport Facilities Design and Management
EME 2040 - Introduction to Educational Technology
SPM 3204- Ethical Issues in Sport
SPM 4154 – Administration of Sport & Physical Activity
LEI 3921- Field Experience in Leisure Services
SPM 3306 – Sport Marketing
SPM 4515 – Sport Business and Finance
SPM 4723 – Legal Issues in Sport and Physical Activity
FIN 3403 - Business Finance
SPM 4941C – Internship in Sport Management

Bachelor of Arts in Criminology & Laws

CJL 2000 - Law & Legal Practices
CCJ 3024 – Advanced Principles of Criminal Justice
CJL 3038 – Law & Society
CCJ 4905 – Individual Work
CCJ 3701 – Research Methods in Criminology
CJE 3114- Introduction to Law Enforcement
CCJ 3430 – Media and Crime
CCJ 4934 – Contemporary Issues in Criminal Justice
BUL 4310 - The Legal Environment of Business
CLP 3144 – Abnormal Psychology
CCJ 4014 – Criminology Theory
PAD 3003- Introduction to Public Administration
CCJ 4940 - Practicum
CCJ 4970 – Senior Thesis

Appendix E—UF Markers for Excellence

<http://teach.ufl.edu/resources/uf-standards/>

UF Markers of Excellence for Teaching in Online and Blended Courses	
Course Overview and Introduction	
Standard	
	The instructor starts the course with a welcome and review of the syllabus, course schedule and other important information for the course.
	The role that the online environment and technology will play in the course is clearly stated at the start of the course. Students are informed of appropriate resources for technical support.
	In the course site, students are immediately presented with an obvious starting location and explanation on how to navigate the course.
	The syllabus, schedule and other important course documents are easily located.
	The syllabus contains all the relevant elements from the UF syllabus policy.
	All course deadlines are included in the course schedule.
	Synchronous and asynchronous requirements for participating in the course are clearly outlined.
	Instructions for course participation are clearly provided and easily found in the course site. The instructions define how students get started and where to find components of the course.
	Students are provided with information explaining when feedback will be provided, the type of feedback, and mode of communication they should expect from the instructor.
	Students and instructor are provided with space to introduce themselves to each other.
	Students are provided with primary contact information for the instructor. The instructor communicates a willingness to accommodate various accessibility needs.
	Consistent terminology is used for tools referenced in the course management system.
	Online course netiquette is discussed early in the course.
Exemplary	
	An introductory quiz provides students with an opportunity to check their understanding of the syllabus, course requirements, and required tools and technologies.
	Instructor monitors and welcomes students as they start the course.
	Students typically receive responses within 48 hours.
	A student survey during the course evaluates students' ease of navigation.
	Course materials and aesthetic design are visually pleasing and consistent throughout course, and promote clarity and continuity of course structure and information.
	Instructor facilitates student understanding of how to be a successful online learner.
Course Goals and Learning Objectives	
Standard	
	Overall course goals are clearly stated.
	Overall course goals are relevant to the course purpose/level.
	Learning objectives are measurable and can be utilized as a measure of student performance/success in the course.
	Learning objectives align with the learning activities and assessment activities.
Exemplary	
	Learning objectives are posted in the weekly overviews or sub-sections of the course. These objectives also relate to the overall course goals.
	Assignments and assessments specify the learning objectives that are relevant to the task/assignment.
Assessment and Measurement	
Standard	
	Assessments measure the stated learning objectives.
	Assessments are consistent with the course materials, activities, and resources.
	Expectations and requirements for student performance are clearly provided (guidelines, rubrics, checklists).
	Assessments are given in an appropriate time period after the learning activities have taken place.
	Courses that have more than 50% of the grade from online quizzes and exams use appropriate online security measures.
	Feedback about student performance is provided in a timely manner throughout the course as stated in the syllabus.
Exemplary	
	Ongoing, multiple assessment strategies are used to measure content knowledge, attitudes and skills.
	Assignments or project-based assessments encourage students to utilize critical thinking skills.
	Student's achievement of stated learning outcomes is documented and provided to the student as feedback on their learning activities and assessments.
Instructional Materials	

Standard	
	Course materials are presented to students in manageable segments.
	The instructional materials and learning activities support achievement of the learning objectives and are appropriate to the knowledge, skills, and/or attitudes being learned.
	The instructional materials are current.
	All resources and materials in the course are appropriately cited.
	There is a clear distinction between required and optional materials.
	Detailed instructions for student work are provided and clearly outline expectations and requirements (guidelines, rubrics, checklists)
	Access to a wide range of resources supporting course content is clearly provided.
Exemplary	
	Students engage with course content in a variety of ways.
	Instructional materials and learning activities encourage critical thinking skills when appropriate.
	The instructor uses formal and informal student feedback in an ongoing basis to help plan instruction and assessment of student learning throughout the semester.
Interaction and Engagement	
Standard	
	Introductory video or text is provided on the course website to establish the instructor presence in the online course.
	Students are divided into appropriate-sized groups to encourage interaction and engagement.
	The course provides opportunities for students to engage with other students in a variety of communication and interaction experiences.
	The course provides opportunities for students to engage with instructor in a variety of communication and interaction experiences.
Exemplary	
	Student background and experiences are valued and used as part of the course.
	Students participate in collaboration and evaluation.
	Students typically receive response within 48 hours.
Course Technology	
Standard	
	Provisions are in place to allow for potential failures of technology, and are clearly expressed to students.
	Navigation throughout the online components of the course is logical, consistent, and efficient.
	The technology tools and media support the learning objectives of the course.
	The technology used in the course is readily accessible and available to students.
	The tools and media are compatible with prevailing standards and formats.
Exemplary	
	Faculty have opportunities to develop course content using technology.
	Technology use encourages higher level thinking and activity.
	Faculty builds in practice items to teach students technology in course.
Accessibility	
Standard	
	The course employs accessible technologies and provides guidance to students on how to obtain accommodation as defined in the UF syllabus policy (use of the sample course syllabus as a guide provides the necessary information).
	If PDF documents are used, they can be read by a screen reader (text in the document is selectable).
	Text that appears within the course website, PowerPoints, PDFs and other materials is clearly visible against the background.
	Avoid using color to convey meaning
	The course contains equivalent alternatives to auditory and visual content.
	The course uses fonts, formatting, and design elements to facilitate readability by all students and assistive devices.
	All course resources and materials can be accessed using the keyboard.
	The instructor communicates a willingness to accommodate various accessibility needs.
Course Design Evaluation	
Standard	
	The learning design is evaluated on a regular basis for effectiveness from both student and instruction perspectives.
	The results of this evaluation are tied to a plan for continuous review and improvement of the course.
Exemplary	
	The evaluations are part of the documentation of the course.

Appendix F—Budget Summary

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Tuition:											
In-State	115,425	1,137,375	3,183,300	5,410,125	8,417,588	12,006,900	16,220,925	17,356,390	18,571,337	19,871,331	21,262,324
Out of State	159,120	1,621,035	7,223,538	12,320,090	20,322,037	29,221,320	39,388,761	42,145,974	45,096,192	48,252,926	51,630,631
Less: Financial Aid	(7,352)	(73,102)	(237,786)	(404,662)	(643,858)	(921,291)	(1,243,544)	(1,330,592)	(1,423,753)	(1,523,394)	(1,630,032)
Fees:											
Technology Fee	7,352	73,102	237,786	404,662	643,858	921,291	1,243,544	1,330,592	1,423,753	1,523,394	1,630,032
Capital Improvement Trust Fund Fee	9,467	94,128	306,178	521,050	829,043	1,186,272	1,601,210	1,713,295	1,833,226	1,961,552	2,098,860
Financial Aid Fee	7,352	73,102	237,786	404,662	643,858	921,291	1,243,544	1,330,592	1,423,753	1,523,394	1,630,032
State Subsidy	15,000,000	5,000,000	5,000,000	5,000,000	5,000,000	-	-	-	-	-	-
Total Revenue	15,291,364	7,925,640	15,950,802	23,655,928	35,212,526	43,335,783	58,454,440	62,546,251	66,924,488	71,609,202	76,621,846
Non-Recurring Expenses:											
Initial Production	1,044,000	3,132,000	2,088,000	4,176,000	1,305,000	1,305,000	-	-	-	-	-
Upgrades	-	-	-	150,000	450,000	300,000	750,000	637,500	487,500	750,000	637,500
Production Equipment	500,000	-	-	-	-	-	-	-	-	-	-
Enrollment Management & Marketing	600,000	-	-	-	-	-	-	-	-	-	-
Student Services	400,000	-	-	-	-	-	-	-	-	-	-
Technology	1,000,000	-	-	-	-	-	-	-	-	-	-
Overhead	189,274	225,379	145,158	290,188	113,443	99,831	44,820	36,542	26,754	39,330	31,875
Total Non-recurring costs	3,733,274	3,357,379	2,233,158	4,616,188	1,868,443	1,704,831	794,820	674,042	514,254	789,330	669,375
Recurring Costs											
Delivery	570,000	3,420,000	4,586,628	7,723,922	10,485,728	17,511,702	20,580,772	21,409,801	22,296,862	23,246,017	24,261,614
Enrollment Management & Marketing	449,169	794,169	1,078,488	1,078,488	1,078,488	1,078,488	1,078,488	1,078,488	1,078,488	1,078,488	1,078,488
Direct Administration	520,000	520,000	520,000	520,000	520,000	520,000	520,000	520,000	520,000	520,000	520,000
P3 Services	3,641,642	3,427,571	7,607,443	10,556,104	14,107,174	18,813,075	25,371,704	23,776,046	24,511,802	26,227,628	28,063,562
Overhead	75,826	303,252	393,839	590,466	747,511	1,156,310	1,294,357	1,289,029	1,282,839	1,275,577	1,267,005
Technology	1,197,471	1,341,443	1,776,062	2,082,394	2,545,025	3,320,424	3,951,888	4,121,420	4,302,819	4,616,916	4,824,601
Facilities Operations	31,798	122,548	152,732	218,652	262,739	382,958	400,263	367,908	332,865	294,813	253,401
Library	16,663	68,902	92,625	143,919	189,075	303,950	354,129	367,684	382,187	397,706	414,311
Student Services	29,352	121,368	163,155	253,509	333,049	535,397	623,787	647,663	673,210	700,546	729,795
Total Recurring Costs	6,531,922	10,119,252	16,370,971	23,167,455	30,268,789	43,622,304	54,175,388	53,578,038	55,381,072	58,357,691	61,412,776
Total Cost	10,265,195	13,476,631	18,604,128	27,783,643	32,137,233	45,327,135	54,970,208	54,252,079	55,895,326	59,147,021	62,082,151
Net Margin	5,026,169	(5,550,991)	(2,653,327)	(4,127,716)	3,075,293	(1,991,352)	3,484,232	8,294,171	11,029,162	12,462,181	14,539,696
Cumulative Fund Balance	5,026,169	(524,823)	(3,178,149)	(7,305,865)	(4,230,572)	(6,221,924)	(2,737,692)	5,556,480	16,585,641	29,047,822	43,587,518
Profit per class		(46,258,261)	(14,740,701)	(13,759,051)	9,111,981	(5,310,271)	9,291,291	22,117,729	29,411,110	33,232,488	38,772,521
College distribution per course		12,581	12,846	18,169	23,398	31,582	33,793	36,158	38,689	41,398	

Appendix G—Non-recurring Costs

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Programs	5	10	15	25	30	35	35	35	35	35	35
Courses:											
General Education	-	35	50	80	90	100	100	100	100	100	100
Program specific	20	45	70	120	135	150	150	150	150	150	150
Additional Courses/ New Program:											
General Education	3	3	3	3	2	2	2	2	2	2	2
Program Specific	5	5	5	5	3	3	3	3	3	3	3
Course Development	20	60	40	80	25	25	-	-	-	-	-
Faculty Cost/New Course	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500
Fringe Benefits	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950
Production/New Course	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250
IT/New Course	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500
Total Cost of Development of Courses	1,044,000	3,132,000	2,088,000	4,176,000	1,305,000	1,305,000	-	-	-	-	-
Course Upgrading											
How often (years)	3	3	3	3	3	3	3	3	3	3	3
Courses Upgraded	-	-	-	20	60	40	100	85	65	100	85
Faculty Cost/Upgrade	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000
Production Cost/Upgrade	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
IT Cost/Upgrade	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Total Cost/Upgrade	-	-	-	150,000	450,000	300,000	750,000	637,500	487,500	750,000	637,500
Production Equipment	500,000	-	-	-	-	-	-	-	-	-	-
Enrollment Management & Marketing	600,000	-	-	-	-	-	-	-	-	-	-
Student Services	400,000	-	-	-	-	-	-	-	-	-	-
Technology	1,000,000	-	-	-	-	-	-	-	-	-	-
Overhead	189,274	233,021	155,347	321,854	130,572	119,412	55,800	47,430	36,270	55,800	47,430
Total Non-recurring Costs	3,733,274	3,365,021	2,243,347	4,647,854	1,885,572	1,724,412	805,800	684,930	523,770	805,800	684,930
Overhead:											
General & Administrative	7.44%	7.44%	7.44%	7.44%	7.44%	7.44%	7.44%	7.44%	7.44%	7.44%	7.44%

Appendix H—Recurring Costs

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Programs	5	10	15	25	30	35	35	35	35	35	35
Courses:											
General Education	-	35	50	80	90	100	100	100	100	100	100
Program specific	20	45	70	120	135	150	150	150	150	150	150
Variable/Program:											
General Education	3	3	3	3	2	2	2	2	2	2	2
Program Specific	5	5	5	5	3	3	3	3	3	3	3
Cost of TA per 110 enrollment/course	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000
Faculty Cost (including Fringe Benefits) per SCH			50	50	50	50	50	50	50	50	50
Course delivery	20	120	180	300	338	375	375	375	375	375	375
Fixed Faculty Cost/Delivery	12,000	12,000	-	-	-	-	-	-	-	-	-
Teacher Assistant/Delivery Course	8,000	8,000	8,000	8,000	8,000	16,000	16,000	16,000	16,000	16,000	16,000
Support Costs/Delivery	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
Fringe Benefits	6,000	6,000	2,400	2,400	2,400	4,800	4,800	4,800	4,800	4,800	4,800
Delivery of Courses	570,000	3,420,000	4,586,628	7,723,922	10,485,228	17,511,702	20,580,772	21,409,801	22,296,862	23,246,017	24,261,614
Overhead:											
General & Administrative	7.44%	7.20%	6.95%	6.71%	6.46%	6.22%	5.98%	5.73%	5.49%	5.24%	5.00%
Facilities Operations	3.12%	2.91%	2.70%	2.48%	2.27%	2.06%	1.83%	1.64%	1.42%	1.21%	1.00%
Library	1.64%	1.64%	1.64%	1.64%	1.64%	1.64%	1.64%	1.64%	1.64%	1.64%	1.64%
Student Services	2.88%	2.88%	2.88%	2.88%	2.88%	2.88%	2.88%	2.88%	2.88%	2.88%	2.88%
Technology:											
Variable:	27,471	171,443	486,062	792,394	1,255,025	1,790,424	2,421,888	2,591,420	2,772,819	2,966,916	3,174,601
Fixed	1,170,000	1,170,000	1,290,000	1,290,000	1,290,000	1,530,000	1,530,000	1,530,000	1,530,000	1,650,000	1,650,000
Total Technology	1,197,471	1,341,443	1,776,062	2,082,394	2,545,025	3,320,424	3,951,888	4,121,420	4,302,819	4,616,916	4,824,601
P3:											
In State Tuition	40%	40%	40%	40%	35%	35%	35%	35%	30%	30%	30%
Out of State Tuition	60%	60%	60%	60%	50%	50%	50%	42%	42%	42%	42%
Additional Fixed Fee	3,500,000	2,000,000	2,000,000	1,000,000	1,000,000	-	-	-	-	-	-
Administrators:											
Executive Director	200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000
Directors (2)	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000
Assistant	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000
Fringe Benefits	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000
Total Administration	520,000	520,000	520,000	520,000	520,000	520,000	520,000	520,000	520,000	520,000	520,000

Appendix I—Tuition

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Programs	5	10	15	25	30	35	35	35	35	35	35
Courses Delivered	20	160	240	400	450	500	500	500	500	500	500
Headcount Growth Rate after 2019	7.0%										
FTIC in State Tuition:											
Headcount	-	84	371	795	1,236	1,780	2,375	2,541	2,719	2,909	3,113
Enrollments	-	483	2,210	4,885	7,904	11,617	15,484	16,568	17,728	18,969	20,296
Credit Hours	-	1,449	6,630	14,655	23,712	34,941	46,452	49,704	53,183	56,906	60,889
Average Load	-	8.6	8.9	9.2	9.6	9.8	9.8	9.8	9.8	9.8	9.8
Tuition per SCH	112.50	112.50	112.50	112.50	112.50	112.50	112.50	112.50	112.50	112.50	112.50
Total in State FTIC Tuition	-	163,013	745,875	1,648,688	2,667,600	3,910,863	5,225,850	5,591,660	5,983,076	6,401,891	6,850,023
FTIC Out of State Tuition:											
Headcount	-	21	92	273	464	700	948	1,015	1,086	1,162	1,243
Enrollments	-	97	442	1,308	2,343	3,626	4,943	5,289	5,659	6,055	6,479
Credit Hours	-	291	1,326	3,924	7,029	10,878	14,829	15,867	16,978	18,166	19,438
Average Load	-	6.9	7.2	7.2	7.6	7.8	7.8	7.8	7.8	7.8	7.8
Tuition per SCH	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00
Total Out of State FTIC Tuition	-	123,675	563,550	1,667,700	2,987,325	4,623,150	6,302,325	6,743,488	7,215,532	7,720,619	8,261,062
Transfer Student in State Tuition:											
Headcount	157	906	1,929	2,872	4,449	6,319	8,615	9,218	9,864	10,554	11,293
Enrollments	342	2,887	7,222	11,145	17,037	23,929	32,578	34,858	37,299	39,909	42,703
Credit Hours	1,026	8,661	21,666	33,435	51,111	71,787	97,734	104,575	111,896	119,728	128,109
Average Load	6.5	4.8	5.6	5.8	5.7	5.7	5.7	5.7	5.7	5.7	5.7
Tuition per SCH	112.50	112.50	112.50	112.50	112.50	112.50	112.50	112.50	112.50	112.50	112.50
Total in State Transfer Tuition	115,425	974,363	2,437,425	3,761,438	5,749,988	8,076,038	10,995,075	11,764,730	12,588,261	13,469,440	14,412,300
Transfer Student Out of State Tuition:											
Headcount	52	294	1,306	2,089	3,399	4,823	6,488	6,942	7,428	7,948	8,504
Enrollments	135	1,174	5,224	8,355	13,596	19,293	25,950	27,767	29,710	31,790	34,015
Credit Hours	374	3,523	15,671	25,064	40,788	57,878	77,850	83,300	89,131	95,370	102,046
Average Load	7.2	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0
Tuition per SCH	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00
Total Out of State Transfer Tuition	159,120	1,497,360	6,659,988	10,652,390	17,334,712	24,598,170	33,086,436	35,402,486	37,880,660	40,532,307	43,369,568
Total Tuition:											
Headcount	209	1,304	3,698	6,029	9,548	13,622	18,426	19,716	21,096	22,572	24,152
Enrollments	467	4,641	15,098	25,693	40,880	58,495	78,955	84,482	90,396	96,723	103,494
Credit Hours	1,400	13,924	45,293	77,078	122,640	175,484	236,865	253,446	271,187	290,170	310,482
Average Load	6.7	5.3	6.1	6.4	6.4	6.4	6.4	6.4	6.4	6.4	6.4
Total Tuition	274,545	2,758,410	10,406,838	17,730,215	28,739,625	41,228,220	55,609,686	59,502,364	63,667,529	68,124,256	72,892,954
Average Class Size	23.34	29.01	62.91	64.23	90.84	116.99	157.91	168.96	180.79	193.45	206.99
Ratio - in State Credit Hours	73.3%	72.6%	62.5%	62.4%	61.0%	60.8%	60.9%	60.9%	60.9%	60.9%	60.9%
Retention Rate - Out of State Transfers	80%										
Fees:											
Technology Fee	5.25	5.25	5.25	5.25	5.25	5.25	5.25	5.25	5.25	5.25	5.25
Capital Improvement Trust Fund Fee	6.76	6.76	6.76	6.76	6.76	6.76	6.76	6.76	6.76	6.76	6.76
Financial Aid Fee	5.25	5.25	5.25	5.25	5.25	5.25	5.25	5.25	5.25	5.25	5.25

Appendix J—Branding Suggestions

UF Online-----Selected Name

UF eCampus

UF-Global

UF-FOCUS – Florida Online Center for Undergraduate Studies

UF eDegree

UF Cloud Campus

UF World Wide Campus

eUF Degree Program

eUniversity of Florida

eUniversity of Florida Online Degree

UF Degree Online Program

The Online University of Florida

Online UF

University of Florida Online

UF Distance

UF Distance Campus

UF Gators Online

UF Online Gators

UF Online Campus

UF Online University

UF Virtual

UF Virtual Campus

UF Virtual Gators

Virtual UF

UFORWARD- University

UFO (UF Online)

Gator-ADE (Affordable Distance Education)

Gator-ADE (Advanced Distance Education)

FOOD (Florida Outstanding Online Degree Program) Slogan: FOOD for Thought!

D@D (Degree at a Distance)

UF@Home

Appendix K—The Public/Private Partnership-P3

The University believes the mission and intent of the mandate to develop and deliver highest quality online baccalaureate degrees at an affordable cost will be facilitated by the inclusion of private educational services firms in the business plan. This inclusion, sometimes titled “partnership” involves the purchase of agreed upon services but does not allow for shared management, strategic planning, content control or any of the fundamental aspects of the mission assigned.

The rationale, in part, for such inclusion rests on the need for immediate expertise and resources to apply to critical areas that are not among the current set of resident abilities and experience of the University. (see page 16 of the Comprehensive Business Plan). In addition, the relationship has important synergistic features that result from the focus of the dual perspective on an assigned task.

There are some recognizable cost transfers in the service purchase, “partnership” plan. It is admittedly difficult to capture all of the services that are part of an external package in an internal matrix subject to per unit, per student, or per activity pricing. However, there are recognizable cost transfers in the market assessment, marketing services, recruitment, contact call center, production (on demand), program coordinators (retention), digital content and tutoring. The direct cost savings realized from these transfers is estimated at about \$14 million per year. The present value of the P3 services annualized is approximately \$15 million. The University believes the summation of the immediacy of the expertise, the on-request availability, the joint research opportunities, and the expanding innovative digital content represent greater value added than the differential.

UF Online Performance Measures and Benchmarks 2013-2019

Language CS/CS/Senate Bill 1076	Goal	Objective	Evaluation Data	Measure	Data Source	Metric	Notes
Metrics derived from: (g) Beginning in January 2014, the university shall offer high-quality, fully online baccalaureate degree programs that:							
1. Accept full-time, first-time-in-college students.	Enrollment of full-time, first-time in-college students	TBD	TBD	TBD	TBD	Report the number of enrolled students that are: <ul style="list-style-type: none"> • Full-time, first-time • Part-time, first-time • Full-time, not first-time • Part-time, not first-time 	These four cohorts a) align with new IPEDS reporting cohorts, b) include counts of transfer students (not first time), and c) allow for an understanding of the entire student body. Due to the UF admissions cycle, FTIC students will be enrolled for the first time, Summer 2014.
2. Have the same rigorous admissions criteria as equivalent on-campus degree programs.	OL admission criteria equivalent to residential program for first-time-in-college students at UF	OL and residential students are evaluated for admission based on the same criteria	Official University data collection records	Mean weighted Grade Point Average (GPA) and Mean SAT scores	Office of Admissions data	TBD	
3. Offer curriculum of equivalent rigor to on-campus degree programs.	OL and residential programs should have identical student learning outcomes and Academic Learning Compacts	TBD	TBD	TBD	TBD	OL and residential programs should have identical Academic Learning Compacts	
4. Offer rolling enrollment or multiple opportunities for enrollment throughout the year.	To offer additional, appropriate opportunities for enrollment	Identify and test opportunities	TBD	TBD	TBD	Report student headcounts by term for both OL and residential students at UF	

Appendix L –Performance Measures and Benchmarks

**UF Online Performance Measures and Benchmarks
2013-2019**

Language CS/CS/Senate Bill 1076	Goal	Objective	Evaluation Data	Measure	Data Source	Metric	Notes
5. Do not require any on-campus courses. However, for courses or programs that require clinical training or laboratories that cannot be delivered online, the university shall offer convenient locational options to the student, which may include, but are not limited to, the option to complete such requirements at a summer-in-residence on the university campus. The university may provide a network of sites at convenient locations and contract with commercial testing centers or identify other secure testing services for the purpose of proctoring assessments or testing.	TBD	TBD	NA	NA	NA	Narrative section in annual report	The annual report will include a narrative with a status on lab locations and testing centers.
6. Apply the university's existing policy for accepting credits for both freshman applicants and transfer applicants.	TBD	TBD	TBD	TBD	TBD	# of credits awarded for both online and residential students	
Additional Proposed Measures by UF							
7.	OL program maintains student engagement at the same level as residential students	OL students will be engaged in the learning process as evidenced by student and faculty survey responses and CMS analytics	Survey data demonstrating that OL students are engaged in the learning process and analytics of Course Management Systems	Percent of positive survey respondents and percent of indicators of student engagement	Student engagement survey instrument and Course Management Systems	TBD	Relevant categories of questions from the survey will be reported and used to determine how results will be used to improve program strategies related to student engagement.

Appendix L –Performance Measures and Benchmarks

**UF Online Performance Measures and Benchmarks
2013-2019**

Measures by UF	Goal	Objective	Evaluation Data	Measure	Data Source	Metric	Notes
8.	Ensure OL student retention rate is comparable to online peer institutions	OL students will have retention rates comparable to online peer institutions	Student retention data	Annual student retention data	University of Florida and Peer Institutions data	TBD	Data will be also provided to compare OL FTIC student retention rate to FTIC residential students retention rates and OL Transfer students to Residential Transfer students retention rates.
9.	Ensure OL student 6-year graduation rate is comparable to online peer institutions	OL students will have graduation rates comparable to online peer institutions	Official university data collection and peer institution records	6-year graduation rate	Official university data collection and peer institution records	Graduation rates for UF Online programs, identical to peer institutions	Data will also be provided to compare OL FTIC student graduation rate to FTIC residential students and OL Transfer students to Residential Transfer students graduation rates.
10.	Minimum increase of academic programs of 5 per year to a maximum of 35	Achieve an annual minimum addition of 5 academic programs	Official university data collection records	Total annual count of OL academic programs	Office of Registrar	TBD	
11.	Provide a curriculum consistent with employment opportunities and lifelong learning	TBD	TBD	TBD	Student Placement Survey, FET/PP in state	1. Percent of OL Bachelor's Graduates employed and/or Continuing their Education further 1 year after Graduation 2. Median average full-time wages of undergraduates employed in Florida one year after graduation	

Note: The UF Online Annual Report will include the Performance Measures and Benchmarks as well as a narrative describing progress made on other important issues in the plan to include, but not limited to, course production, program selection, research, innovative technologies, and tuition pricing initiatives.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
November 2, 2016**

SUBJECT: A Look Inside the UF Online Classroom

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Dr. Lora Levett, Associate Professor and Director of UF Online Program in Criminology and Law, will explore the structure of an online class, presentation of information, and assessment of learning in the online environment. In addition, she will provide information about students' responses to the program.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Lora Levett

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
November 2, 2016**

SUBJECT: State Authorization Reciprocity Agreement (SARA)

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

In 2010, the United States Department of Education promulgated a rule requiring educational institutions receiving Title IV funding to comply with any state requirements that may pertain to offering distance education courses and activities to students residing in those states. Although this rule was subsequently invalidated by a federal court for failure to follow federal rulemaking requirements, it placed institutions on notice that individual states may require institutions to adhere to state-specific regulatory requirements before an institution could offer its distance education courses to students residing in those states.

In an effort to standardize regulatory requirements across the country, members of the State Higher Education Executive Officers Association worked with representatives of the Council of State Governments to develop a uniform State Authorization Reciprocity Agreement (SARA) and an organizational structure to implement the agreement. In order for institutions to participate in SARA, their home state must first become a member. Representatives of the State University System, the Florida College System, the ICUF institutions and the Commission for Independent Education have been working together to craft proposed legislation that would authorize the State of Florida and postsecondary institutions based in Florida to participate in the agreement, if enacted by the Legislature. Members will be provided with an update on those efforts.

Supporting Documentation Included: None

Facilitators/Presenters: Ms. Vikki Shirley



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Academic and Student Affairs Committee
Live Oak Pavilion, Student Union
Florida Atlantic University
777 Glades Road
Boca Raton, Florida, 33431
November 3, 2016
8:30 a.m. - 9:00 a.m.

or

Upon Adjournment of Previous Meetings

Chair: Mr. Norman Tripp; Vice Chair: Ms. Wendy Link
Members: Beard, Frost, Hebert, Stewart, Tyson, Valverde

1. **Call to Order and Opening Remarks** **Governor Norman Tripp**

2. **Minutes of Committee Meeting** **Governor Tripp**
September 21, 2016

3. **Vice Chancellor and Chief Academic Officer's Report** **Dr. Jan Ignash**
*Vice Chancellor for
Academic and Student Affairs*

4. **Mental Health Update** **Dr. Maribeth Ehasz**
*Vice President of Student Development
and Enrollment Services
University of Central Florida*

5. **Academic and Student Affairs Updates**
 - A. **SUS Council of Academic Vice Presidents (CAVP)** **Dr. Garry Perry**
Chair, CAVP

B. SUS Council for Student Affairs (CSA)

Dr. Corey King
Chair, CSA

i. Anti-hazing Update

ii. Other CSA Updates

C. Florida Student Association

Governor Jacob Hebert
Chair, Student Government Association

6. Concluding Remarks and Adjournment

Governor Tripp

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 3, 2016**

SUBJECT: Committee Meeting Minutes, September 21, 2016

PROPOSED COMMITTEE ACTION

Consider for approval the minutes of the meeting held on September 21, 2016 at New College of Florida

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review for approval the minutes of the meeting held on September 21, 2016 at New College of Florida.

Supporting Documentation Included:	Minutes, September 21, 2016
Facilitators/Presenters:	Governor Norman Tripp

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
New College of Florida
5845 General Dougher Place
Sarasota, Florida 34243
September 21-22, 2016

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

1. Call to Order and Opening Remarks

Chair Tripp convened the meeting on September 21, 2016 at 9:00 a.m. with the following members present and answering roll call: Governors Link, Beard, Hebert, Steward, Tyson, and Valverde. Governor Frost participated via conference call. A quorum was established.

2. Meeting Minutes

Governor Tripp asked for a motion to approve the minutes from the June 22, 2016 committee meeting. Governor Beard moved to approve the minutes, Governor Tyson seconded the motion, and the motion was approved.

3. Vice Chancellor and Chief Academic Officer's Report

Dr. Jan Ignash reported on the following activities of the Academic and Student Affairs (ASA) unit:

- ASA staff participated in two teleconference calls with the Vice Presidents of Research to address items to be presented at this Board meeting.
- The ASA Vice Chancellor and Associate Vice Chancellor plan to attend a 2-day R&D workshop in Washington, D.C., to discuss priorities for federal funding opportunities.
- ASA staff met with the FAMU and FSU College of Engineering Academic and Student Affairs subgroup to discuss specific data they could use for reporting purposes.
- The Vice Chancellor participated in a meeting with the FAMU and FSU College of Engineering Governance Council.

- ASA staff worked on SAT concordance issues involved in the student admissions process.
- ASA staff member, Lynda Page, participated in the two-week annual college admissions tour, which was also attended by members of the Florida College System and high school counselors from around the state.
- ASA staff met with Florida College System staff to discuss data to support the work of the 2+2 Committee as well as issues to be addressed at the November 2+2 Committee meeting.
- The Vice Chancellor participated in a conference call with the CAVP to discuss the several System legislative budget requests that will be discussed at this Board meeting.
- ASA staff has been working with Board Office's budget and finance staff on performance-based funding metrics.
- In July, four ASA staff toured New College of Florida and met with faculty, staff and students to gain a better understanding of how the university would respond to the Board's request to increase enrollment at the College from the current approximately 800 students to 1,200 students.
- Over the course of the summer, almost every member of the ASA unit was involved in gathering information for and responding to questions from the State's audit of the Board office. Senior ASA staff participated in the auditors' exit interview on July 14th.

4. Academic Program Items

A. Graduate Tuition for the Master of Physician Assistant Studies at Florida Gulf Coast University

Chair Tripp presented the FGCU request for differential graduate level tuition for the Master of Physician Assistant Studies program. The program includes 40 credit hours of intense clinical rotation, which makes the program more expensive to offer. Subsequent to amendments to Section 1009.24, Florida Statutes in the 2016 Legislative Session, the Board of Governors must now approve tuition for graduate and professional programs. The FGCU Board of Trustees approved the higher level of tuition for the program on September 13, 2016.

Chair Tripp recognized Dr. Ron Toll to present the request. Dr. Toll introduced Dr. Mitch Cordova, FGCU Dean of the College of Health Professions and Social Work. After outlining the program, Drs. Toll and Cordova noted that, in response to questions from Board of Governors staff, FGCU revisited the tuition structure of the proposal with an eye toward efficiencies and made revisions so that its PA program would be the least expensive in the SUS. As an example of

one of the efficiencies, FGCU achieved savings by renting, rather than buying, certain equipment and by forward-funding initial purchases of equipment, which helped bring down costs by \$750,000. Governor Tripp observed that future initial proposal requests should include any possible savings and should remain at reasonable costs for students.

Governor Link moved to approve Florida Gulf Coast University regulation #FGCU-PR7-001 Tuition and Fees as amended on September 13, 2016 to establish tuition for the Master of Physician Assistant Studies (CIP 51.0912). Governor Pat Frost seconded the motion and the motion was approved.

5. Board of Governors Regulations

Chair Tripp introduced the agenda items for public notice of intent to amend Board of Governors regulations related to academic programs and noted that the regulations were reviewed by university general counsels, the Council of Academic Vice Presidents, the Council of Student Affairs, and other state university staff. Pursuant to the regulation procedure adopted by the Board at its meeting on March 23, 2006, the Board is required to provide public notice on its website at least 30 days before adoption of the proposed Regulation amendments.

A. Public Notice of Intent to Amend Board of Governors Regulation 6.013, Military Veterans and Active Duty

Chair Tripp stated that the proposed amendment will provide consistency in the application of policies specified in F.S. 1004.07, Florida Statutes and directs university boards of trustees to adopt a regulation to provide that any student enrolled in a college credit course should not incur academic or financial penalties by virtue of performing military service on behalf of our country. In addition, Board Regulation 7.002, subsection (10), is to be amended to align with Regulation 6.013 and is under consideration in the Budget and Finance Committee. The regulation was reviewed by university General Counsels, the Council of Academic Vice Presidents, the Council of Student Affairs and other state university staff.

Governor Beard moved to approve Public Notice of Intent to Amend Board of Governors Regulation 6.013, Military Veterans and Active Duty. Governor Frost seconded the motion and the motion was approved.

B. Public Notice of Intent to Amend Board of Governors Regulation 8.003,
Textbook and Instructional Materials Affordability

Chair Tripp stated that Board of Governors Regulation 8.003 has been amended and re-titled to align with changes in F.S. 1004.085, Florida Statutes. Proposed changes include provisions that add “instructional materials” to textbook affordability and require identification of “wide variances in costs.” The regulation was reviewed by university General Counsels, the Council for Academic Vice Presidents, the Council of Student Affairs, and other state university staff.

Governor Link moved to approve Public Notice of Intent to Amend Board of Governors Regulation 8.003, Textbook and Instructional Materials Affordability. Governor Tyson seconded the motion and the motion was approved.

6. Transition in Leadership at the Florida Institute of Oceanography (FIO)

Governor Tripp advised the Committee of a transition of leadership at the state’s Academic Infrastructure Support Organization, the Florida Institute of Oceanography. Dr. William T. Hogarth is retiring as Director of FIO and has done much to support FIO’s growing national prominence, particularly in the wake of the 2010 Deepwater Horizon oil spill. Dr. Phillip Kramer, an accomplished marine geologist who worked on strategic projects for the Nature Conservancy’s Global Oceans Program, has been hired to replace Dr. Hogarth as the new FIO Director.

Chair Tripp recognized USF President, Dr. Judy Genshaft, to say a few words in regards to Dr. Hogarth’s accomplishments and introduce Dr. Kramer. She described Dr. Hogarth’s outstanding service with USF as a trusted advisor in marine science and gulf health issues and welcomed Dr. Kramer as an excellent addition to FIO. Dr. Hogarth thanked the board for the opportunity to serve USF for nine years. He remarked on his outlook on the new research vessel currently being built at Tarpon Springs, which is expected to be operational by June of next year. Dr. Kramer stated that he is honored to step into his role and his intent to continue FIO’s current efforts to reduce costs, increase excellence, provide improved SUS research and educational access to ships and state of the art technology, and to allow Florida’s institutions to be internationally recognized as THE premier location for marine research.

7. Mental Health Update:

Chair Tripp reminded the Board that in March 2015 they received an *InfoBrief* on campus safety and security, which was a response to increase the safety and

well-being of students. The Board requested funds during the 2016 legislative session to expand counseling services and campus security across the SUS. The request, however, was not funded and counseling centers continue to struggle to keep up with demand.

Chair Tripp introduced Dr. Christy England to present an updated report regarding the overall increasing need of well-trained professional counseling staff to address the mental and behavioral health of university students. Dr. England reported information and provided an updated *InfoBrief* that reported a dramatic 48% increase of students seeking counseling at SUS institutions, as well as a whopping 67% increase in the number of counseling sessions. The SUS has also recorded an alarming increase in Baker Act hospitalizations, with over 300 student hospitalizations during 2013-14. Dr. England stressed that counseling centers face considerable demands and challenges in light of the increase on the demand for mental health services.

There was some discussion on the national survey data provided in the report. Dr. England stated that she suspects that the growth in the demand for mental health services throughout the SUS is a reflection of the changes in the population at large. Governor Morton shared his personal experiences with students facing challenges in academia as they pursue a degree. He recommended investing in services related to career counseling to improve students' overall well-being.

8. Legislative Budget Requests

A. Campus Mental Health Legislative Budget Request

Chair Tripp introduced a legislative budget request addressing the critical need to increase campus counseling services for students' mental and behavioral health. The LBR is estimated at \$14 million, with an estimated \$12 million designated as recurring and \$1,921,322 as non-recurring. Dr. Corey King, Chair of the Council of Student Affairs, supported the request, stating that the LBR is designed to increase campus counseling services to support the mental and behavioral health coverage that is steadily expanding. He remarked that students are suffering and universities need to provide the tools for students to survive and thrive. Counseling centers have experienced limited resources for some time and he would prefer to respond to these issues now -- instead of facing future consequences in dealing with poor student retention and performance.

Governor Tyson moved to recommend the State University System Mental Health Counseling Services Legislative Budget Request to the Budget and

Finance Committee for consideration. Governor Frost seconded the motion and the motion was approved

B. Florida Institute of Oceanography Legislative Budget Request

Governor Tripp introduced a legislative budget request related to providing support to the Keys Marine Laboratory. The request is a total of \$1,800,000 in recurring and non-recurring funds. Dr. Gary Perry, Provost and Vice President of Florida Atlantic University, presented the request, noting that the request will benefit the entire SUS by supporting the Keys Marine Laboratory operated by the Florida Institute of Oceanography (FIO). He remarked that the facility provides for unique opportunities of short and long-term research experiences for researchers from around the world. He also noted that FIO has been operating the marine lab for years and has assumed a long-term lease on behalf of the state without adequate funding. They have been redirecting services from the FIO core budget to support the operation. He added that Florida's recreational and commercial industry contributes billions of dollars to the state and also the critical importance of the ocean's health to the future of the state.

Governor Frost moved to recommend the Florida Institute of Oceanography Keys Marine Laboratory Legislative Budget to the Budget and Finance Committee for consideration. Governor Beard seconded the motion and the motion was approved

C. Florida Small Business Development Center Network

Governor Tripp introduced the proposal to expand capacity in the Florida Small Business Development (SBDC) Network for the creation, retention and expansion of Florida's small businesses. The total budget request is for \$4 million in recurring state appropriations. He introduced Mr. Mike Myhre, Director of SBDC to present on this item.

Mr. Myhre showcased a video of the SBDC partnerships involved since its founding. He explained that universities help create and expand existing Florida businesses and SBDC provides consultants that help small businesses to grow their enterprises.

Governor Huizenga asked how much how much funding is provided for small businesses to start up. Mr. Myhre explained that government funding provides free consulting services for small businesses. University of Central Florida President Hitt explained that he is supportive of SBDC because it provides benefits to entrepreneurship and business programs partnered with universities in the system.

Governor Link moved to recommend the Florida Center for Small Business Center Network Legislative Budget Request to the Budget and Finance Committee for consideration. Governor Valverde seconded the motion and the motion was approved.

9. Legislative Budget Issues – Summer Bright Futures

Governor Tripp explained that as a result of an increase in the scores required for students to be eligible for Bright Futures dollars, funding for the Fall and Spring terms has declined during the past few years. In July 2016, the Office of Economic and Demographic Research (EDR) projected that \$5.5 million appropriated funds for Bright Futures would not be needed in 2016-17 as a result of the increase in student eligibility requirements. This funding could in turn be used for Summer Term awards to eligible students authorized in Subsection 1009.53(9), Florida Statutes.

Chair Tripp recognized Dr. Ignash, Vice Chancellor of Academic and Student Affairs, to present on this item. Dr. Ignash explained that the purpose of the request is to discuss ways to support funding for the Bright Future Scholarship for the entire calendar year. She noted that funding for Bright Futures is included in the funding for the State Board of Education and is not in the State University System (SUS) budget. Nevertheless, SUS students would be very much affected by the availability of Bright Futures funding, so the ASA Committee is discussing the topic as a legislative budget issue, rather than as a legislative budget request. The Board has an opportunity to indicate its support for Summer Bright Futures funding.

Allocating funds for Summer Bright Futures summer term awards would reduce time-to-degree for students and enable them to enter into the state's workforce more rapidly. Dr. Ignash added that, once students know that their Bright Futures funding is available for summer terms, there will likely be more students interested in enrolling in summer term – and for more credit hours. Additionally, making Bright Futures awards available for summer term would allow for more efficient classroom utilization across the SUS. Florida statutes allow for Bright Futures funding to be available for summer terms, but the legislature must appropriate the money.

Governor Tyson moved to support the Summer Bright Futures Legislative Budget Issue and to recommend the issue to the full Board for support. Governor Beard seconded the motion, and the motion was approved.

10. TEAm Grants Update

Governor Tripp invited Dr. Ignash to update the Board on the Teaching Educational Attainment (TEAm) Grants initiative.

Dr. Ignash reminded the Board that the then-Chair Colson established the 2012-2013 Higher Education Access and Degree Attainment Commission to explore how Florida can make informed, strategic choices on how best to increase the state's educational attainment levels. The gap analysis that resulted from the Commission's work provided data on the gap between the demand for graduates in specific occupations and fields with the number of graduates produced by the SUS. The Legislature generously provided \$15 million in appropriated funds to make awards on a competitive basis to rapidly increase the number of graduates in high demand program areas with around 1,000 or more annual unfilled job openings in Florida. In March of 2014, the Board of Governors approved four partnerships of universities and Florida College System institutions to receive \$15 million in funding for the TEAm Grants, which was distributed over two years. As of 2016, all grant funds have been expended but the Board office continues to track the outcomes of the grants. Dr. Ignash noted that, as a precondition for the award, the institutions were expected to provide the funds to sustain the programs once the funds have been expended. Dr. Ignash reported that three of the four partnerships have exceeded expectations in terms of enrollments and completions in high demand fields.

The accounting partnership grant between USF, UCF and FIU, however, did not meet their expected enrollments and completions. USF Provost Wilcox stated that, because of an increase in the standards of the accounting program, enrollments and retention were not as high as anticipated. Provost Wilcox added that both USF and UCF can learn from the success FIU, also a partner in the grant, had realized; it was the only one of the three institutions that increased its number of enrollments and completions in the program. Governor Trip emphasized that universities in the accounting grant partnership need to revisit the program, since they had applied for the grant and committed to increasing graduates. He made it clear that all institutions need to be held to a high standard.

11. Florida Center for Cybersecurity Report

Governor Tripp introduced Mr. Sri Sridharan, Managing Director and Chief Operating Officer, Florida Center for Cybersecurity, to provide an update on the Florida Center for Cybersecurity. Mr. Sridharan provided the following information:

- The Florida Center for Cybersecurity was established in 2013 to support Florida as the leading state in Cyber Security and tasked to focus on education, applied research, and increasing awareness of cybersecurity in the marketplace.
- The center includes 12 universities and military agencies and provides hands-on training opportunities for students and outreach to constituents around the state.
- There are 204 cybersecurity courses actively being taught across the state and at least 35 undergraduate and graduate certificate programs have been created, with 26 created after the Center was established.
- In 2015-2016, the 12 SUS institutions were working on \$24 million dollars of grants in cybersecurity research in Florida. The Center has also created a grant, like the TEAm grant, for the purpose of funding creative projects across the state. This has increased the private industry's interest in providing additional funding.
- 22 projects have been funded in the last 2 years and the Cybersecurity Center expects to fund another 10 to 12 this year.
- Graduates in cybersecurity have been tracked and 100% of the graduates who provided feedback have found employment.
- Programs that support veterans' integration into the workforce is also a focus of the work conducted by the Center for Cybersecurity.
- A specific initiative to teach the fundamentals of cybersecurity to veterans has been established through a program funded by JP Morgan Chase and supported by other organizations. Plans are underway to replicate and expand the program next year.
- Two successful conferences have been held in the past two years, with 450 attendees the first year and 600 the second year. This year, over 800 attendees are expected at the annual Cybersecurity Conference in Tampa.

Mr. Brian Murphy, Chief Executive Officer of Reliaquest, then addressed the Board about the demand for cybersecurity professionals and his support of the Center for Cybersecurity. He noted that Reliaquest is an IT security firm that works to solve the talent gap challenges for companies and that it strongly supports the Florida Center for Cybersecurity.

12. Academic and Student Affairs Updates

A. Council of Academic Vice Presidents (CAVP)

Gov Tripp introduced Dr. Gary Perry to provide an update of the issues and projects of interest to the CAVP.

- Dr. Perry thanked his predecessor, Provost Ron Toll from Florida Gulf Coast University, for his four years of service as Chair of the CAVP.

- The CAVP met several times over the summer, including a in a joint meeting with the Chancellor and Chair Kuntz to discuss the new metrics for measuring cost per degree.
- The CAVP discussed and provided recommendations concerning the changes in the regulation for the Latin American and Caribbean scholarships.
- The CAVP is also working on the changes to textbook materials and affordability, as required by new legislation, and provided some recommendations for implementation.
- The CAVP Academic Programs Coordination Work Group is now chaired by Provost Sally McRorie and is meeting next week to consider new programs.

B. SUS Council for Student Affairs (CSA)

Governor Tripp introduced Dr. Corey King, UWF Vice President for Student Affairs and Chair of the Council for Student Affairs, to provide a brief update on activities of the SUS Council for Student Affairs. Dr. King reported that the CSA held a summit in the summer with Associate Vice Presidents and Deans of Students at UCF to discuss generation Z characteristics, parental involvement increasing, and a push for a stronger collaboration between academic and student affairs at the universities and also at the state level. He also announced a SUS anti-hazing summit to be hosted on October 13, 2016 at FIU.

C. Florida Student Association (FSA)

Governor Tripp recognized student Board member, Governor Jake Hebert, to provide a brief update on activities and issues of the Florida Student Association and State University System students.

Governor Hebert reported that the FSA met in Pensacola and finalized their legislative agenda for the year with priorities that include mental health counseling and campus safety LBRs and Summer Bright Futures funding. Governor Hebert also announced the FSA was discussing special exemptions for students with excess credit hour surcharges who will graduate in four years or change majors into areas of strategic emphasis. He also stated that the FSA is focusing on the importance of CITF bonding in Florida and seeks to create formal partnership with the Florida College System SGA through shared advocacy and increased communication.

Governor Morton commented that he had spoken with students from around the system on two issues. First, he observed that students who transfer into the SUS with less than 60 credit hours are required to take 9 credits during the summer

and they are not allowed to graduate until that requirement is fulfilled. He stated that the Board regulation for this requirement was passed by the former Board of Regents in 1976 and he believes it should be reviewed. Secondly, he stated that some students told him that they do not receive priority in enrolling for the one or two classes they still need to graduate and this impedes their timely graduation.

Having no further business, Chair Tripp adjourned the meeting at 11:13 a.m.

Norman D. Tripp, Chairman

Richard P. Stevens,
Assistant Vice Chancellor for Academic and Student Affairs

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 3, 2016**

SUBJECT: Vice Chancellor and Chief Academic Officer's Report

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Dr. Jan Ignash, Vice Chancellor for Academic and Student Affairs, will provide an update regarding the activities of the Office of Academic and Student Affairs.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Jan Ignash

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 3, 2016**

SUBJECT: Mental Health Update

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

In March 2015, Board staff presented an information brief on campus safety and security to the Board's Academic and Student Affairs Committee in response to increasing concerns about the safety and well-being of students. The Board subsequently requested funds during the 2016 legislative session to expand counseling services and campus security across the State University System. However, that request was not funded and counseling centers are still struggling to keep up with demand.

In September 2016, Board staff provided an overview of the increasing need for well-trained, professional counseling services to address the mental and behavioral health of university students. Also in September 2016, the Counsel for Student Affairs presented the State University System Mental Health Counseling Services Legislative Budget Request to increase campus counseling services in order to address the critical need for expanding student mental and behavioral health coverage the System.

At this meeting Dr. Maribeth Ehasz will describe the importance of addressing student demand for mental health services.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Maribeth Ehasz

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 3, 2016**

SUBJECT: State University System Council of Academic Vice Presidents (CAVP)

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Dr. Gary Perry, chair of the State University System Council of Academic Vice Presidents (CAVP), will provide an update on current CAVP activities and issues.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Gary Perry

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 3, 2016**

SUBJECT: Anti-Hazing Update

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Dr. Corey King, Chair of the State University System Council for Student Affairs, will provide an update on the four-hour Hazing Prevention session that preceded the National Association of Student Personnel Administrators – Florida Conference at Florida International University on October 13, 2016.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Corey King

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 3, 2016**

SUBJECT: State University System Council for Student Affairs

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Dr. Corey King, Chair of the State University System Council for Student Affairs, will provide an update on recent activities of the Council for Student Affairs.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Corey King

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 3, 2016**

SUBJECT: Florida Student Association

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Governor Jacob Hebert, President of the Florida Student Association, will update the Committee on recent Association activities.

Supporting Documentation Included: None

Facilitators / Presenters: Governor Jacob Hebert



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA
Strategic Planning Committee
Live Oak Pavilion, Student Union
Florida Atlantic University
777 Glades Road
Boca Raton, Florida 33431
November 3, 2016
9:00 a.m. - 9:45 a.m.

or
Upon Adjournment of Previous Meetings

Chair: Governor Dean Colson; Vice Chair: Governor Patricia Frost
Members: Beard, Jordan, Lautenbach, Levine, Morton, Tyson

1. **Call to Order and Opening Remarks** **Governor Dean Colson**

2. **Minutes of Committee Meeting** **Governor Colson**
Minutes, September 21, 2016

3. **New College of Florida Growth** **New College of Florida Representatives**

4. **Concluding Remarks and Adjournment** **Governor Colson**

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
November 3, 2016**

SUBJECT: Minutes of Committee Meeting held September 21, 2016

PROPOSED COMMITTEE ACTION

Consider approval of the minutes of the Strategic Planning Committee's September 21, 2016 meeting.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Strategic Planning Committee will consider for approval the minutes of its September 21, 2016 meeting at New College of Florida.

Supporting Documentation Included: Minutes: September 21, 2016

Facilitators/Presenters: Governor Dean Colson

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
STRATEGIC PLANNING COMMITTEE
NEW COLLEGE OF FLORIDA
SARASOTA, FLORIDA
September 21, 2016

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

1. Call to Order

Governor Colson convened the meeting of the Strategic Planning Committee at 12:45 p.m. on September 21, 2016 with the following members present: Patricia Frost, Richard Beard III, Darlene Jordan, Ned Lautenbach, Alan Levine, Edward Morton and Gary Tyson. A quorum was established. Other Board members present were Governors Thomas Kuntz, Jacob Hebert, H. Wayne Huizenga, Jr., Wendy Link, Fernando Valverde, and Norman Tripp.

2. Approval of Minutes from Committee Meeting June 21-22, 2016

Governor Colson called for a motion to approve the minutes from the Committee's June 21-22, 2016 meeting. A motion was made by Governor Lautenbach, seconded by Governor Morton, and the motion carried unanimously.

3. Florida Polytechnic University Revised 2016-17 Work Plan

Governor Colson said that the Committee's next item of business was to consider for approval the Florida Polytechnic University 2016 Work Plan. He reminded members that the University's Work Plan had been deferred at the Board's June meeting until such time as it included metrics on specific goals, per the Board's direction. He said that the University had submitted a revised Work Plan and that President Avent would make a brief presentation. He further noted that a recommendation from the Committee would be provided to the full Board for consideration. He then called on President Avent to present the University's 2016-17 Work Plan.

President Avent discussed Poly's three key initiatives: focusing on retention and graduation rates, creating research and economic development infrastructure, and recruiting faculty. He then discussed a number of the numerical goals on metrics

contained in Poly's Work Plan. Following President Avent's presentation, members were given the opportunity to ask questions or provide observations. With regard to Poly's 72% first year retention rate, Chair Colson asked how many of those students came back for their junior year. President Avent said that 82% came back for their junior year. Governor Link then asked to which institutions Poly students were transferring. President Avent said that they were primarily transferring to other SUS institutions.

Hearing no further questions or observations, Chair Colson called for the following motion: that the Committee recommend that the full Board approve the Florida Polytechnic University 2016-17 Work Plan, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations and that the Board accept the out-year portions of the Work Plan. The motion was made by Governor Lautenbach, seconded by Governor Tyson, and motion carried unanimously.

4. University of Central Florida Five-year Plan for Emerging State Research University Preeminence

Governor Colson said that the Committee's next item was to consider for approval the University of Central Florida's Five-year Plan for Emerging State Research University Preeminence, per legislation that passed this year. He said that UCF has submitted a Five-year Plan associated with the Program, and that the Plan must be approved by the Board of Governors. Chair Colson indicated that UCF's Emerging Preeminence Plan had been approved by its Board of Trustees on July 28, 2016. He said that if the Strategic Planning Committee approved UCF's Emerging Preeminence Plan, its approval would be forwarded to the full Board of Governors for consideration and, if approved by the Board, the \$5M associated with the Program would be released. He then called on President Hitt to present the University's Five-year Plan.

President Hitt indicated that the following six Preeminence Metrics have been achieved: average GPA and SAT scores, six-year graduation rates, non-medical science and engineering research expenditures, national ranking in STEM research expenditures, patents awarded, and doctoral degrees awarded annually. He indicated that Preeminence Metrics that still required steady work were attaining a national ranking in more than one national ranking, freshman retention rate, national academy memberships, science and research expenditures, number of post-doctoral appointees, and endowment size. He then articulated the status of those metrics and indicated the manner in which the University would address them.

Following President Hitt's presentation and hearing no further questions or observations, Chair Colson entertained the following motion: that the Strategic

Planning Committee recommends to the full Board of Governors to approve the University of Central Florida's Five-year Plan for Emerging State Research University Preeminence, and that the \$5M associated with the Program be released to the University. A motion was made by Governor Lautenbach, seconded by Governor Jordan, and the motion carried unanimously.

5. Reclassification of UF Health-Jacksonville from a Special Purpose Center to a Type III Campus

Chair Colson said that the Committee's next item, for approval, was a request to reclassify UF's Health-Jacksonville Special Purpose Center to a Type III Campus. He then called on UF Provost Glover to present the request. Provost Glover said that UF's enrollment at this site has reached the 300 FTE threshold associated with a Type III Campus and that the University intends to offer the Accelerated Bachelor of Science in Nursing and the Doctor of Pharmacy at the site. He indicated that the UF's Board of Trustees approved the reclassification on April 1, 2016. Chair Colson then called for a motion to reclassify UF's Health-Jacksonville Special Purpose Center to a Type III Campus. A motion was made by Governor Lautenbach, seconded by Governor Morton, and the motion carried unanimously.

6. Florida State University Plan for Top Twenty-five Ranking for Public Universities

Chair Colson said that the next item was for information. He reminded Committee members that at the June Board meeting during Florida State University's Work Plan presentation, FSU was asked to identify the particular initiatives and resources necessary to achieve a Top 25 ranking among public universities. He then called on President Thrasher to make a presentation.

President Thrasher said that FSU was currently ranked as the thirty-eighth public university, that it had increased by five spots over last year's rankings and that this was the greatest gain among all of the fifty top public universities. He noted that FSU had moved up sixteen slots within the last decade. In particular, President Thrasher said that FSU ranked eleventh in graduation rate performance, thirtieth on graduation and retention rank, and thirty-fifth on student selectivity. He noted the positive effect due to Preeminence funding and that FSU was up eleven spots from 2013 with regard to financial resources ranking, and up five spots from 2013 with regard to faculty resources. He said that the University's Legislative Budget Request was developed by analyzing all *US News* categories and sub-measures to understand in which FSU was low and which could be most readily improved given FSU's academic mission while assuring the greatest return-on-investment.

President Thrasher said that FSU's primary needs were hiring and retaining faculty, and increasing the number of graduate and post-doctoral students. He said that increasing the number of faculty would result in improving the student-to-faculty ratio, reducing class sizes, and increasing research capacity. He noted, further, that increasing the number of graduate students would result in increasing faculty research productivity and improving instruction. He said that increasing the number of post-doctoral students would assist in supporting FSU's efforts relative to STEM. He also noted that FSU would make efforts to recruit more high-achieving students and to create an increasingly diverse student population.

Governor Huizenga noted FSU's extremely low tuition as compared to its national peers. President Thrasher responded by saying that while Preeminence funding was working, he felt that, at some point in the future, tuition will need to be addressed for the entire SUS. Governor Colson expressed his opinion that \$70M in recurring funding wouldn't be enough to boost FSU into Top Twenty-five status. Chair Colson then thanked President Thrasher and said that the Board of Governors would continue to work with FSU to achieve its goal of Top Twenty-five status.

7. University of Florida Plan for Top Ten Ranking of Public Universities

Chair Colson said that the Committee's next item was also for information. He reminded Committee members that at the June Board meeting during the University of Florida's Work Plan presentation, UF was asked to identify the particular initiatives and resources necessary to achieve a Top Ten ranking among public universities. He then called on President Fuchs to make a presentation.

President Fuchs said that it was critical for Florida to have a university viewed as equal to the very best in the nation. He said that UF's long-term goals were to be a Top Five public university and a Top Twenty public and private university. He indicated that the University's key characteristics included its intensely comprehensive academic offerings, its Land Grant heritage, its 140 mission-focused locations throughout Florida, and its major medical centers. He noted that UF was one of sixty Association of American Universities (AAU). President Fuchs then provided UF's rankings in the latest editions of various publications. He then identified a number of the most important ranking metrics, including faculty compensation, graduate assistant stipends, national academy memberships, research expenditures, doctoral degrees awarded, and graduation rates.

President Fuchs said that improving UF's student-to-faculty ratio from its current 21:1 to 19:1 by 2020 would require \$35M. He also noted that UF's average faculty salaries were well short of its AAU peers and that reaching the AAU average by 2020 would

require \$30M. He said that reaching AAU graduate assistant stipend average by 2020 would require \$10M. President Fuchs indicated that reaching Top Ten status relative to the institution's endowment would require an additional \$1.2B from donors. He noted that reaching Top Ten status in terms of national academy members would require adding twenty new members. President Fuchs said that it was imperative that UF hire and retain superstar faculty and increase its research expenditures. He noted that UF was ranked sixth out of the thirty-four public institutions with regard to research doctoral degrees awarded, fifth with regard to technology licenses and options executed, and fourth with regard to startup companies. He said that UF's current four-year graduation rate was 88% and that the University's goal was to reach 89% by 2022.

At the conclusion of his presentation, President Fuchs indicated that additional metrics that were important to UF included financial accessibility for needy families; racial, ethnic, and geographic diversity; and infrastructural renewal.

Governor Levine observed that he applauded UF's cautious approach to national rankings. He said that there is an inverse correlation between value and the cost of education. He said it was likely that the more UF improves on national rankings, the higher tuition will be. Therefore, he said, the higher the value to the University's consumers, the harder it is to improve on national rankings. He said that his request was that whatever funding UF was able to receive from the Florida Legislature, he hoped that UF's Board of Trustees will challenge UF to track national metrics on an ongoing basis, because UF will be asked whether the University achieved the intended results. President Fuchs said that he agreed.

Governor Tyson said that it was important for UF to track *US News* metric sub-components, because by reviewing metric sub-components it was possible to see where UF is improving. He said that, similarly, it was important to compare the funding of UF's national peers. By doing so, he said that it was possible to determine whether UF was being underfunded compared to those peers.

Governor Colson thanked President Fuchs for his presentation and indicated that the Board of Governors would continue to work with UF to achieve Top Ten status.

8. System summary of 2016 Work Plan Goals and Alignment with 2025 Strategic Plan Goals.

Governor Colson said that the Committee's next agenda item was to receive a presentation by Vice Chancellor Jan Ignash of the System Summary of University 2016 Work Plans and alignment with 2025 Strategic Plan goals. He said that, following the June Board meeting, Board staff analyzed data on key performance indicators regarding System-wide issues, statewide and national trends, and the extent to which the State

University System is on-course toward meeting its 2025 Strategic Plan goals. He indicated that, in addition, longer-term retrospective data for the System would be provided on key metrics, such as six-year graduation rates and baccalaureate degrees awarded over the past several years. He then recognized Vice Chancellor Ignash to present this year's System Summary.

Dr. Ignash prefaced her presentation by stating that University Work Plans were first presented to the Board in 2010, which is the same time that Governors Colson, Frost, and Beard became Board members. She said that over the past six years, these Work Plans have enabled University Boards of Trustees to communicate with the Board of Governors more clearly than ever before, and perhaps better than anywhere in the country. Dr. Ignash indicated that the Work Plans did not play a part in many states' strategic planning efforts. She said that the University Work Plans help describe each of the twelve SUS institutions' contributions toward the overall System goals for Florida, and that steering higher education in the direction of Florida's highest needs distinguishes the Florida Board of Governors from other boards that act as a provider of resources or as a regulatory agency.

Vice President Ignash then provided a few of the key highlights from this year's University Work Plans. First, she said that graduation and retention rates are increasing. Secondly, she noted that enrollment and degree growth has slowed, perhaps because universities are focusing as much on quality as on growth. Third, she noted that Programs of Strategic Emphasis, especially in STEM and Health are on pace to reach the System's goals. Next, she reported that research expenditures are growing again and that the System is on a pace to reach its 2025 goals. She noted, however, that more external research funding is needed. Finally, she said that the percentage of bachelor's degrees awarded without excess hours is improving and on a pace to reach System 2025 goals.

Dr. Ignash then turned the Committee's attention to improvement in Academic Progress Rates; that is, the extent to which first-time-in-college (FTIC) students with above a 2.0 grade-point-average (GPA) were retained anywhere in the System following their first year. She said that this was a particularly important metric, because FTICs who return for their second Fall term with a GPA above 2.0 are eight times more likely to graduate within six years than students who begin their second Fall term with a GPA of less than 2.0.

Dr. Ignash then provided information with regard to six-year graduation rates for FTIC students who enter the SUS as freshmen. She said that six-year graduation rates have historically been a slow moving indicator, but that the SUS has made tremendous progress during the past few cohorts. She said that this is a testament to the success of Performance Based Funding. She said that the SUS should reach its goal by the 2012-18 cohort, well before the Board's expectations as articulated in its 2025 Strategic Plan.

Turning to a comparison of graduation rates in the nation, Dr. Ignash noted that, at 66.3%, Florida was number one in public university six-year graduation rates.

Dr. Ignash next provided information with regard to bachelor's degree production from a national perspective. She said that Florida ranked third in 2013-14 among the top ten largest states for bachelor's degree production at four-year public universities, following only California and Texas. She said, further, that Florida had the second highest five-year growth rate among the ten largest states, following only Texas. She noted, however, that with regard to 25-34 year-old populations with an educational attainment of at least a bachelor's degree, in 2014 Florida ranked 37th nationally and has consistently been ranked last among the ten largest states.

With regard to degree production in Programs of Strategic Emphasis, Dr. Ignash said that in order to promote the alignment of State University System degree program offerings with Florida's economic development and workforce needs, the Board of Governors maintains a list of five key areas that are known as Programs of Strategic Emphasis, last revised in November 2013. This list is comprised of the following five areas: STEM, Health, Education, Global and programs identified in the Commission on Higher Education Access and Educational Attainment's gap analysis. She said that, based on 2016 Work Plans, it appears that the SUS will reach its goal of 50% of its degrees granted in Programs of Strategic Emphasis by the 2015-16 academic year, and the 35% goal for STEM and Health by 2017-18.

With regard to students who earn bachelor's degrees without accruing excess hours, Vice Chancellor Ignash said that the SUS Strategic Plan 2025 goal of bachelor's degrees awarded without excess hours is 80% and that the SUS is on a pace to reach its goal. She noted that the University of Florida is the only institution that has reached the 80% goal, and that FAMU and New College of Florida have the most work to do on this metric.

Vice Chancellor Ignash next provided information with regard to graduate degrees awarded annually. She said that, for only the second time in recent years, the number of graduate degrees awarded in the SUS was less than the previous year and that based on a five-year historical trend, the SUS is projected to be 7,500 degrees short of its 2025 goal of 35,000. With regard to graduate degrees awarded in Programs of Strategic Emphasis, she said that the SUS reached its goal of 60% during the 2014-15 academic year and that, based on annual growth rate in STEM and health-related degrees relative to all other graduate degrees, the System should reach its goal of 50% by 2024-25.

With regard to research and development expenditures within the State University System, Dr. Ignash said that in 2014-15 the SUS spent \$1.98B on research and development, an increase of \$102M over the prior year. She noted, however, that the

\$102M growth was entirely funded by institutional dollars and that external funding actually decreased by \$16M since the 2013-14 fiscal year.

Vice Chancellor Ignash provided information with regard to research and development expenditures by public universities in the top ten states, where Florida ranked 5th in total expenditures, just behind Pennsylvania. She noted, however, that Florida ranked last among those top ten states in the percentage of expenditures coming from external funding, with only 58%. She said that the percentage of external funding is an important metric because it reflects the ability of SUS institutions to win competitive grant funding from sources such as the federal government, the business and non-profit sector, and the State of Florida.

At the conclusion of Vice Chancellor Ignash's presentation, Chair Colson observed that virtually all measures were related to having enough faculty. Governor Kuntz thanked Vice Chancellor Ignash for her excellent presentation.

9. Concluding Remarks and Adjournment

There being no further business to come before the Committee, the meeting was adjourned at 4:43 p.m.

Dean Colson, Chair

R.E. LeMon, Associate Vice Chancellor

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
November 3, 2016**

SUBJECT: New College Plan for Growth

PROPOSED COMMITTEE ACTION

Consider for approval New College of Florida's Legislative Budget Request in order to increase its student population

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

In the context of its 2016 University Work Plan presented in June 2016, New College of Florida was asked to consider the particular initiatives and associated resources necessary to increase its student population to 1,200. On July 29, 2016 Board staff conducted a site visit at New College of Florida, meeting with College personnel and touring facilities.

New College of Florida will provide initiative plans, needed resource estimates, and a Legislative Budget Request. A Committee recommendation will be forwarded to the Board's Budget and Finance Committee.

Supporting Documentation Included: Growth Proposal

Facilitators / Presenters: University Representatives

New College Growth Proposal Oct. 21, 2016

1. A Shining Star

New College exists to provide exceptionally talented Florida students with a world-class education, a mission on which it delivers spectacularly. One cannot graduate from New College without engaging in five of the “big six” markers of an exceptional education featured at Governor Scott’s Jobs to Degrees Summit, and we are working hard to make sure all experience the sixth.¹ This education pays-off, as New College graduates have gone on to push boundaries and totally transform their professions.²

Over fifteen percent of New College graduates go on to receive PhDs in science, engineering and mathematics disciplines, the third³ highest rate nationally (exceeded only by Caltech and Harvey Mudd, and just ahead of MIT). Because this percentage so far exceeds that of any institution in Florida, tiny New College produces a significant proportion of Florida’s scientists.

Over eighty percent of New College graduates pursue further studies. Once MDs and JDs are included, New College ranks ninth nationally in the percent of graduates who go on to earn doctoral degrees.⁴ The year before last, New College produced 40% of the state’s Goldwater scholars and 20% of its Frost scholars.⁵ For these reasons, among others, *U.S. News and World Report*⁶ ranks NCF fifth among national public liberal arts colleges. Other ranking groups concur: *Washington*

¹ The [Big Six](#): 1) I had at least one professor that made me excited about learning; 2) My professors cared about me as a person; 3) I had a mentor that encouraged me to pursue my dreams and goals; 4) I worked on a project that took a semester or more to complete; 5) I had an internship or job that allowed me to apply what I was learning in the classroom; 6) I was extremely active in extracurricular activities and organizations while attending.

² For example, José Diaz-Balart has changed English and Spanish national news programming (https://en.wikipedia.org/wiki/Jose_Diaz-Balart), William Dudley steered the financial system away from crisis after 2008 and away from pure monetarism as president of the New York Fed (https://en.wikipedia.org/wiki/William_C._Dudley), Jennifer Granick pioneered the field of privacy and internet law (https://en.wikipedia.org/wiki/Jennifer_Granick), Aaron Hillegass has revolutionized user-friendly programming interfaces (https://en.wikipedia.org/wiki/Aaron_Hillegass), Bill Thurston’s discoveries in three and four dimensional topology and geometry transformed mathematics (https://en.wikipedia.org/wiki/William_Thurston). Other New College graduates have transformed the fields of [forensic fire analysis](#), [digital humanities](#), [sustainability](#), [educational assessment](#), [transcriptional regulation of proteins](#), [developmental biology](#) (signal transduction in embryos), and [synthesis and transcription](#). Almost every field of law seems to have a New College graduate pushing boundaries, including [Selman Russell](#), [Robert Allen](#), [Jonathan Kroner](#), and [Robert Bilott](#)

³ The NSF defines an “institutional yield ratio” as the number of science & engineering doctorates awarded per 100 bachelor degrees awarded nine years earlier. Using this definition and data from WebCASPAR, New College’s yield ratio is calculated to be 24.8% in 2014 (31 S&E PhDs were granted in 2014 to former NCF students / 125 bachelors degrees granted in 2004-05 = 31/125 = 24.8%). This puts us third, just behind Caltech (34.9%) and Harvey Mudd (24.4%) and well ahead of MIT (16.0%).

⁴ [Washington Monthly](#)

⁵ New College also produces a greater-than-expected number of Fulbright and Truman scholars. Over the past five years, students at New College were 42 times more likely than students at other SUS institutions to be awarded Fulbright Grants. New College also produced 100% of Florida’s Truman scholars the year before last.

⁶ [US News and World Report Top Public Liberal Arts Colleges](#)

Monthly,⁷ for example, ranks NCF first among public liberal arts colleges and 20th among all public and private liberal arts institutions.

There are a handful of wealthy private institutions with records comparable to New College's, but no publics. We benefit greatly from being a public liberal arts college within the Florida SUS. The cost to the student of a New College education is the lowest in the state university system, and New College students graduate with the lowest amount of debt in the state. Thirty percent are on Pell grants, their families struggling to stay above the poverty line. New College also ranks ninth nationally for lowest cost to families with low-to-moderate incomes.⁸ New College truly changes lives.⁹

2. From Very Good to Great

What stops New College from achieving true greatness is our scale and, in particular, the effects that follow from that scale.

To begin with the graduation rate, we note that at 57%, our four-year graduation rate is third best in the SUS, but considerably lower than the 85% average graduation rate of the top twenty-five national public and private liberal arts colleges in the US.¹⁰ This lowers our ability to efficiently supply even more of the talent that Florida needs. Markedly improving our graduation rate will require substantial investment in Student Affairs. Student development research and studies of successful colleges show that robust and intentionally linked curricular and co-curricular programs attract, retain, and graduate students at higher levels.¹¹ Moreover, our survey data show that students come to us with low social self-confidence compared to national norms despite high intellectual self-confidence.¹² Over the last decade, New College has directed most of its scarce dollars to Academic Affairs, resulting in very high academic quality at the expense of residential life and student affairs.

Consequently, Student Affairs is understaffed and key residential programming is resource limited. Although the College has made a virtue of necessity by promoting student agency in residential life, the result has been

⁷ [Washington Monthly](#)

⁸ [Washington Monthly](#)

⁹ Other national rankings point to the value of a degree from New College: The Princeton Review ranks NCF 45th out of 5,000 colleges nationwide in providing the highest return on investment by combining a superb education and good starting salaries for graduates at a low cost to the student. Kiplinger's ranks NCF 14th among all public institutions, including both small colleges and major universities, in providing great academic and career success at a low cost to students. The magazine also ranks NCF sixth among public colleges for lowest total debt at graduation. The Fiske Guide names NCF a "Best Buy School," one of 44 institutions – 22 public and 22 private – to earn that distinction

¹⁰ 2014 IPEDS. For the publics consistently ranked above New College, four-year graduation rates are 78% (West Point), 83% (Air Force Academy), and 89% (Annapolis).

¹¹ Astin, 1985; Pike and Kuh, 2005; Pascarella and Terenzini, 1991, 2005

¹² 2015 CIRP Survey and national norms – <http://www.heri.ucla.edu/monographs/TheAmericanFreshman2015.pdf>

inconsistent year-to-year programming and little connection between our professional staff and student clubs and organizations. Unsurprisingly, surveys of students who leave prior to graduation indicate that psychosocial factors play a large role. Given the gravity of the situation, we decided to run structural deficits to bolster Student Affairs this year (FY 2016-17) and last (FY 2015-16). We have hired a new Dean of Student Affairs, and upgraded several residential life positions. We also submitted an LBR for 2017-18 requesting an additional 16 positions and upgrades to some existing ones. The recurring amount requested was \$1.7M¹³ to meet minimum expectations for Student Affairs staffing and programming. Moreover, it would allow us to expand the work we have begun with our new Dean and Student Affairs staff on the final Gallup marker. The LBR did not include one-time amounts needed to renovate existing dorms and student facilities, and to make existing classrooms accessible (see Appendix). To summarize, our overarching goal is to increase our graduation rate, and we recognize that we cannot fully accomplish this without additional investments to improve residential life and the student experience on campus.

To return to scale, a wide range of considerations suggests that the minimum size for New College should be 1200 students. Four-year graduation rates are correlated with size, and an examination of the top one hundred national liberal arts colleges shows that a significant uptick in retention and graduation rate occurs at 1200. At this size, one can sustain a broad range of majors in the academic disciplines common to almost all high quality liberal arts institutions.¹⁴ More students also support more student activities, which in turn helps retention. Outside of the Claremont consortium,¹⁵ the smallest of the top 40 national liberal arts colleges is Haverford College with 1194 students. The next smallest is Swarthmore with 1542 students.

At 1200 students with intensified attention to Student Affairs, we are confident that we can raise the four-year graduation rate to 80%, which would position us with the top fifty national liberal arts colleges. Although we would not have the financial assets of the top fifty colleges, we believe our assets, such as location and proximity to other colleges, would eventually allow us to move toward the top twenty-five.

¹³ With additional positions and facilities, we can increase the four-year graduation rate to 65% by 2020 and 2% each year thereafter, reaching 75% by 2025.

¹⁴ See, for example: <http://chronicle.com/weekly/v52/i03/03a02601.htm>

¹⁵ In addition to two graduate schools, the Claremont consortium consists of five top ranked national liberal arts colleges: Pomona (#4), Claremont McKenna (#9), Harvey Mudd (#14), Scripps (#29), and Pitzer (#36), with 1663, 1350, 735, 1009 and 1025 students, respectively. This is an exception that proves the rule: the schools are actually contiguous – you walk off one onto the other. Harvey Mudd is an engineering school, Scripps a woman's college, and Pitzer is nontraditional. These three institutions share a library, physical plant, and some other facilities.

3. Staffing

Maintaining our distinctive academic program and exceptional results requires maintaining our current student-faculty ratio. This year, New College will have 850 fee-paying students on campus. Getting to 1200 means growing by nearly 50%. Maintaining the current 10:1 student-faculty ratio would require hiring 40 additional full-time faculty members.¹⁶ Hiring incurs one-time moving and start-up costs. We expect faculty to be active scholars, and especially prize faculty who can involve students in their research.

Staffing levels will not need to increase by 50%. Currently, we have nearly 200 full-time staff members who are not tenured faculty.¹⁷ Because of the diverse functions delivered by such staff, they would scale differently. The staff positions that provide services directly to individual students and faculty (e.g., instructional support, student affairs after achieving full staffing for our current size, financial aid) would have to increase more than positions in other administrative offices. Using these guidelines, we would need 61 additional staff positions. For details, see the Appendix.

4. Facilities

The Campus Master Plan calls for an additional 360,000 square feet of buildings to grow to 1200 students. This includes residence halls, academic buildings, as well as administrative, common, mixed use, and recreational facilities. We believe we can reduce this amount substantially by pursuing partnerships with other organizations, and by combining functions into one multi-use project. We also believe we can satisfy our need for two 200-bed residence halls through a P3 and, in the short term, through a partnership with local developers to convert nearby motels into student housing. With student housing needs satisfied in this way, a rough order of magnitude calculation suggests we would need a project totaling 125,000 square feet.¹⁸

New facilities trigger recurring PO&M costs. The College has 400,000 square feet of existing E&G space. Approximately 45% of this space is at least 40 years old, with seven buildings in excess of 85 years old. Additional PO&M base funding as well as non-recurring appropriations in support of utilities/infrastructure/capital renewal/ roofs are needed to maintain and modernize this aging infrastructure and

¹⁶ We currently have 79 full-time continuing faculty, with two searches underway.

¹⁷ This includes 41 in Academic Affairs (19 of whom are in the library, and 5 in CEO); 75 in Business and Administration (41 of whom are in Physical Plant, 17 in the shared police dept); 22 in Admissions, Financial aid, and Registrar's office; 12 in IT; 12 in Advancement; 4 in the President's office; 5 in Communications; and 19.5 in Student Affairs (7 of whom are in counseling, 4 in housing, 1 in disabilities, 1.5 in fitness).

¹⁸ Office/classroom/science facilities for 40 faculty and support staff at 35,000 sq ft; additional space for physical plant/police at 15,000 sq ft; gym/campus center and expanded facilities for student life and wellness at 75,000 sq ft.

improve ADA accessibility. PO&M funds will also be used to develop a campus landscape that supports campus excellence.

5. Synergies and Efficiencies

There is an enormous return on any investments that improve our four-year graduation rate.¹⁹ However, our location and membership in the State University System afford New College advantages not enjoyed by some of our wealthy, private competitors. Growth related workshops and focus groups on campus for faculty, staff, students and trustees make it clear that growth to 1200 students has the potential to produce more than quantitative, linear returns. Growth would be transformative and raise New College to a new level of excellence that would serve the region, the state and the nation.

We convened visioning workshops for trustees, faculty, staff and students during August and September of 2016 and found broad consensus around the possibility for growth (more students, more faculty and staff, and more facilities) making New College a highly connected, welcoming, diverse campus dedicated to innovation and collaboration across difference.

The net effect of our enrollment growth plan would be to provide many more opportunities to students by more closely integrating the residential and academic, and the campus and the community. They would also connect the New College campus more seamlessly with the adjacent FSU-College of Fine Arts and USF-SM campuses. Those institutions are more than partners in the SUS; they are neighbors.

In many respects, California's Claremont consortium provides a good model for synergies and efficiencies among institutions. The Claremont institutions have different missions, but their campuses are contiguous. Three of them share a library, physical plant, and other facilities, which in turn allows each of the three to rank higher nationally than otherwise. A similar situation could develop with New College, FSU-College of Fine Arts and USF-SM. New College and USF-SM already share a library, counseling center, fitness center, waterfront (for crew practice), and a police department. New College and FSU-Ringling share a chiller plant. FSU-College of Fine Arts conservatory students use our fitness center, Academically, FSU-College of Fine Arts allows New College students to use their art history collection

¹⁹ The returns accrue to both students and the state. Currently, the annual cost to New College of educating first-year undergraduate students who do not begin a second year is about \$1.2 million. About 10% of students graduate in five or six years. Using Governor Scott's estimate that each such student loses \$100,000 in tuition, fees and lost wages (<http://www.flgov.com/2016/05/25/governor-rick-scott-issues-finish-in-four-save-more-challenge-to-universities-and-colleges/>) raising our four-year graduation rate to 80% would save each cohort of students \$3.3 M. According to the Noel-Levitz Retention Revenue Generator, raising our four-year graduation rate to 80% would generate \$3.6M in revenue for each cohort. (https://www.ruffalonl.com/documents/shared/Student_Retention/RetentionRevenueEstimator4year.pdf)

and FSU Fine Arts staff teach acting and directing courses as adjuncts for our students.

There are many other possibilities for collaborations that bring both synergies and efficiencies. The NCF/USF-SM police department might serve FSU-College of Fine Arts, and a badly needed new police building could serve as an emergency command center for the three adjacent SUS institutions. We have already talked with our neighboring institutions about sharing residence halls which would be good for all our students and enhance diversity. Additional possibilities exist in sharing grounds and physical plant staff. There is a groundswell of interest in connecting our campuses so that students and staff can easily get from one place on a campus to any other place on another. Purchasing and other back office functions are ripe for collaboration that would bring enhanced efficiencies and synergies.

Most of the facilities New College needs for growth could serve our neighbors, creating even stronger links among the institutions. For example, at 1200 students, we would need a multi-use student center. That facility could also serve students at FSU-College of Fine Arts and USF-SM. In fact, New College, USF-SM and FSU-College of Fine Arts are partners with the two other strong educational institutions, State College of Florida and Ringling College of Art and Design within 2.5 miles of us (and Eckerd College 28 miles further north), so such a facility would serve many students and visibly put New College at the center of the higher educational community that is geographically centered here.

Because the facilities we require to grow also enhance collaboration with our neighboring institutions, their effects will be magnified. The resulting synergies will create enormous opportunities for students, which in turn will make New College even more attractive to prospective and current students. As an example, six local institutions, with New College at the center, have formed a consortium (the Consortium of Colleges on the Creative Coast, known as C4) to pursue a number of joint projects.²⁰ Enthusiasm for our nascent consortium has led three local foundations to jointly make an award to us to fund an initiatives coordinator.²¹ We are piloting cross-registration by which students at any of our institutions can, with their adviser's approval and subject to space available, take courses at any other institution, for credit at their home institution without paying extra tuition.

The Andrew W. Mellon Foundation, a highly respected national foundation, has just made a grant of \$750,000 to New College to elevate our capacity to contribute to public discourse on the humanities and arts in the region, to build

²⁰ New College of Florida, Ringling College of Art and Design, FSU College of Fine Arts (Ringling), USF- Sarasota Manatee, State College of Florida, and Eckerd College

²¹ The Community Foundation of Sarasota, the Charles and Margery Barancik Foundation, and the Gulf Coast Community Foundation have jointly awarded us \$75K.

sustainable relations with local arts organizations, and to establish sustainable academic connections among the C4 institutions.

As a result of growth and the investments in student life, we expect that our four-year graduation rate will ultimately climb above 80%. This alone would move us well up into the top 50 National Liberal Arts Colleges and closer to the three top publics. However, we believe that our location and the opportunities that come from synergies with neighboring institutions will ultimately allow us to move into top 25 National Liberal Arts Colleges, past the US Air Force Academy (currently 29). From there we are in striking distance to Oberlin (currently 23) and the USMA at West Point (currently 22), and in position to move into the top 10 liberal arts colleges in the country.

6. Timeline and summary

To summarize, our overarching goal is to increase our graduation rate. We will not fully accomplish this without growth, and numerous considerations suggest that the minimum undergraduate enrollment at New College should be 1200 students. We cannot do all this in one year, but we think that we can get it well started this year and the next two. The next two pages outline what we think that we can accomplish, when, and how much it would cost. We also expect to raise significant private funding to leverage the state's investment. The detail is in the Appendix that follows the table.

Summary of Growth Proposal

Funding Requests

		2017-18	2018-19	2019-20	Total
Requests for growth:	40.0 faculty (salary + benefits):	\$1,500,000	\$1,500,000	\$1,000,000	\$4,000,000
	61.0 staff (salary + benefits):	\$2,160,000	\$1,280,000	\$640,000	\$4,080,000
	operational:	\$890,000	\$405,000	\$100,000	\$1,395,000
	PO&M - enhance existing:	\$300,000	\$300,000	\$300,000	\$900,000
	equipment maintenance:	\$150,000	\$150,000	–	\$300,000
	recurring total:	\$5,000,000	\$3,635,000	\$2,040,000	\$10,675,000
	faculty start-up:	\$187,500	\$187,500	\$125,000	\$500,000
	PO&M (new):	\$150,000	\$150,000	\$200,000	\$500,000
	existing infrastructure:	\$80,000	\$120,000	–	\$200,000
	nonrecurring total:	\$417,500	\$457,500	\$325,000.00	\$1,200,000
TOTAL:	\$5,417,500	\$4,092,500	\$2,365,000	\$11,875,000	

Additional requests:	SUS LBR: Law Enforcement:	\$160,000	\$240,000	\$240,000	\$640,000
	SUS LBR: Mental Health:	–	\$80,000	\$80,000	\$160,000
	capital project:	\$4,500,000	\$36,000,000	\$4,500,000	\$45,000,000
	PO&M (new):	\$500,000	\$500,000	\$600,000	\$1,600,000
	existing infrastructure:	\$5,562,000	\$3,000,000	\$4,000,000	\$12,562,000
	capital infrastructure total:	\$10,562,000	\$39,500,000	\$9,100,000	\$59,162,000

Note: capital project and new PO&M funding requests are estimates subject to discussions with BOG facilities staff

GRAND TOTAL:	\$16,139,500	\$43,912,500	\$11,785,000	\$71,837,000
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Fundraising Goals:	\$3,000,000	\$4,000,000	\$4,000,000	\$11,000,000
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Growth Projections

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	change
enrollment:	850	875	900	950	1025	1100	1200	+350 (41%)
faculty:	81	81	96	111	121	121	121	+40 (49%)
(new searches):	–	(+15)	(+15)	(+10)	–	–	–	
student-faculty ratio:	10:1	11:1	9:1	9:1	8:1	9:1	10:1	(no change)
staff:	200	227	244	256	256	256	256	+56 (28%)
(new requests):	–	(+25)	(+13)	(+8)	–	–	–	
(move to E&G)*:	–	(+2)	(+3)	–	–	–	–	
(in SUS LBRs)**:	–	(+2)	(+4)	(+4)	–	–	–	
students-per-staff:	4.3	3.9	3.7	3.7	4.0	4.3	4.7	+0.4

* denotes positions moving to recurring or E&G funding

** requested in SUS system-wide LBRs for Law Enforcement and Mental Health

Position Requests:

2017-18	2018-19	2019-20
44.0 FTE total (15 faculty, 29 staff)	35.0 FTE total (15 faculty, 20 staff)	22.0 FTE total (10 faculty, 12 staff)
<u>Academic Affairs (23.0 FTE)</u> Faculty (15.0) Teaching & Learning (3.0) Writing/Quant Resource (3.0) Career Services (1.0) IR, Assessment, Accred. (1.0)	<u>Academic Affairs (20.0 FTE)</u> Faculty (15.0) Administrative Support (3.0) Ed. Technology Services (2.0)*	<u>Academic Affairs (14.0 FTE)</u> Faculty (10.0) Library + Digital Initiatives (2.0) Distance Learning Coord. (1.0) Research Program/Services (1.0)
<u>Student Affairs (11.0 FTE)</u> Leadership, Orgs, Activities (3.0) Intramurals; Outdoor Educ. (2.0) Perform: Theater/Dance (2.0) Director of Diversity (1.0)* Disabilities Services Coord (1.0) First-Year Coordinator (1.0)* Track Student Engagement (1.0)	<u>Student Affairs (5.0 FTE)</u> Case Manager (1.0) Community Service Coord. (1.0) Health Educator (1.0)* Nurse (1.0) Psychologist (1.0)**	<u>Student Affairs (1.0 FTE)</u> Psychologist (1.0)**
<u>Other (10.0 FTE)</u> Admissions (3.0) Graphic Des.; Digital Comm (2.0) Police (2.0)** Compliance / Audit (1.0) Emergency Management (1.0) Human Resources (1.0)	<u>Other (10.0 FTE)</u> IT Network Admin, AppDev (3.0) Police (3.0)** Finance (2.0) Financial Aid (1.0) Human Resources (1.0)	<u>Other (7.0 FTE)</u> IT Support (3.0) Police (3.0)** Finance (1.0)

* denotes positions moving to recurring or E&G funding

** requested in SUS system-wide LBRs for Law Enforcement and Mental Health

Enhanced Capacities:

Academic Excellence: Office for Teaching Innovation & Excellence and faculty orientation program to improve pedagogy, integrate technology, and improve student learning. Increased admissions capacity, predictive admissions models to improve selectivity, recruitment of top scholars, and diversity of the applicant pool. Improved academic advising, increased course offerings, C4 cross-registration, and 4-year plans of study to clarify pathways to graduation. Seminars in critical inquiry, quantitative modules, cohesive assessment/program review processes to improve student learning. Career Center and coordination of internships and international study opportunities to increase student engagement. Private funds for summer research, financial aid, and on-campus jobs. Extended library hours and digital data repository

Student Development: Enhanced capacity, programming, and opportunities in (and space for) student affairs, diversity & inclusion, intramurals, student clubs/organizations/activities. Enhanced student services capacity in disabilities services, health/wellness, health education, outdoor education, financial aid. Peer advising; system to track student engagement.

Infrastructure: Facilities space for health center, gymnasium, student activities; improved advertising and online content; admissions capacity; updated IT; improved ADA accessibility; campus appearance; regular maintenance schedule

Appendix: New College Growth Proposal

Goal: Elevate New College of Florida to a premier liberal arts institution through transformative change

Primary metrics: 1) Improve four-year graduation rate to 80%, a level comparable to premier liberal arts institutions
2) Improve academic progress rate to 90%

Secondary effect: New College will move up in the rankings of all public and private liberal arts colleges

Areas of focus: 1) Academic excellence
2) Student development
3) Enhanced infrastructure

Methods for improvement: 1) Build capacity
2) Clarify pathways and remove barriers
3) Collaborate and build partnerships

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11-12	Academic excellence plan
13-14	Student development plan
15-16	Enhanced infrastructure plan
17	Summary

Board of Governors Committees and Meeting - Strategic Planning Committee

Academic	benchmark	timeline	faculty	staff	salary+benefits	operational	total recurring	nonrecurring	total request	collaborations	impact		
1. Increase number of faculty	a) identify disciplines for 2017-18 faculty searches	FY 2016-17	0.0	0.0	\$0	\$0	\$0	\$0	\$0	Private fundraising will be used to hire any faculty above junior level	US News: • 6-year grad. rate • % full-time faculty • student-faculty ratio • class size • faculty qualifications • retention rate BOG metrics: • 6-year grad. rate • academic prog. rate • # of Top 50 rankings Other metrics: • 4-year grad. rate		
	b) identify key programs that could benefit most from senior hires and local partnerships	FY 2016-19	salaries required for senior hires will be augmented with private funding										
	c) search for 15 faculty to improve academic excellence and provide breadth and depth of curriculum needed for a top liberal arts school	FY 2017-18	15.0	0.0	\$1,500,000	\$0	\$1,500,000	\$187,500	\$1,687,500				
	d) search for 15 faculty to address increasing student demand due to improved retention	FY 2018-19	15.0	0.0	\$1,500,000	\$0	\$1,500,000	\$187,500	\$1,687,500				
	e) search for 10 faculty to address increasing student demand due to growth	FY 2019-20	10.0	0.0	\$1,000,000	\$0	\$1,000,000	\$125,000	\$1,125,000				
Total			40.0	0.0	\$4,000,000	\$0	\$4,000,000	\$500,000	\$4,500,000				
2. Support faculty development in proven pedagogies, share best practices, and incorporate innovative teaching techniques using new technology	a) establish office for innovation and excellence in teaching and learning with instructional staff	FY 2017-18	0.0	3.0	\$240,000	\$80,000	\$320,000	\$0	\$320,000	Investigate collaboration with Florida College System institutions to expand applicant pool	US News: • 6-year grad. rate • 1st-year retention rate BOG metrics: • 6-year grad. rate • academic prog. rate Other metrics: • 4-year graduation rate • sat. contracts • NSSE engagement		
	b) implement comprehensive orientation and assimilation for new faculty	FY 2018-19	0.0	0.0	\$0	\$10,000	\$10,000	\$0	\$10,000				
	c) add value and cohesion to current practices for assessment of student learning and academic program review	FY 2018-19	0.0	0.0	\$0	\$30,000	\$30,000	\$0	\$30,000				
	d) implement new pedagogy to improve student learning in introductory courses in the sciences, mathematics, and statistics	FY 2019-20	0.0	0.0	\$0	\$15,000	\$15,000	\$0	\$15,000				
	e) move ETS staff to E&G funding from Tech Fee to allow funds to be used for tech investment.	FY 2018-19	0.0	2.0	\$160,000	\$0	\$160,000	\$0	\$160,000				
Total			0.0	5.0	\$400,000	\$135,000	\$535,000	\$0	\$535,000				
3. Shape pool of student applicants who would thrive at NCF	a) better screen inquiry pool	FY 2017-18	0.0	0.0	\$0	\$100,000	\$100,000	\$0	\$100,000	Investigate collaboration with Florida College System institutions to expand applicant pool	US News: • admissions test scores • grad. performance • 6-year grad. rate • 1st-year retention rate • acceptance rate • academic peer ratings • hs counselor ratings BOG metrics: • 6-year grad. rate • academic prog. rate • freshmen in top 10% Other metrics: • 4-year graduation rate		
	b) collaborate with Florida College System to further diversify the applicant pool	FY 2018-19	0.0	0.0	\$0	\$120,000	\$120,000	\$0	\$120,000				
	c) build capacity in admissions to convert inquiries to applications	FY 2017-18	0.0	1.0	\$80,000	\$20,000	\$100,000	\$0	\$100,000				
	d) raise NCF's national profile through new media advertising and fresh website content	FY 2017 -->	0.0	2.0	\$160,000	\$200,000	\$360,000	\$50,000	\$410,000				
	e) travel & host events to recruit top scholars	FY 2017 -->	0.0	2.0	\$160,000	\$80,000	\$240,000	\$0	\$240,000				
	f) develop, evaluate, and implement predictive models for applicant success at NCF	Develop 16-17, Evaluate 17-18, Implement 18-19	0.0	0.0	\$0	\$35,000	\$35,000	\$0	\$35,000				
Total			0.0	5.0	\$400,000	\$555,000	\$955,000	\$50,000	\$1,005,000				
4. Increase Enrollment Services capacity to support enrollment for a larger number of students	a) increase staffing in Financial Aid Office to better serve additional students	FY 2018-19	0.0	1.0	\$80,000	\$0	\$80,000	\$0	\$80,000	Private fundraising & increased tuition revenue (ultimate goal = \$3m)	US News: • admissions test scores • grad. performance • 6-year grad. rate • 1st-year retention rate • acceptance rate BOG metrics: • 6-year grad. rate • academic prog. rate • freshmen in top 10% • cost to student Other metrics: • 4-year graduation rate • student debt load		
	b) improve software and policies to streamline financial aid, admissions, student evaluation, transcript, audit processes, self-reported student academic record system, advising (access to student services)	FY 2018 -->	0.0	0.0	\$0	\$230,000	\$230,000	\$120,000	\$350,000				
	c) increase fundraising for scholarships and student grants	FY 2017 -->	privately funded										
	d) increase number of part-time on-campus jobs for students	FY 2017 -->	privately funded										
Total			0.0	1.0	\$80,000	\$230,000	\$310,000	\$120,000	\$430,000				

Board of Governors Committees and Meeting - Strategic Planning Committee

Academic	benchmark	timeline	faculty	staff	salary+benefits	operational	total recurring	nonrecurring	total request	collaborations	impact
5. Enhance resources to further develop fundamental academic skills for success at NCF	a) offer more writing-enhanced courses and Seminars in Critical Inquiry, which have demonstrated a positive effect on student retention	FY 2017-18	0.0	2.0	\$160,000	\$0	\$160,000	\$0	\$160,000		US News: • 6-year grad. rate • 1st-year retention rate
	b) develop quantitative reasoning modules for courses in the Humanities and Social Sciences	FY 2017-18	0.0	1.0	\$80,000	\$0	\$80,000	\$0	\$80,000		BOG metrics: • 6-year grad. rate • academic prog. rate
	c) increase the number of AOC writing development plans to better develop student writing skills prior to the thesis	FY 2017 -->	0.0	0.0	\$0	\$10,000	\$10,000	\$0	\$10,000		Other metrics: • 4-year graduation rate • sat. contracts
	Total		0.0	3.0	\$240,000	\$10,000	\$250,000	\$0	\$250,000		
6. Further increase student engagement in high-impact practices, such as internships and international study opportunities	a) increase student participation in community engagement, civic engagement, and service; increase student participation in internships for academic credit	FY 2017-18	0.0	2.0	\$160,000	\$15,000	\$175,000	\$0	\$175,000	Private fundraising for international study scholarships	US News: • 6-year grad. rate • 1st-year retention rate
	b) increase the percentage of students who study off-campus by providing scholarships for international study	FY 2019 -->	privately funded								BOG metrics: • % enrolled/employed in 1 year • median wages • 6-year grad. rate • academic prog. rate
	Total		0.0	2.0	\$160,000	\$15,000	\$175,000	\$0	\$175,000		Other metrics: • 4-year graduation rate • % FTE online courses • NSSE engagement • % internship participation
7. Clarify pathways and remove barriers to graduation	a) post 4-year requirements or pathways of study for each AOC with checklists for students	FY 2017-18	0.0	0.0	\$0	\$0	\$0	\$0	\$0	C4 Consortium for cross-registration SUS for distance learning courses	US News: • 6-year grad. rate • 1st-year retention rate
	b) annually post two-year calendar of course offerings	FY 2017 -->	0.0	0.0	\$0	\$0	\$0	\$0	\$0		
	c) with increased capacity through faculty hires, offer more courses in key areas (within AOCs and the LAC)	FY 2018 -->	0.0	0.0	\$0	\$0	\$0	\$0	\$0		
	d) post videos profiling successful senior thesis students	FY 2017-18	0.0	0.0	\$0	\$0	\$0	\$0	\$0		BOG metrics: • 6-year grad. rate • academic prog. rate
	e) move beyond pilot phase with policies and practices that allow NCF students to cross-register for a limited number of classes at USF-SM, Ringling College, FSU-R, State College of Florida, and Center for Architecture Sarasota UF	FY 2017 -->	0.0	0.0	\$0	\$0	\$0	\$0	\$0		Other metrics: • 4-year graduation rate • % FTE online courses • time to degree
	f) explore the integration of distance learning with academic contract system (Distance Learning Coordinator)	FY 2019-20	0.0	1.0	\$80,000	\$15,000	\$95,000	\$0	\$95,000		
Total			1.0	\$80,000	\$15,000	\$95,000		\$95,000			

	faculty	staff	salary+ben.	operational	total recurring	nonrecurring	total request
Academic Excellence Total	40.0	17.0	\$5,360,000	\$960,000	\$6,320,000	\$670,000	\$6,990,000

Board of Governors Committees and Meeting - Strategic Planning Committee

Development	benchmark	timeline	faculty	staff	salary+benefits	operational	total recurring	nonrecurring	total request	collaborations	impact
1. Develop residential life programming	a) develop first-year program to develop student self-confidence & social connections	FY 2017-18	0.0	4.0	\$320,000	\$45,000	\$365,000	\$0	\$365,000	Coordinate student activities with other local campuses	US News: • 6-year grad. rate • 1st-year retention rate • grad. performance BOG metrics: • 6-year grad. rate • academic prog. rate Other metrics: • 4-year graduation rate
	b) develop and implement leadership training for leaders of student government, student clubs, and student organizations	FY 2017-18									
	c) provide staff support and year-to-year continuity for clubs, organizations, and activities that build teamwork and social connections among students	FY 2017 -->									
	d) provide space for student clubs, organizations, and activities	Plan 17-18, Build 18-19, Finish 19-20	0.0	0.0	\$0	(included in infrastructure request)	(included in infrastructure request)	(included in infrastructure request)	\$0		
Total			0.0	4.0	\$320,000	\$45,000	\$365,000	\$0	\$365,000		
2. Expand opportunities for student engagement outside the classroom	a) establish and coordinate intramural and outdoor education program	FY 2017-18	0.0	2.0	\$160,000	\$25,000	\$185,000	\$0	\$185,000	Private fundraising for summer research program	US News: • 6-year grad. rate • 1st-year retention rate • graduation performance BOG metrics: • 6-year grad. rate • academic prog. rate Other metrics: • 4-year graduation rate • NSSE engagement
	b) increase opportunities for student performance in theater and dance	FY 2017 -->	0.0	2.0	\$160,000	\$30,000	\$190,000	\$0	\$190,000		
	c) provide space for student engagement in intramurals and performance	Plan 17-18, Build 18-19, Finish 19-20	0.0	0.0	\$0	(included in infrastructure request)	\$0	(included in infrastructure request)			
	d) develop summer research program for 2nd/3rd year students to work with faculty in projects involving lab work, fieldwork, and studio/creative work	FY 2018 -->	privately funded								
	e) track and share student engagement info about contacts students have with student services, curricular, and co-curricular activities; engage students who have low levels of engagement	Plan 17-18, Implement 18-19	0.0	1.0	\$80,000	\$10,000	\$90,000	\$30,000	\$120,000		
Total			0.0	5.0	\$400,000	\$65,000	\$465,000	\$30,000	\$495,000		
3. Address unmet student need for disability services, counseling, and wellness	a) expand disability services to meet need: disability coordinator and case manager	FY 2017-18	0.0	2.0	\$160,000	\$30,000	\$190,000	\$0	\$190,000	Health center could be shared with USF-SM and FSU-R. *If SUS system-wide LBR for mental health is funded, staffing requests are reduced to 4.0 FTE.	US News: • 6-year grad. rate • 1st-year retention rate • graduation performance BOG metrics: • 6-year grad. rate • academic prog. rate Other metrics: • 4-year graduation rate
	b) expand counseling services to meet need: two psychologists	FY 2018-19	0.0	2.0*	\$160,000	\$30,000	\$190,000	\$0	\$190,000		
	c) expand health services to meet need: full-time nurse and health educator	FY 2018-19, 19-20	0.0	2.0	\$160,000	\$30,000	\$190,000	\$0	\$190,000		
	d) space for health center facility	FY 2019-20	0.0	0.0	\$0	(in infrastructure request)		(in infrastructure request)			
Total			0.0	6.0	\$480,000	\$90,000	\$570,000	\$0	\$570,000		
4. Improve academic advising	a) explore model of faculty class advisor for each entering cohort	FY 2017 -->	privately funded							Private fundraising for faculty class advisors	US News: • 6-year grad. rate • 1st-year retention rate • grad. performance BOG metrics: • 6-year grad. rate • academic prog. rate Other metrics: • 4-year graduation rate
	b) develop advising / mentorship program to improve digital resources for advising, consistency in academic advice, and lateral learning	FY 2017 -->	0.0	0.0	\$0	\$20,000	\$20,000	\$0	\$20,000		
	Total			0.0	0.0	\$0	\$20,000	\$20,000	\$0		

Board of Governors Committees and Meeting - Strategic Planning Committee

Development	benchmark	timeline	faculty	staff	salary+benefits	operational	total recurring	nonrecurring	total request	collaborations	impact
5. Effective programming for diversity and inclusion	a) formalize diversity and inclusion programming and initiatives for students, faculty, and staff	FY 2017-18	0.0	1.0	\$80,000	\$25,000	\$105,000	\$0	\$105,000		US News: • 6-year grad. rate • 1st-year retention rate • grad. performance BOG metrics: • 6-year grad. rate • academic prog. rate Other metrics: • 4-year graduation rate
	Total		0.0	1.0	\$80,000	\$25,000	\$105,000	\$0	\$105,000		
6. Increase access to library and library services	a) expand library hours and services	FY 2019-20	0.0	1.0	\$80,000	\$20,000	\$100,000	\$0	\$100,000	Library is shared with USF-SM	US News: • 6-year grad. rate BOG metrics: • 6-year grad. rate Other metrics: • 4-year graduation rate
	b) establish a digital data repository	FY 2019-20	0.0	1.0	\$80,000	\$30,000	\$110,000	\$0	\$110,000		
	Total		0.0	2.0	\$160,000	\$50,000	\$210,000	\$0	\$210,000		

	faculty	staff	salary+ben.	operational	total recurring	nonrecurring	total request
Student Development:	0.0	16.0	\$1,280,000	\$295,000	\$1,575,000	\$30,000	\$1,605,000
included in SUS systemwide LBR for mental health:	0.0	2.0	\$160,000	\$0	\$160,000	\$0	\$160,000
Total:	0.0	18.0	\$1,440,000	\$295,000	\$1,735,000	\$30,000	\$1,765,000

(not including what's in the infrastructure request)

Board of Governors Committees and Meeting - Strategic Planning Committee

Infrastructure	benchmark	timeline	faculty	staff	salary+benefits	operational	total recurring	nonrecurring	total request	collaborations	
1. Infrastructure for growth	a) Office/classroom/science facilities for 40 faculty and support staff at 35,000 sq. ft; additional space for physical plant/police at 15,000 sq. ft; gym/campus center and expanded facilities for student life and wellness at 75,000 sq. ft.	Plan (2017-18), Build (2018-19), Finish (2019-20)	0.0	0.0	\$0	\$1,600,000	\$1,600,000	\$4,500,000 \$36,000,000 \$4,500,000	\$46,600,000	Potential for shared space	
	Total		0.0	0.0	\$0	\$1,600,000	\$1,600,000	\$45,000,000	\$46,600,000*		
	* costs, estimated from 125,000 sq. ft. at \$360 per sq. ft. (\$300 construction + \$30 planning + \$30 furnishings), subject to discussions with BOG facilities staff.										
2. Utilities, infrastructure, capital renewal on current plant	a) renew IT, ADA accessibility, code compliance	FY 2017-18 FY 2018-19 FY 2019-20	0.0	0.0	\$0	\$0	\$0	\$5,562,000 \$3,000,000 \$4,000,000	\$12,562,000	Priority #2 for NCF Capital Improvement Plan 2017-2022	
	b) PO&M on existing facilities	FY 2017-18, FY 2018-19, FY 2019-20	0.0	0.0	\$0	\$900,000	\$900,000		\$900,000		
	Total		0.0	0.0	\$0	\$900,000	\$900,000	\$12,562,000	\$13,462,000		
3. Build capacity with local organizations	a) formalize shared services with adjacent campuses of USF-SM and FSU-R for police services, emergency management, library, health and wellness, physical plant, grounds, purchasing	FY 2016 -->	under consideration								Shared services Grants Community Collaborations
	b) implement Mellon Grant to connect faculty with local community and provide community resources	2016-20	a total of \$750,000 in private funding secured over a 5-year period starting October 2016								
	c) solicit support from corporations and private foundations through the Office of Research Programs and Services	FY 2018 -->	0.0	1.0	\$80,000	\$0	\$80,000	\$0	\$80,000		
Total		0.0	1.0	\$80,000	\$0	\$80,000	\$0	\$80,000			
4. Increase student housing capacity	a) develop partnerships with adjacent campuses for shared student housing using P3 model	FY 2017 -->	under discussion								Shared student housing Private-Public Partnerships
	Total		0.0	0.0	\$0	\$0	\$0	\$0	\$0		
5. Develop landscape that supports campus excellence	a) improve common areas in/outside Pei Courts	FY 2017 -->	funding included in PO&M request								Investigate shared service for groundskeeping with FSU-Ringling
	b) build trails to link campuses within NCF and with adjacent campuses	FY 2017 -->									
	c) ensure sufficient staff for maintenance and groundskeeping	FY 2017 -->									
Total		0.0	0.0	\$0	\$0	\$0	\$0	\$0			
6. Build sufficient support capacity for faculty and staff	a) ensure sufficient office space is available for new faculty and staff	FY 2017 -->	0.0	0.0	\$0	\$0	\$0	\$0	\$0		
	b) ensure sufficient administrative support is available for new faculty, staff, and students in key areas, such as Human Resources (2.0 FTE), Compliance/Audit (1.0), Institutional Research, Assessment, and Accreditation (1.0), Finance (3.0)	FY 2017 -->	0.0	7.0	\$560,000	\$140,000	\$700,000	\$0	\$700,000		
	c) ensure sufficient administrative support for expanded academic program	FY 2018 -->	0.0	3.0	\$240,000		\$240,000		\$240,000		
Total		0.0	10.0	\$800,000	\$140,000	\$940,000	\$0	\$940,000			

Board of Governors Committees and Meeting - Strategic Planning Committee

Infrastructure	benchmark	timeline	faculty	staff	salary+benefits	operational	total recurring	nonrecurring	total request	collaborations
7. IT capacity	a) update fiber optic connectivity and wireless coverage	FY 2018 -->	included in capital improvement plan infrastructure request							
	b) refresh core network and residence hall network	FY 2018 -->								
	c) expand data centers, warehouse, and servers	FY 2018 -->								
	d) expand number of seats for academic software licenses	FY 2018 -->								
	e) sufficient number of help desk technicians, network server administrators, application developers, and database administrators	FY 2018-19, FY 2019-20	0.0	6.0	\$480,000	\$0	\$480,000	\$0	\$480,000	
Total			0.0	6.0	\$480,000	\$0	\$480,000	\$0	\$480,000	
8. Campus security	a) Police (8.0 FTE requested in SUS system-wide LBR for law enforcement)	FY 2017-18	0.0	8.0*	\$640,000	\$0	\$640,000	\$0	\$640,000*	Police are shared with USF-SM
	b) Emergency management	FY 2017-18	0.0	1.0	\$80,000	\$0	\$80,000	\$0	\$80,000	*If SUS system-wide LBR for law enforcement is funded, this request is reduced to \$0.
	Total			0.0	9.0	\$720,000	\$0	\$720,000	\$0	\$720,000
9. Maintenance	a) adopt regular schedule for maintenance, repair, and replacement of equipment in labs and studios	FY 2017 -->	0.0	0.0	\$0	\$150,000	\$150,000	\$250,000	\$400,000	
	b) adopt regular schedule for maintenance, repair, and replacement of equipment (computers, phones, office machines), furniture, and vehicles	FY 2017 -->	0.0	0.0	\$0	\$150,000	\$150,000	\$250,000	\$400,000	
	c) hire sufficient staff for maintenance	FY 2017 -->	funding included in PO&M request							
Total			0.0	0.0	\$0	\$300,000	\$300,000	\$500,000	\$800,000	

	faculty	staff	salary+benefits	operational	total recurring	nonrecurring	total request
Update Infrastructure:	0.0	18.0	\$1,440,000	\$440,000	\$1,880,000	\$500,000	\$2,380,000
existing infrastructure:	0.0	0.0	\$0	\$900,000	\$900,000	\$12,562,000	\$13,462,000
capital project for growth:	0.0	0.0	\$0	\$1,600,000	\$1,600,000	\$45,000,000*	1600000
SUS system-wide LBR for law enforcement:	0.0	8.0	\$640,000	\$0	\$640,000	\$0	\$640,000
Total:	0.0	26.0	\$2,080,000	\$2,940,000	\$5,020,000	\$58,062,000	\$63,082,000

* costs, estimated from 125,000 sq. ft. at \$360 per sq. ft. (\$300 construction + \$30 planning + \$30 furnishings), subject to discussions with BOG facilities staff.

Board of Governors Committees and Meeting - Strategic Planning Committee

Funding Requests:		2017-18	2018-19	2019-20	Total
Requests for growth:	40.0 faculty (salary + benefits):	\$1,500,000	\$1,500,000	\$1,000,000	\$4,000,000
	61.0 staff (salary + benefits):	\$2,160,000	\$1,280,000	\$640,000	\$4,080,000
	operational:	\$890,000	\$405,000	\$100,000	\$1,395,000
	PO&M - enhance existing:	\$300,000	\$300,000	\$300,000	\$900,000
	equipment maintenance:	\$150,000	\$150,000	–	\$300,000
	recurring total:	\$5,000,000	\$3,635,000	\$2,040,000	\$10,675,000
	faculty start-up:	\$187,500	\$187,500	\$125,000	\$500,000
	PO&M (new):	\$150,000	\$150,000	\$200,000	\$500,000
	existing infrastructure:	\$80,000	\$120,000	–	\$200,000
	nonrecurring total:	\$417,500	\$457,500	\$325,000.00	\$1,200,000
TOTAL:	\$5,417,500	\$4,092,500	\$2,365,000	\$11,875,000	
Additional requests:	SUS LBR: Law Enforcement:	\$160,000	\$240,000	\$240,000	\$640,000
	SUS LBR: Mental Health:	–	\$80,000	\$80,000	\$160,000
	capital project:	\$4,500,000	\$36,000,000	\$4,500,000	\$45,000,000
	PO&M (new):	\$500,000	\$500,000	\$600,000	\$1,600,000
	existing infrastructure:	\$5,562,000	\$3,000,000	\$4,000,000	\$12,562,000
	capital infrastructure total:	\$10,562,000	\$39,500,000	\$9,100,000	\$59,162,000
<i>Note: capital project and new PO&M funding requests are estimates subject to discussions with BOG facilities staff</i>					
GRAND TOTAL:	\$16,139,500	\$43,912,500	\$11,785,000	\$71,837,000	
Fundraising Goals:	\$3,000,000	\$4,000,000	\$4,000,000	\$11,000,000	

Growth Projections:	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	change
enrollment:	850	875	900	950	1025	1100	1200	+350 (41%)
faculty:	81	81	96	111	121	121	121	+40 (49%)
staff:	200	227	244	256	256	256	256	+56 (28%)

Position Requests:

2017-18: 44.0 FTE	2018-19: 35.0 FTE	2019-20: 22.0 FTE
Academic Affairs (23.0 FTE) Faculty (15.0) Teaching & Learning (3.0) Writing/Quant Resource (3.0) Career Services (1.0) IR, Assessment, Accred. (1.0)	Academic Affairs (20.0 FTE) Faculty (15.0) Administrative Support (3.0) Ed. Technology Services (2.0)*	Academic Affairs (14.0 FTE) Faculty (10.0) Library + Digital Initiatives (2.0) Distance Learning Coord. (1.0) Research Program/Services (1.0)
Student Affairs (11.0 FTE) Leadership, Orgs, Activities (3.0) Intramurals; Outdoor Educ. (2.0) Perform: Theater/Dance (2.0) Director of Diversity (1.0)* Disabilities Services Coord (1.0) First-Year Coordinator (1.0)* Track Student Engagement (1.0)	Student Affairs (5.0 FTE) Case Manager (1.0) Community Service Coord. (1.0) Health Educator (1.0)* Nurse (1.0) Psychologist (1.0)**	Student Affairs (1.0 FTE) Psychologist (1.0)**
Other (10.0 FTE) Admissions (3.0) Graphic Des.; Digital Comm (2.0) Police (2.0)** Compliance / Audit (1.0) Emergency Management (1.0) Human Resources (1.0)	Other (10.0 FTE) IT Network Admin, AppDev (3.0) Police (3.0)** Finance (2.0) Financial Aid (1.0) Human Resources (1.0)	Other (7.0 FTE) IT Support (3.0) Police (3.0)** Finance (1.0)

Enhanced capacities:

Academic Excellence: Office for Teaching Innovation & Excellence and faculty orientation program to improve pedagogy, integrate technology, and improve student learning. Increased admissions capacity, predictive admissions models to improve selectivity, recruitment of top scholars, and applicant pool diversity. Improved academic advising, increased course offerings, C4 cross-registration, and 4-year plans of study to clarify pathways to graduation. Seminars in critical inquiry, quantitative modules, cohesive assessment/program review processes to improve learning. Career Center and coordination of internships and international study opportunities to increase student engagement. Private funds for summer research, financial aid, and on-campus jobs. Extended library hours and digital data repository

Student Development: Enhanced capacity, programming, and opportunities in (and space for) student affairs, diversity & inclusion, intramurals, student clubs/ organizations/activities. Enhanced student services capacity in disabilities services, health/wellness, health education, outdoor education, financial aid. Peer advising; system to track student engagement.

Infrastructure: Facilities space for health center, gymnasium, student activities; improved advertising and online content; admissions capacity; updated IT; improved ADA accessibility; campus appearance; regular maintenance schedule



STATE
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of FLORIDA
Board of Governors

AGENDA

Select Committee on Florida Polytechnic University
Live Oak Pavilion, Student Union
Florida Atlantic University
777 Glades Road
Boca Raton, Florida 33431
November 3, 2016
9:45 a.m. – 10:00 a.m.

or

Upon Adjournment of Previous Meeting

Chair: Ms. Wendy Link

Members: Doyle, Morton, Valverde

- 1. Call to Order and Opening Remarks** **Governor Wendy Link**

- 2. Minutes of Select Committee Meeting** **Governor Link**
Minutes, September 21, 2016

- 3. Florida Polytechnic University Implementation Update** **Dr. Randy K. Avent**
President
Florida Polytechnic University

- 4. Closing Remarks and Adjournment** **Governor Link**

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Select Committee on Florida Polytechnic University
November 3, 2016**

SUBJECT: Approval of Minutes of September 21, 2016 Committee Meeting

PROPOSED COMMITTEE ACTION

Consider for approval the September 21, 2016 summary minutes of the meeting of the Select Committee on Florida Polytechnic.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Select Committee on Florida Polytechnic University will consider for approval the summary minutes of its September 21, 2016 meeting at New College of Florida.

Supporting Documentation Included: Minutes: September 21, 2016

Facilitators/Presenters: Governor Wendy Link

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
SELECT COMMITTEE ON FLORIDA POLYTECHNIC UNIVERSITY
NEW COLLEGE OF FLORIDA
SARASOTA, FLORIDA
September 21, 2016

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

1. Call to Order

Governor Wendy Link called the meeting to order on September 21, 2016. Committee members in attendance were Governors Doyle, Jordan, Morton, and Valverde. Other Board members present were Governors Beard, Colson, Frost, Herbert, Huizenga, Kuntz, Lautenbach, Levine, Tripp, and Tyson

2. Approval of Minutes: June 21, 2016, and June 22, 2016

Governor Link asked for a motion to approve the Committee's minutes from its June 21st and June 22nd, 2016 meetings. A motion was made by Governor Jordan, seconded by Governor Doyle, and the motion carried unanimously.

3. Florida Polytechnic University Update

President Avent began by saying that of the six legislative mandates, two remained to be met. With respect to enrollment, he said that the 1,244 enrollment mandate had been met and that the University had 1,316 students and 1,279 FTE. He said that Poly was looking for ways to improve its under-represented, out-of-state, and international enrollments, and that currently 3.6% students were out-of-state and 2% were international. President Avent said that 274 classes were being offered and that the average class size was 24 students. He said that the second dormitory had been opened on time and that 630 students were now living on campus

With regard to accreditation, President Avent said that the University was on-schedule, had submitted a first draft of its Compliance Certification to its SACS liaison on August 22nd, and that he hoped to get comments back by the end of September.

President Avent said that key leadership positions had been filled including a new provost, a vice president for advancement, and a senior faculty member to oversee the University's new program in health informatics. He said that Poly had added 25 new full-time faculty that would keep the student-to-faculty ratio at 25 to 1. President Avent indicated that new success coaches had been hired to advise students and to assist them to move through troublesome courses. He said that 70 interns had been placed at 54 companies.

Governor Link queried as to the subsidizing of tuition and whether the University might be concerned after subsidizing was no longer in effect. President Avent indicated that Poly's third class had been given financial aid for its first year only.

Governor Link asked President Avent whether he was satisfied with the academic quality of the student population. President Avent indicated that he wanted it be higher and that Poly was working to increase it. Governor Morton noted that Poly was currently at an enrollment of 1,300 students and queried as to whether the University envisioned increasing that number. President Avent said that the original charter was for the University to have 5,000 students. He said that with the University's current capacity and infrastructure, Poly would remain below 5,000 for the next five years.

3. Closing Remarks and Adjournment and adjournment

Having no further business, the meeting was adjourned at 1:54 p.m.

Wendy Link, Chair

R.E. LeMon
Associate Vice Chancellor,
Academic and Student Affairs

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Select Committee on Florida Polytechnic University
November 3, 2016**

SUBJECT: Florida Polytechnic University Implementation Update and Progress Report

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

In 2012, the Florida Legislature created and Governor Scott signed legislation establishing Florida Polytechnic University. The Florida Legislature has stipulated that, by December 31, 2017, the University shall achieve accreditation from the Commission on Colleges of the Southern Association of Colleges and Schools; initiate new programs in STEM fields; seek discipline-specific accreditation for programs; attain a minimum FTE enrollment of 1,244, with at least 50 percent of that FTE in STEM fields and 20 percent in programs related to STEM fields; complete facilities and infrastructure; and have the ability to provide administration of financial aid, admissions, student support, information technology, and finance and accounting with an internal audit function. The University enrolled its first students in Fall 2014.

Representatives from Florida Polytechnic University will provide brief remarks and respond to any questions from the Select Committee concerning the institution's latest progress update, including accreditation, student enrollment, faculty recruitment, curriculum development, scholarship support, and budget and facilities.

Supporting Documentation Included: Latest 2016 Progress Report

Facilitators/Presenters: President Randy K. Avent



Monthly Update to the Select Committee on Florida Polytechnic University

Implementation Tracking Report (October 2016)

Implementation Status Summary			
Criteria	Directives	Completed	Good Progress
A. STEM Academic Programs	5	5	✓
B. Student Enrollment	4	4	✓
C. Administrative Capability	2	2	✓
D. Accreditation	14	6	3 (5 dependent on SACSCOC)
E. Discipline Specific Accreditation	1	1	✓
F. Facilities & Construction	3	3	✓
TOTAL	29	21	3

Legend:	✓ Completed	● Good Progress	● Slow Progress	● Poor Progress
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Criterion A – Initial Development of New STEM Programs		
Statutory Due Date: 12/31/2017 (per 2016 legislature)		Progress Indicator
A1 - New degree program proposals approved by the Florida Polytechnic university Board of Trustees	January 2014: COMPLETED - Program proposals were considered and approved by the Academic Affairs Committee of the Florida Polytechnic University Board of Trustees.	✓
A2 - New degree program proposals reviewed by BOG staff for inclusion in the SUS Academic Degree Program Inventory.	February 2014: COMPLETED – BOG has accepted the new degree program proposals and entered them into the SUS Academic Degree Program Inventory.	✓
A3 – Prerequisite courses approved by the Oversight Committee of the Articulation Coordinating Committee (ACC) and the ACC itself.	July 2014: The Oversight Committee voted to approve the University’s prerequisite courses. The ACC approved the University’s prerequisite courses on June 28, 2014.	✓
A4 – All college credit courses are entered into the Statewide Course Numbering System.	<p>July 2014: All courses have been approved by the Statewide Course Numbering System. DOE has begun entering the University’s courses in the Common Course Numbering System.</p> <p>August 2014: Courses continue to be input into the Common Course Numbering System.</p> <p>September 2014: Courses have been input into the Common Course Numbering System.</p>	✓
A5 – Program faculty and general education faculty are in place.	<p>July 2014: Sufficient program faculty are in place to develop curricula. We have hired 23 of 25 fulltime faculty¹. Fifteen adjunct faculty have been selected and ten have been signed.</p> <p>August 2014: Ten of the 15 selected adjunct faculty have been signed.</p> <p>September 2014: COMPLETED All full-time and adjunct faculty have been hired (23 full-time and 18 adjunct). Additional faculty continue to be hired in preparation for additional students.</p>	✓

¹Florida Poly needs 25 instead of 30 fulltime faculty because of a higher than projected number of freshmen admitted.

Criterion B – Enrollment of 1,244 FTE			
Statutory Due Date: 12/31/2017 (per 2016 legislature)		Progress Indicator	Board Staff Progress Indicator
B1 – Total students enrolled	<p>Fall 2016 (Census): Total Students – 1,314 <i>Undergraduates – 1,281 (97.5%) Graduates – 31 (2.4%)</i> <i>Non-Degree Seeking – 2 (0.2%)</i> <i>New Students – 534 (Undergraduates: 521, Graduates: 11, Non-degree seeking: 2)</i> <i>Retention Rate (Fall 2015 to Fall 2016) – 83%</i> <i>Gender – Male 87% Female 13%</i> <i>Race/Ethnicity – American Indian 0.5%; Asian 3.8%; Black or African American 4.6%; Hispanic 18.6%; Native Hawaiian 0.3%; Non-Resident Alien 1.9%; Two or More Races 2.6%; White 66.0%; Not Reported 1.7%</i> <i>Residency – In-State 95%; Out-of-State 3%; International 2%</i> <i>Total Credit Hours – 18,193 (Undergraduate: 17,744; Graduate: 223)</i> <i>Average Credit Load – 13.8 (Undergraduate: 14.0; Graduate: 7.2)</i> <u>Census 2016-17 FTE – 1,276 / Drop-Add 2016-17 FTE – 1,279 (actual for summer 2016, fall 2016, and projected spring 2017)</u></p>	✓	
B2 – Number of completed applications received	<p>February 2014: 2,846 (exceeds the goal for applications) July 2014: 2,983 (as of July 30th, 2014; 119% of goal for number of applications) Spring 2015: 241 Fall 2015 (as of July 30, 2015): 2,255</p>	✓	
B3 – Number of students admitted	<p>February 2014: 922 (90% of the goal to be admitted) July 2014: 1,029 (100% of the goal for the number of students expected to be admitted) Spring 2015: 58 (Goal Met) Fall 2015 (as of July 30, 2015): 1,117</p>	✓	
B4 –Actual enrollments in each degree program.	<p>Fall 2016 (Drop/Add): Computer Engineering – 230 (17.5%) Electrical Engineering – 116 (8.9%) Mechanical Engineering – 280 (21.1%) Advanced Technology – 48 (3.6%) Computer Science & Information Technology – 559 (43.0%) Science & Technology Management – 16 (2.7%) Engineering (MS) – 16 (1.0%) Innovation & Technology (MS) – 3 (1.1%) Undeclared – 13 (1.0%) Non-Degree Seeking – 2 (0.1%)</p>	✓	

Criterion C – Administrative Capability		
Statutory Due Date: 12/31/2017 (per 2016 legislature)		Progress Indicator
C1 – Capability to administer financial aid, admissions, and student support.	Fall 2014: Florida Polytechnic University has established offices for financial aid, admissions and student services.	✓
C2 – Capability to administer information technology, and finance & accounting with internal audit function.	Fall 2014: Florida Polytechnic University has a shared services agreement with UF and has hired an Executive Budget Director and a CIO.	✓

Criterion D – Accreditation

Activity	Necessary Action by SACSCOC or by University	Estimated Completion Date	Actual Completion Date	FPU Progress Indicator	Board Staff Progress Indicator
D1 – Pre-Application Workshop (optional)	The institution attended an optional pre-application workshop.	December 2013	December 2013	✓	✓
D2 – Submit pre-application for regional accreditation	<p>The institution engaged a technical advisor to assist with preparing the application for regional accreditation.</p> <p>The initial application was submitted to the regional accreditation agency.</p> <p>Additional assessment evidence was submitted to the regional accreditation agency as planned.</p> <p>The institution received a SACSCOC request for application updates with a turn-around by August 2015. Dr. Belle Wheelan president of SACSCOC, addressed the institution's BOT at its June 4, 2015 meeting.</p> <p>The institution submitted an updated application to SACSCOC.</p>	December 2014	December 2014	✓	✓
D3 – Regional Accreditor Candidacy site visit	A SACSCOC Candidacy site visit was scheduled and conducted.	March 2016	March 2016	✓	✓
D4 – Candidacy Committee submits report to SACSCOC Board	The Candidacy Committee submitted its report to the SACSCOC Board.	March 2016	March 2016	✓	✓
D5 – Institution responds to Candidacy Report	The institution responded to the Candidacy Report.	This activity was waived by the University		✓	✓
D6 – SACSCOC Board makes candidacy determination	The SACSCOC Board will make a candidacy determination.	June 2016	June 2016	✓	✓
D7 – Institution submits Compliance Certification to SACSCOC	The institution will submit Compliance Certification to SACSCOC.	December 15, 2016		●	Critical date which, if not met, could have an effect on future dates, including other critical dates.

D8 – SACSCOC Staff site visit	SACSCOC staff will conduct a site visit.	January 13, 2017			
D9 – Committee Chair site visit for Initial Accreditation	The Committee Chair will conduct a site visit for Initial Accreditation.	January 13, 2017			
D10 – Committee site visit for Initial Accreditation	A Committee will make a site visit for Initial Accreditation.	February 17, 2017		●	Critical date which, if not met, could have an effect on future dates, including other critical dates.
D11 – Committee report for Full Initial Accreditation sent to Institution & SACSCOC Committee on Compliance and Reports	A Committee report for Full Initial Accreditation will be sent to the institution and to the SACSCOC Committee on Compliance and Reports.	March 10, 2017			
D12 – Institution responds to Full Initial Accreditation Committee Report	The institution will respond to the Full Initial Accreditation Committee Report.	August 10, 2017			Critical date which, if not met, could have an effect on future dates, including other critical dates.
D13 – Committee Report for Full Initial Accreditation, institution response, Committee Chair review of institution response sent to SACSCOC Board	The Committee Chair will review the institution's response. The Committee Chair's review of the institution's response will be sent to the SACSCOC Board.	October 11, 2017			
D14 – SACSCOC Board makes determination for Full Initial Accreditation	The SACSCOC Board will make a determination for Full Initial Accreditation.	December 15, 2017		●	Critical date which, if not met, could have an effect on future dates, including other critical dates.

Criterion E – Seek Discipline Specific Accreditation	
Statutory Due Date: 12/31/2017 (per 2016 legislature)	Progress Indicator

<p>E1 – Contact discipline specific accrediting bodies.</p>	<p>Spring 2015: Although program (ABET) accreditation cannot be sought until regional accreditation is achieved, as regional accreditation requirements are being addressed these requirements also address ABET requirements.</p> <p>March 2016: Contacted ABET to discuss their accreditation process. We will continue to develop our programs to support ABET accreditation as we proceed through the SACSCOC accreditation process.</p>	<p>✓</p>
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<p>Criterion F – Facilities and Infrastructure</p>		
<p>Statutory Due Date: 12/31/2017 (per 2016 legislature)</p>		<p>Progress Indicator</p>
<p>F1 – Complete the Innovation, Science and Technology Building for Fall 2014 start of classes.</p>	<p>December 2014: COMPLETED</p>	<p>✓</p>
<p>F2 – Complete the Residence Hall for 241 students.</p>	<p>September 2014: COMPLETED - Construction is complete and all 241 beds are occupied as of the target move-in date of August 20, 2014.</p>	<p>✓</p>
<p>F3 – Complete the Phase I of Wellness Center and other site facilities or infrastructure.</p>	<p>Fall 2014: COMPLETED - The Wellness Center, Phase I is complete and operating as of the target date of August 20, 2014. It includes cafeteria, bookstore, exercise equipment, student services offices.</p>	<p>✓</p>

Facilities

Construction of Florida Poly's first building, the Innovation Science and Technology building (IST) is within budget and opened as planned for classes on August 25, 2014. The total appropriation for constructing the campus is \$134 million with \$60 million of that targeted for the IST.

Table 6: Facilities Construction Project Final Budgets, Costs, and Balances (June 2016) (In Millions)

Component	Progress	Budget (Feb. 2014)	Budget (Revised March 2014)	Final Funded Budget (June 2015)	Final Total Expenses / (Costs)	Balance (June 2015)
IST Building	Completed	\$78.3	\$60.0 ¹	\$60.0	\$59.7	\$ 0.4
Site and Infrastructure Reimbursement by Donor	Completed	40.0	40.0	33.1 ⁵	33.1	0.0 10.0 ⁷
Engineering, Design, Land, and other soft costs	Completed	-	22.0 ²	20.8	20.7	0.1
Campus Control Center	Completed	3.5	3.9 ³	3.9	3.9	0.0
Classroom and laboratory furniture, fixtures & equipment	Completed	7.0	- ⁴	-	-	-
Contingency	NA	1.9	2.9	- ⁶	-	-
Total Original Projects		\$134.4	\$128.8	\$117.88	\$117.4	\$10.4
Admissions Center	Completed	-	1.3	1.3	1.3	0.0
Housing Utilities and Integration	Completed	-	1.2	1.2	1.2	0.0
Wellness Center – Phase 1	Completed	-	4.5	4.5	4.5	0.0
Perimeter Fencing	Completed	-	0.4	0.4	0.4	0.0
Total All Projects		\$134.4	\$136.2	\$125.2	\$124.8	\$10.4

¹ Budget (\$18.3 M) was moved to a separate budget line entitled Engineering, Design, Land and other soft costs.

² \$3.7 M of land related costs were erroneously left out of initial report and is now included in the line for Engineering, Design, Land and other soft costs, bringing the total for this budget center to \$22.0 M.

³ BOT increased budget in 2014 so the University could place a cell phone signal amplification system at the Campus Control Center which enhanced the cell phone reception within each of the buildings on the main campus.

⁴ \$7 M was originally budgeted to be spent on classroom and laboratory furniture, fixtures & equipment. \$1 M was moved back to the overall Contingency line item. Ultimately, \$6 M of assets were purchased, and the funding came from the State of Florida's Consolidated Equipment Financing Program and the University's operating funds. No construction funds were used.

⁵ BOT elected to not move forward with the certain infrastructure development (nor fund) on portions of the southern half of the main campus during the construction of the initial campus facilities, opting to defer development until a later date. This election reduced the budget and funding necessary to open the campus from \$40.0 M down to \$33.1 M. This is the budget which was ultimately funded.

⁶ Contingency budget funding for main campus construction was deemed in 2014 to not be necessary, and therefore never became a funded budget line item. No construction funds were used.

⁷ Pursuant to a 2010 agreement with Polk County, Florida Poly received reimbursement during 2014 of \$10 M for the University's construction of the campus main road. The reimbursement came after the full required funding and construction of the main road, hence the \$10 M was labeled "balance" for this final report. These funds are available to the University for other campus projects.

The University received in March 2015 approval from the Board of Governors for a 529 bed housing project to be developed on campus using a Public-Private Partnership. This second residence hall project is also being developed by Vestcor, the winner of the public solicitation process. Construction began in June of 2015 and the facility is scheduled to be open for the Fall of 2016 term.



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

**Budget and Finance Committee
Live Oak Pavilion, Student Union
Florida Atlantic University
777 Glades Road
Boca Raton, Florida 33431
November 3, 2016
10:00 a.m. - 10:30 a.m.**

or

Upon Adjournment of Previous Meetings

**Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Alan Levine
Members: Colson, Doyle, Hebert, Huizenga, Kuntz, Tripp**

- | | | |
|-----------|---|--------------------------------|
| 1. | Call to Order and Opening Remarks | Governor Ned Lautenbach |
| 2. | Minutes of Committee Meeting
Minutes, September 22, 2016 | Governor Lautenbach |
| 3. | Prioritization of Legislative Budget Issues Update | Governor Lautenbach |
| 4. | Performance-Based Funding Model | Governor Lautenbach |
| 5. | Concluding Remarks and Adjournment | Governor Lautenbach |

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
November 3, 2016**

SUBJECT: Minutes of Committee Meeting held June 22, 2016

PROPOSED COMMITTEE ACTION

Approve the minutes from the meeting held on September 22, 2016

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and approve the minutes of the meeting held on September 22, 2016 at the New College of Florida.

Supporting Documentation Included: Minutes: September 22, 2016

Facilitators/Presenters: Governor Ned Lautenbach

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
BUDGET AND FINANCE COMMITTEE
NEW COLLEGE OF FLORIDA
SARASOTA, FLORIDA
SEPTEMBER 22, 2016

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

Mr. Ned Lautenbach, Chair, convened the meeting of the Budget and Finance Committee at 11:07 a.m. Members present for roll call were Dean Colson, Jacob Hebert, Tom Kuntz, Alan Levine, H. Wayne Huizenga, Jr., Dan Doyle, and Norman Tripp. Other board members present included Dick Beard, Darlene Jordan, Edward A. Morton, Wendy Link, and Fernando Valverde.

1. **Call to Order**

Mr. Lautenbach called the meeting to order.

2. **Approval of June 22, 2016 Committee Meeting Minutes**

Mr. Tripp moved that the Committee approve the minutes of the meeting held on June 22, 2016 as presented. Mr. Colson seconded the motion, and members of the Committee concurred.

3. **Public Notice of Intent to Amend Board of Governors Regulations**

Mr. Lautenbach noted that the Committee needed to take action on two items. First, an amendment to Regulation 7.002 and Regulation 18.001. If the public notice of intent to amend the regulations are approved, they will be noticed on our website for 30 days. If there are no public comments we will approve these at the November Board meeting.

Mr. Lautenbach asked Mr. Tim Jones to present this item.

Mr. Jones addressed Regulation 7.002, Tuition and Fee Assessments. This regulation is being amended in conjunction with the regulation that was taken up in Academic and Student Affairs Committee Meeting on September 21, 2016, Regulation 6.013, Military

Veterans and Active Duty. To be consistent with changes in that regulation, we are amending this regulation to tweak some wording. We are replacing the words 'involuntary call' with 'orders' to determine when a student may receive a 100% refund of tuition and fees if they are called back into service. Additionally, a change is being made to reference Regulation 6.013.

Mr. Levine moved that the Committee approve the amended Regulation 7.002. Mr. Colson seconded the motion, and members of the Committee concurred.

Mr. Jones continued with three changes to Regulation 18.001, Purchasing. The first change is in the title to change 'purchasing' to 'procurement' to encompass the broader range of activities that are included in the regulation. Amendments are also being made to the language regarding contract extensions and renewals that currently have no limitations in the regulations. For the extension we are recommending 12 months maximum or pending completion of a competitive solicitation, and renewals may not exceed 5 years or twice the term of the original contract, which currently does not exist in the regulation. The final change in the regulation clarifies the advertisement exemption to remove the purchase of media placement as an exempt service. Since media placement (general marketing type advertising) is more general in nature, these should be competitively placed.

Mr. Levine moved that the Committee approve the amended Regulation 18.001. Mr. Colson seconded the motion, and members of the Committee concurred.

4. 2016 - 2017 Operating Budgets

Mr. Lautenbach continued with the next item on the agenda, the annual approval of 2016-2017 University operating budgets. He reminded the Committee that Regulation 9.007 requires the review and approval of the university operating budgets.

Mr. Jones gave a brief PowerPoint presentation providing an overview of the 2016 - 2017 SUS Operating budget of \$13.1 billion.

Mr. Colson moved that the Committee approve the 2016 - 2017 University operating budgets. Mr. Levine seconded the motion, and members of the Committee concurred.

Mr. Jones introduced the next issue; annual approval of the Board General Office operating budget of \$8.3 million for 63 staff positions. Mr. Jones gave a presentation to the committee on the board office budget.

Mr. Colson moved that the Committee approve the 2016 - 2017 operating budget for the Board office, and authorized the Chancellor to make budgetary changes as necessary to operate the office. Mr. Tripp seconded the motion, and the members of the Committee concurred.

5. **2017 - 2018 Legislative Budget Request**

Mr. Lautenbach introduced the next issue; consideration of the 2017-2018 legislative budget request for the system and the Board office. The LBR must be submitted to the Legislature and Governor on October 15, 2016 for the legislative session beginning in March 2017.

Mr. Lautenbach reminded the Committee that the approval of the LBR guidelines was at the June meeting. Over the last couple of days the LBR issues that the various committees considered and ones that will be presented to this committee were developed in accordance with those guidelines.

Mr. Lautenbach continued stating that the state released revenue projections that reflect sufficient revenues to fund critical and high priority needs of the state for 2017 and 2018; however, a budget shortfall of \$1.3 billion is expected in 2018-2019, and \$1.9 billion in 2019-2020. Tough decisions are going to have to be made by our elected leaders to ensure a balanced budget, and to ward off significant budget reductions in coming years.

Mr. Lautenbach stated that it is even more important that we present a reasonable budget request that reflects the priorities of the Board. He continued saying that in all of the university and system issues that were submitted for our consideration, he believes we need to continue to focus on performance funding, student safety and health, and key system or state initiatives.

Mr. Lautenbach noted that there were several outstanding system issues submitted for consideration, such as research and health initiatives. He reminded the Committee members that state funds will be tight. He continued saying that in working with the Chancellor and Tim, they are going to implement a process to prioritize issues that do not make it into the final LBR. The Chancellor sent that guidance out on September 9, 2016. Mr. Lautenbach notes that the process will be discussed during Mr. Jones' presentation.

Mr. Lautenbach asked Mr. Tim Jones to provide the 2017 - 2018 LBR.

Mr. Jones presented the LBR. Chief Michael Kessie, New College of Florida, spoke in support of the Campus Safety issue and discussed the variety of services our campus police provide to students.

Mr. Jones explained the process for prioritizing LBR issues. The plan is to have the budget committee look at issues during their meeting on October 17, 2016 at USF to prioritize the issues that have come through various committees.

The Committee discussed the Student Safety and Mental Health issues that totaled \$14 million each. With support from the Vice Presidents of Student Affairs and Vice Presidents of Finance and Administration, these two budget issues will be phased in over two years. Thus, \$7 million will be requested for each issue in Year 1 and the balance in Year 2.

Mr. Tripp moved that the Committee approve the 2017-2018 Legislative Budget Request for the State University System of Florida, and for the Chancellor make technical changes as necessary. Mr. Colson seconded the motion, and members of the Committee concurred.

Mr. Lautenbach asked Mr. Jones to provide the Board general office LBR.

Tim reviewed the board's LBR, which has no increase as at this time.

Mr. Tripp moved that the Committee approve the 2017-2018 Legislative Budget for the Board office and for the Chancellor to make technical changes as necessary. Mr. Kuntz seconded the motion, and members of the Committee concurred.

6. **Shared Initiatives**

Mr. Lautenbach state that the last item is the progress being made on shared initiatives. He asked Ms. Karen Armstrong to give an update on the work of the university procurement officers.

Ms. Armstrong reviewed her PowerPoint presentation.

Mr. Kuntz inquired on the availability of getting hard data on the actual amount saved and were the savings were being utilized. Ms. Armstrong explained the difficulty in getting this information given how universities build their operating budgets. For example, budgets are allocated down to the College or Department. If savings are achieved in one category (i.e. office supplies), the College or Department may just purchase more office supplies, different types of office supplies, hire additional faculty

or adjuncts or other expenses. Thus the tracking of savings is difficult. Mr. Kuntz has that staff continue to look for a way to quantify the savings.

Mr. Lautenbach thanked Ms. Armstrong for the report. He concluded that the information given about the state's budget forecast will lead to the work of this group to continue to be extremely important as they collaborate on saving resources when the opportunity arises.

7. **Concluding Remarks and Adjournment**

Mr. Lautenbach reminded the Committee that there will be a workshop on October 17, 2016 at the University of South Florida. The Committee will meet following the Innovation and Online Committee meeting which begins at 2:00 pm.

Having no further business, the meeting was adjourned at 11:43 a.m.

Tim Jones, Vice Chancellor
Finance and Administration

Ned Lautenbach, Chair

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
November 3, 2016**

SUBJECT: Prioritization of Legislative Budget Issues Update

PROPOSED COMMITTEE ACTION

Review the prioritization of legislative budget issues as approved on October 17, 2016

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Budget and Finance Committee met on October 17 to review a number of budget issues recommended by the Academic and Student Affairs Committee, Health Initiatives Committee and Budget and Finance Committee during the September meeting. These issues all address a specific need that would benefit the State and students. Given the limited resources that are available to fund these issues, the Budget and Finance Committee reviewed and prioritized these issues.

Supporting Documentation Included: Prioritized List of Legislative Budget Issues

Facilitators/Presenters: Governor Lautenbach

**State University System of Florida
Education and General
2017-2018 Other System or Special Initiatives**

Rank	Initiatives	YEAR 1 FY 2017-2018			YEAR 2 FY 2018-2019			TOTAL BUDGET REQUEST
		Recurring	Non-Recurring	Total Request for Yr 1	Recurring	Non-Recurring	Total Request for Yr 2	
1	Strategic Cluster Hires - Research	\$20,000,000	\$20,000,000	\$40,000,000	\$20,000,000	\$20,000,000	\$40,000,000	\$80,000,000
1	Sunshine State Education & Research Computing Alliance (SSERCA) - Research	\$1,000,000	\$6,000,000	\$7,000,000				\$7,000,000
2	Laboratory Renovations - Research		\$6,000,000	\$6,000,000		\$6,000,000	\$6,000,000	\$12,000,000
2	Research Infrastructure - Research		\$7,500,000	\$7,500,000		\$7,500,000	\$7,500,000	\$15,000,000
3	Statewide Matching Grant Program for Industry-Sponsored Research - Research	\$12,000,000		\$12,000,000				\$12,000,000
4	Undergraduate Research Scholar Grant Program - Research	\$2,500,000		\$2,500,000				\$2,500,000
4	Nursing Faculty Recruitment and Retention Program - Health		\$15,000,000	\$15,000,000				\$15,000,000
5	Graduate Medical Education Expansion Program - Health		\$80,000,000	\$80,000,000				\$80,000,000
6	Institutional Undergraduate Research Programs - Research	\$5,000,000		\$5,000,000				\$5,000,000
6	Research Commercialization Activities through I-Corps™ - Research	\$2,500,000		\$2,500,000				\$2,500,000
7	FAMU/FSU College of Engineering - Budget and Finance	\$6,600,000		\$6,600,000				\$6,600,000
8	Support Small Business Development Center - Academic and Student Affairs	\$4,000,000		\$4,000,000				\$4,000,000
8	Florida Institute of Oceanography - Academic and Student Affairs	\$800,000	\$1,000,000	\$1,800,000				\$1,800,000
TOTAL		\$54,400,000	\$135,500,000	\$189,900,000	\$20,000,000	\$33,500,000	\$53,500,000	\$243,400,000

Other Issues Presented at the Request of the Board	Recurring	Non-Recurring	Total Request
UF - Faculty Investment	\$45,000,000	-	\$45,000,000
UF - Support Five Future Threats and Strategic Opportunities	\$30,000,000	-	\$30,000,000
FSU - Faculty Retention	\$11,500,000	-	\$11,500,000
FSU - Graduate Students and Postdocs	\$18,500,000	-	\$18,500,000
FSU - Student/Faculty Ratio	\$20,000,000	-	\$20,000,000
FSU - Preeminence	\$20,000,000	-	\$20,000,000
NCF - Student and Campus Enhancements	TBD in November		
TOTAL	\$145,000,000	-	\$145,000,000

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
November 3, 2016**

SUBJECT: Performance-Based Funding Model

PROPOSED COMMITTEE ACTION

Review and approve the performance funding model changes discussed on October 17.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Board adopted a performance funding model in January 2014 based on 10 metrics.

The Committee has reviewed the model annually to determine if any changes need to be made. On October 17, the Committee met to review potential changes to the model. The Chair will review the changes that the Committee considered and request action on the proposed changes.

Supporting Documentation Included: 1. Discussion items
2. Metric 3 Enhancement
3. Metric 3 Enhancement Q&A

Facilitators/Presenters: Governor Lautenbach

**Performance Funding Model
Discussion Items
November 3, 2016**

1. **Metric 1 – Percent of Bachelor’s Graduates Employed and/or Continuing their Education Further 1 Year after Graduation** – In January, 2016 the Board approved increasing the wage threshold from minimum wage to \$25,000 when determining if a bachelor’ degree recipient is included in the data set. The Board determined this change would go into effect with the Year 4 (2017) performance model. By raising the wage threshold, the number of graduates employed that will be included in the calculation will be nine percent less. The benchmark was established based on the system average, thus adjusting the benchmark to the new system average is consistent with past practice.
- a. **Decision** – Approve the proposed revised benchmarks.

Current benchmarks:

Points	10	9	8	7	6	5	4	3	2	1
Benchmark	80%	77.5	75	72.5	70	67.5	65	62.5	60	57.5

Proposed benchmarks:

Points	10	9	8	7	6	5	4	3	2	1
Benchmark	72.8%	70.5	68.3	66	63.7	61.4	59.2	56.9	54.6	52.3

2. **Metric 2 – Median Wages of Bachelor’s Graduates Employed Full-time in Florida One Year After Graduation** – Currently this metric only includes wages from bachelor’s recipients that work in Florida. Data is now available from 42 states, District of Columbia, and Puerto Rico. By including graduates outside Florida, we are able to capture about 12 percent more of university system graduates. The system average wage increases about \$700. The benchmark was established based on the system average, thus adjusting the benchmark to the new system average is consistent with past practice.
- a. **Decision** – Approve the proposed revised benchmarks.

Current benchmarks:

Points	10	9	8	7	6	5	4	3	2	1
Benchmark(thousands)	\$40.0	\$37.5	\$35.0	\$32.5	\$30.0	\$27.5	\$25.0	\$22.5	\$20.0	\$17.5

Proposed benchmarks:

Points	10	9	8	7	6	5	4	3	2	1
Benchmark(thousands)	\$40.7	\$38.2	\$35.7	\$33.2	\$30.7	\$28.2	\$25.7	\$23.2	\$20.7	\$18.2

3. **Metric 3 – Average Cost per Bachelor’s Degree** – Currently this metric consists of the last four years of expenditure data divided by the number of credit hours for that year to create a cost per credit hour for each year. This cost per credit hour for each year is multiplied by 30 to derive an annual cost. The average annual cost for each year is summed to provide an average cost for a baccalaureate degree that requires 120 credit hours.
- a. **Decision** – Approve the recommended metric on Net Tuition and Fee Cost to the Student.

The current metric has two primary concerns; 1) as long as the appropriations to the universities increase, there will not be any improvement on this metric; and 2) the allocation of faculty effort can significantly impact expenditures.

Florida statute passed in 2016 and Board Regulation 5.001 adopted September 22, 2016 requires an affordability metric.

The proposal is to replace this metric with a metric that determines a student’s net tuition and fee cost for a 120 hour baccalaureate degree. This

metric will have four entry points for the universities to impact; 1) although undergraduate tuition is set by the legislature, the university controls fees and will have an incentive to keep fees low; 2) inclusion of textbooks as an effort to reduce the cost; 3) universities can increase institutional financial aid to lower a student's cost; and 4) universities will be incentivized to ensure that students take only the courses needed to obtain their baccalaureate degree in 120 hours.

See attached proposed new metric and a question and answer document for this metric.

4. Metric 9 and 10 – Board of Governors and Board of Trustees Choice Metrics –

These choice metrics and benchmarks are determined by the respective Boards. These metrics have not changed since the implementation of the model in 2014.

- a. **Decision** – Approve the proposed revisions to the UNF and UF to the Board of Trustee choice metric.
 - i. UNF is requesting to change the BOT Choice Metric from *Percentage of Course Sections Offered via Distance and Blended Learning* to *Percentage of SUS Undergraduate FTE Enrollments in Online Courses*. This change aligns UNF's metric with the revised SUS Online Education Strategic Plan Goal.
 - ii. UF is requesting to change the BOT Choice Metric from *Total Research Expenditures* (benchmarked against AAU institutions) to *Licenses & Options Completed with Companies Commercializing Researcher Discoveries*. This change would remove the "stretch" from UF's metric and create a metric and benchmarks that result in a higher Excellence score.

2014-15 COST TO THE STUDENT: Net Tuition per Degree for Resident Undergraduates in 120hr Program [DRAFT 10/12/2016]

A	1. STICKER PRICE				2. FINANCIAL AID						3. NET	
	B	C	D	E	F	G	H	I	J	L	M	N
UNIV	2014-15 UNDERGRAD RESIDENT TUITION & FEES (per SCH)	2014-15 BOOKS & SUPPLIES (per SCH)	2014-15 MEAN TOTAL CREDIT HOURS FOR 120 HR PROGRAMS	2014-15 STICKER COST PER DEGREE = (B+C)*D	AY2014-15 RESIDENT UNDERGRAD GRANTS	AY2014-15 RESIDENT UNDERGRAD SCHOLARSHIPS	AY2014-15 RESIDENT UNDERGRAD WAIVERS	AY2014-15 RESIDENT UNDERGRAD TOTAL SFA (F+G+H)	AY2014-15 RESIDENT UNDERGRAD CREDIT HOURS (ALL)	AY2014-15 GIFT AID PER CREDIT HOUR (I/J)	GIFT AID PER 120 CREDITS (Lx120)	NET TUITION PER DEGREE (ROUNDED) (E-M)
FAMU	\$194	\$41	153	\$35,966	\$28,522,512	\$9,240,691	\$584,609	\$38,347,811	205,097	\$187	\$22,437	\$13,530
FAU	\$206	\$41	129	\$31,894	\$53,576,029	\$18,387,666	\$504,894	\$72,468,590	568,323	\$128	\$15,302	\$16,590
FGCU	\$206	\$41	130	\$32,048	\$23,752,889	\$12,073,753	\$1,716,406	\$37,543,048	322,017	\$117	\$13,990	\$18,060
FIU	\$216	\$41	137	\$35,245	\$109,391,119	\$29,555,491	\$2,227,942	\$141,174,552	953,097	\$148	\$17,775	\$17,470
FPU	\$165	\$41	.	.	\$142,464	\$3,396,526	\$420,497	\$3,959,487	14,599	\$271	\$32,546	.
FSU	\$217	\$41	121	\$31,183	\$64,842,047	\$54,731,769	\$1,279,368	\$120,853,184	864,397	\$140	\$16,777	\$14,410
NCF	\$192	\$41	140	\$32,611	\$1,537,601	\$3,325,389	\$8,916	\$4,871,906	24,224	\$201	\$24,939	\$7,670
UCF	\$212	\$41	125	\$31,639	\$118,993,003	\$63,216,006	\$1,003,247	\$183,212,255	1,315,858	\$139	\$16,708	\$14,930
UF	\$210	\$41	122	\$30,654	\$80,577,627	\$79,854,273	\$471,840	\$160,903,740	914,034	\$176	\$21,124	\$9,530
UNF	\$213	\$41	127	\$32,217	\$28,289,096	\$16,826,335	\$542,648	\$45,658,079	352,245	\$130	\$15,554	\$16,660
USF	\$210	\$41	127	\$31,847	\$91,042,986	\$49,711,787	\$2,221,453	\$142,976,226	919,280	\$156	\$18,664	\$13,180
UWF	\$212	\$41	126	\$31,854	\$22,137,023	\$6,325,505	\$2,310,434	\$30,772,962	215,092	\$143	\$17,168	\$14,690
SUS	\$211	\$41	127	\$32,026	\$622,804,395	\$346,645,191	\$13,292,254	\$982,741,840	6,668,263	\$147	\$17,685	\$14,340

SOURCE: Board of Governors staff analysis of the State University Database System (SUDS).

NOTES:

COLUMN B: Values include tuition and required fees as reported in Tuition and Fee factbook report. Note: USF and SUS values are based on enrollment-weighted averages.

COLUMN C: Values are based on the book and supplies costs as reported by the College Board in their annual Trends in College Pricing. The national average book cost is based on annual costs, so the average annual cost is multiplied by 4 to produce the book costs for a 120 hour degree. This new cumulative cost amount is divided by 120 to produce a 'per credit hour' cost amount. The 'per credit hour' costs are then added to tuition and fees and that subtotal is multiplied by the university's average total credit hours. This method recognizes that a student who takes more credit hours pays more for books.

COLUMN D: Values are based on Board staff analysis of the Hours to Degree (HTD) data for FTICs graduating from a standard 120 hour program. Catalog Hrs based on 'max approved' hrs in Program Inventory. This excludes non-native credits that were not used-toward-degree. Also, it excludes credits exempted in the excess hrs statute (eg, accelerated/dual/exam credits, military and life experience, etc...). It should be noted that remedial credits, however, are included in these hours (unlike excess hrs) because the student paid for these credit hours.

COLUMN E: The Sticker Price of a degree is calculated by multiplying the tuition, fees and books per credit hour total by the mean total credit hours =[(B+C)*D].

COLUMNS F-G: Values are based on Board staff analysis of university Student Financial Aid (SFA) data for resident undergrads (excludes unclassifieds) for the academic year (payment terms ending in 05,07, 08, 01).

COLUMN H: Values are based on Board staff analysis of university waivers for resident undergraduates (excludes unclassifieds) for the academic year (terms ending in 05, ,07, 08, 01).

COLUMN J: Values are based on Board staff analysis of academic year 2014-15 Student Instruction File (SIF) data for resident undergraduates (excludes unclassifieds), includes budget entities (1,4) and all funding categories.

COLUMN M: Values are based on the calculated Gift Aid per credit hour and multiplied by 120 credit hours to represent a standard 120 hour degree.

COLUMN N: Values are based on subtracting the calculated Gift Aid per 120 hrs by the estimated Sticker Price for a standard 120 hr degree.

New College of Florida only offers undergraduate programs that require 124 credit hours for graduation. In order to account for this difference, the 'gift aid per credit hour' for NCF is multiplied by 124.

Board of Governors' Performance Funding Model Potential Replacement Metric #3 Questions and Answers

1. Why is a metric on student affordability being considered?

- The Board of Governors is dedicated to the principle that a high-quality university education remain an accessible and affordable opportunity for Floridians. The Board spent over a year looking at student affordability and how to restrain student costs. Including a 'Net Tuition per Degree' metric within the performance funding model is considered one of the strongest actions the Board can take to restrain tuition and fee growth.
- Including an affordability metric within the performance funding model acts to reframe the narrative around university costs that has heretofore been dominated by sticker price, which ignores the billion dollars of financial aid awarded to undergraduates annually within the State University System. Shifting the focus from 'sticker price' to 'net tuition' may encourage qualified students to apply that would have otherwise deferred their postsecondary education due to concerns about costs. It may also encourage institutions to look at fee policies and ways to maximize institutional financial aid to students.
- Florida Statute 1001.92, and Board Regulation 5.001, requires an affordability metric as part of the performance funding model.

2. What actions can universities take to improve a 'Net Tuition per Degree' metric?

- There are several levers that a university can act on to impact a 'Net Tuition per Degree' metric:
 - Tuition and Fees – Although undergraduate tuition is set by the legislature, fees are established by the universities. The proposed 'Net Tuition' metric provides an incentive for universities to keep fees low.
 - Total Credit Hours – The proposed 'Net Tuition' metric considers a university's mean total credit hours required to complete a degree in recognition that the amount of time, and credit hours, required to earn a degree is a key component of student cost. University advising and tracking can help students stay on course and complete their degree in a timely manner. Total credit hours impact the costs for books and supplies in addition to tuition and fees – see question 14 for more information about book costs.
 - Financial Aid – The proposed 'Net Tuition' metric provides an incentive for universities to provide additional institutional financial aid. University leadership has discretion regarding funding levels for institutional aid provided to undergraduate students.

Board of Governors' Performance Funding Model
Potential Replacement Metric #3
Questions and Answers

- 3. Compared to the current metric, will the proposed 'Net Tuition per Degree' metric give all of the universities the opportunity to earn Excellence and/or Improvement points?**
- Yes, the proposed 'Net Tuition per Degree' metric enables all of the universities the opportunity to earn Excellence or Improvement points. Two institutions have been unable to score points on the current metric and for the previous year (2016-17) no institutions were able to score Improvement points.
- 4. Does the proposed 'Net Tuition per Degree' metric include a faculty effort component?**
- No. One of the primary concerns raised by the universities on the existing cost per degree metric is the allocation of faculty effort and how that can be manipulated to drive costs to areas other than undergraduate education. The proposed metric is a relatively simple methodology that emphasizes cost to the undergraduate resident student.
- 5. Since the methodology for the proposed 'Net Tuition per Degree' metric is based on a theoretical calculation, does it truly reflect the actual institutional performance for real students?**
- The Board Office does not collect the amount of tuition and fees paid by each individual student within its State University Database System (SUDS), so it is not possible to tie the actual amount of undergraduate tuition and fees collected for each bachelor degree awarded.
 - The proposed 'Net Tuition per Degree' metric is based on a model, just like the current cost-per-degree metric, that makes various assumptions about student costs and represents an average cost per student at each university.
- 6. Would the proposed metric incentivize institutions to modify recruiting strategies of undergraduate students?**
- A decision to alter recruitment policies based on one metric could have an adverse impact on another metric, which would negate the perceived advantage.
 - The proposed metric could incentivize the universities to focus on the retention of students, specifically students with Bright Futures. As shown in the table below, this is an area that the institutions could improve upon:

Board of Governors' Performance Funding Model
Potential Replacement Metric #3
Questions and Answers

BRIGHT FUTURES ATTRITION RATES for Resident Undergraduates

UNIV	FALL 2008 TO FALL 2009	FALL 2009 TO FALL 2010	FALL 2010 TO FALL 2011	FALL 2011 TO FALL 2012	FALL 2012 TO FALL 2013
FAMU	28%	30%	34%	26%	20%
FAU	18%	21%	24%	24%	23%
FGCU	15%	20%	22%	20%	17%
FIU	18%	19%	22%	24%	20%
FSU	8%	9%	12%	12%	11%
NCF	9%	13%	13%	15%	11%
UCF	12%	13%	14%	15%	13%
UF	6%	6%	8%	7%	5%
UNF	12%	17%	16%	15%	14%
USF	14%	15%	17%	16%	14%
UWF	17%	17%	21%	24%	21%
SUS	11%	13%	15%	15%	13%
<i>RANGE</i>	<i>23%pts</i>	<i>24%pts</i>	<i>26%pts</i>	<i>19%pts</i>	<i>18%pts</i>

Source: BOG IR staff analysis of SUDS datamarts, 2016-10-19. Note: Attrition rates refer to whether the Bright Future (BF) recipient enrolled the following Fall (with a BF award) or graduated. These rates include students who either dropped out, transferred, or did not meet the renewal criteria to keep their BF award.

7. Should Florida Bright Futures Scholarships and Federal Pell Grants be excluded?

- No, excluding two key financial aid components for a metric that looks at student affordability would be short-sighted and would provide a misrepresentation of a student's net costs. Universities can influence this 'Net Tuition per Degree' via student recruitment efforts and institutionally-funded awards.
- If significant changes are made to Bright Futures or Pell Grants, then the Board of Governors will consider adjusting the benchmarks.

Board of Governors' Performance Funding Model Potential Replacement Metric #3 Questions and Answers

- 8. Does the proposed 'Net Tuition per Degree' metric overlap with metrics for Access and Excess Hours?**
- Many of the metrics complement each other. Thus, a focus on one particular metric could potentially impact another metric. The Board of Governors Choice Metric 9, as well as Board of Trustees Choice metric 10, will be reviewed and considered for future modification.
- 9. Pell Grants don't stop at 120 credit hours so why doesn't the methodology include all of the credits when calculating total gift aid?**
- The proposed 'Net Tuition' metric was designed to represent the cost of a degree for a student in a *standard* 120 hour program. The financial aid data is based on one academic year's awards and then multiplied by 120 to model the gift aid amount for a degree. This annual methodology is more responsive to university policy decisions than using the total awards from a particular graduating class.
- 10. Does the proposed 'Net Tuition per Degree' metric provide an incentive to the university to reduce the amount of instructional activity as measured by student credit hours?**
- Board staff will actively monitor the average term course load of students to ensure that universities maintain their focus on 'Finish in Four' policies.
- 11. Why isn't student attrition considered in the proposed 'Net Tuition' metric?**
- All performance based funding metrics were designed to be clear and simple. The Board has resisted compound metrics or making metrics too complex.
- 12. Why can't the proposed 'Net Tuition per Degree' metric just be tuition collected divided by number of degrees?**
- The Board Office does not collect the amount of tuition paid by each student within its State University Database System (SUDS), so it is not possible to tie the actual amount of undergraduate tuition collected for each bachelor degree awarded.
- 13. Should waivers be removed from the proposed 'Net Tuition per Degree' metric until a later date?**
- The proposed 'Net Tuition per Degree' metric includes tuition waivers because waivers are an important component of how student financial aid is packaged. Not including the waivers would understate the amount of aid a student receives.
 - Including waivers in the proposed 'Net Tuition per Degree' metric ensures that they will be extensively reviewed to ensure accurate reporting.

Board of Governors' Performance Funding Model

Potential Replacement Metric #3

Questions and Answers

14. How are the costs of textbooks calculated in the proposed 'Net Tuition per Degree' metric?

- Textbook affordability is a concern of the Florida Legislature, the Governor, Board of Governors and students. The proposed 'Net Tuition per Degree' metric includes the national average cost of textbooks and supplies as reported annually by the College Board. Board staff chose to use national cost data because students purchase course materials from too many sources to accurately track on an individual level in a state database.
- The calculation of book costs, for the proposed 'Net Tuition per Degree' metric, is based on the costs for a 120 hour degree. The national average book cost is based on annual costs, so the average annual cost is multiplied by 4 to produce the book costs for a 120 hour degree. This new cumulative cost amount is divided by 120 to produce a 'per credit hour' cost amount. The 'per credit hour' costs are then added to tuition and fees and that subtotal is multiplied by the university's average total credit hours. This method recognizes that a student who takes more credit hours pays more for books.

15. Why doesn't the Board choose a metric related to student loan debts or loan default rates?

- Board staff actively monitor the System's student debt/default data and these data are reported annually to, and approved by, the Board of Governors and each university's Boards of Trustees as part of the University Work Plans.
- The challenge of using student loan/default data as an accountability metric is that student loan debts are largely comprised of non-instructional costs that are part of a regular lifestyle (housing, food, transportation). In fact, tuition, fees and books only represent one-third of the total 2016-17 costs of attendance within the State University System of Florida. Although universities can offer, or even require, financial literacy programs and counselling services to students, it is a large conceptual jump to actually use this data to hold universities accountable for the non-instructional financial decisions that individual students choose to make about their personal lifestyle.
- It is also important to note that a possible unintended consequence of including student debt, or default rates, as a performance funding metric is that it *could* negatively impact student access, which is a key component of affordability, because it would provide an incentive for universities to admit students who are less likely to incur debt and/or default.
- The proposed metric can address student affordability and the reduction of student debt by encouraging universities to keep fees stable, offer more student aid, and reduce the time to degree.

Board of Governors' Performance Funding Model
Potential Replacement Metric #3
Questions and Answers

16. What percentage of the State University System undergraduate programs are 120-credit hour programs?

- 82 percent of programs require 120 credit hours.

17. Why are the triad fees (i.e. health, athletics, and Activity & Service) not excluded from the cost calculation?

- These fees are charged to the average undergraduate student and therefore are appropriate for the proposed metric's calculation. The inclusion of these fees ensures that university officials will make thoughtful decisions regarding any changes to these fees.



AGENDA

**Board of Governors Foundation, Inc.
Live Oak Pavilion, Student Union
Florida Atlantic University
777 Glades Road
Boca Raton, Florida 33431
November 3, 2016
10:45 a.m. - 11:00 a.m.**

or

Upon Adjournment of the Board of Governors' Committee Meetings

- | | |
|---|--|
| 1. Call to Order and Opening Remarks | Chair Tom Kuntz |
| 2. Foundation Meeting Minutes
Minutes: November 5, 2015 | Chair Kuntz |
| 3. Election of 2017 Foundation Officers | Chair Kuntz |
| 4. 2017 Operating Budget | Chair Kuntz |
| 5. Investment Performance Update | Chair Kuntz,
CapTrust Advisors, LLC |
| 6. Concluding Remarks and Adjournment | Chair Kuntz |

**STATE UNIVERSITY SYSTEM OF FLORIDA
FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.**

November 3, 2016

SUBJECT: Meeting Minutes from November 5, 2015

PROPOSED FOUNDATION ACTION

Approval of Minutes of Meeting held on November 5, 2015.

AUTHORITY FOR BOARD OF GOVERNORS FOUNDATION, INC. ACTION

Florida Board of Governors Foundation, Inc. by-laws

BACKGROUND INFORMATION

Foundation members will review and approve the minutes of the meeting held on November 5, 2015 at Florida International University.

Supporting Documentation Included: Minutes: November 5, 2015

Facilitators/Presenters: Chair Tom Kuntz

MINUTES
FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.
FLORIDA INTERNATIONAL UNIVERSITY
MIAMI, FLORIDA
NOVEMBER 5, 2015

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

1. Call to Order

Mr. Hosseini convened the meeting of the Foundation at 2:33 p.m. Members present were Tom Kuntz; Dick Beard; Matthew Carter; Dean Colson; Pat Frost; Tonnette Graham; H. Wayne Huizenga, Jr.; Ned C. Lautenbach; Alan Levine; Wendy Link; Ed Morton; Katherine Robinson; Pam Stewart; and Norman Tripp.

2. Approval of Committee Meeting Minutes from March 18, 2015

Mr. Kuntz moved the adoption of the March 18, 2015 meeting minutes as presented. Mr. Lautenbach seconded the motion, and members of the Foundation concurred.

3. Election of 2016 Foundation Officers

Mr. Beard moved the adoption of Mr. Kuntz as Chair, Mr. Lautenbach as Vice-Chair, Ms. Vikki Shirley as Secretary, and Mr. Tim Jones as Treasurer. Mr. Levine seconded the motion, and members of the Foundation concurred.

4. Approve 2016 Operating Budget

Mr. Kuntz moved the adoption of the 2016 operating budget as presented. Mr. Lautenbach seconded the motion, and members of the Foundation concurred.

5. Investment Performance Update

Mr. Hosseini stated that in June, 2014 the Foundation adopted an Investment Policy Statement and subsequently engaged CapTrust as the investment manager. The purpose was to move some funds from the state special purpose investment account, which was earning less than 1 percent, to an account that would generate more earnings so that we could provide additional first generation scholarship funds to our universities. The Foundation invested the \$5 million donation from the Helios Education Fund for first generation Scholarships with Schwab in March, 2015.

Pursuant to our investment policy statement, our investment manager is supposed to meet with us annually to review the portfolio structure, strategy and investment performance.

Today, we have Mr. Shane Ward from CapTrust here to give us an update.

Mr. Ward provided information on the earnings of the Foundation's investment. With the recent decline in the market, earnings have not performed up to expectations since the initial investment.

Mr. Ward stated that the market should correct itself and that the Foundation should stay with its current investment strategy.

Mr. Hosseini concurred with Mr. Ward's recommendation and thanked CapTrust for their work on behalf of the Foundation.

6. Concluding Remarks and Adjournment

Having no further business, the meeting was adjourned at 2:42 a.m.

Tim Jones, Treasurer

Mori Hosseini, Chair

**STATE UNIVERSITY SYSTEM OF FLORIDA
FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.**

November 3, 2016

SUBJECT: Election of 2017 Foundation Officers

PROPOSED FOUNDATION ACTION

Election of 2017 Officers: Chairperson; Vice Chairperson; Secretary; Treasurer

AUTHORITY FOR BOARD OF GOVERNORS FOUNDATION, INC. ACTION

Florida Board of Governors Foundation, Inc. by-laws

BACKGROUND INFORMATION

The foundation operates on a calendar year basis and elects officers each year to serve for a one year term. This election takes place at the last meeting of the calendar year for the officers that will serve for the next calendar year.

The foundation by-laws outline the following qualifications for membership:

The members of the Florida Board of Governors shall be members of the Foundation Board. In addition, other persons shall be eligible for active membership in this corporation who have been duly elected by a majority of all the members of the Corporation at any annual or special meeting of the members.

In the past the Chair, Vice Chair and the Corporate Secretary for the Florida Board of Governors have been elected to the Chairperson, Vice Chairperson and Secretary, respectively, of the foundation. Additionally, the Treasurer has been elected by a majority of the foundation's board members.

2016 Officers were:

Chairperson – Tom Kuntz
Secretary – Vikki Shirley

Vice Chairperson – Ned Lautenbach
Treasurer – Tim Jones

Supporting Documentation Included: 1. Foundation Articles of Incorporation
2. Foundation By-laws

Facilitators/Presenters: Chair Tom Kuntz

AMENDED AND RESTATED

ARTICLES OF INCORPORATION

OF

**FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.
(formerly known as FLORIDA BOARD OF REGENTS FOUNDATION, INC.)
A FLORIDA CORPORATION NOT FOR PROFIT**

These Amended and Restated Articles of Incorporation, which did not require member approval pursuant to Article IX of the Corporation's original Articles of Incorporation and Florida law, were approved by a majority of the Board of Directors on April 30, 2003.

ARTICLE I

NAME AND ADDRESS

The name of this Corporation shall be: **FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.** The principal office of the Corporation is located at 325 West Gaines Street, Tallahassee, Florida 32399, and the mailing address is 325 West Gaines Street, Tallahassee, Florida 32399.

ARTICLE II

CORPORATE EXISTENCE

The Corporation shall have perpetual existence.

ARTICLE III

CORPORATE PURPOSES

The Corporation shall be a nonprofit, nonsectarian organization formed and operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, which purposes shall be to encourage, solicit, receive and administer gifts

and bequests of property and funds for scientific, educational and charitable purposes, all for the advancement of the State University System of Florida and its objectives; and to that end to take and hold, for any of said purposes, funds and property of all kinds, subject only to any limitations or conditions imposed by law or in the instrument under which received; to buy, sell, lease, convey and dispose of any such property and to invest and reinvest any proceeds and other funds, and to deal with and expend the principal and income for any of said purposes; and, in general, to exercise any, and all powers which a corporation not for profit organized under the laws of Florida for the foregoing purposes can be authorized to exercise. The Corporation shall not carry on any activities not permitted to be carried on by a corporation exempt from federal income tax pursuant to Section 501(c)(3) of the Internal Revenue Code and to which deductible contributions may be made under Sections 170, 2055, or 2522 of the Internal Revenue Code, as applicable. No part of the assets or the net earnings of the Corporation shall inure to the benefit of any officer, director, member, or any other person. No substantial part of the activities of the Corporation shall be dedicated to attempting to influence legislation by propaganda or otherwise. The Corporation shall not participate or intervene in any political campaign on behalf of any candidate for public office.

During any period that the Corporation may be found to be a private foundation, as defined by Section 509(a) of the Internal Revenue Code, the Corporation shall: (1) distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942(a); (2) not engage or be involved in any act of self-dealing, as defined in Section 4941(d), so as to give rise to any liability for the tax imposed by Section 4941(a); (3) not retain any excess business holdings as defined in Section 4943(c), so as to give rise to any liability for the tax imposed by Section 4943(a); (4) not make any investments which

would jeopardize the carrying out of any of its exempt purposes, within the meaning of Section 4944, so as to give rise to any liability for the tax imposed by Section 4944(a); and (5) not make any taxable expenditures, as defined in Section 4945(d), so as to give rise to any liability imposed by Section 4945(a). Unless otherwise indicated, as used in this Article III and hereinafter, all section references are to the Internal Revenue Code of 1986, as amended, including any corresponding provisions of any subsequently enacted federal tax laws.

ARTICLE IV

CORPORATE POWERS

The Corporation shall have and exercise all powers accorded corporations not for profit under the laws of the State of Florida which are not in conflict with the Corporation's exempt purposes as provided in Article III above.

ARTICLE V

CAPITAL STOCK

The Corporation shall not have capital stock.

ARTICLE VI

MEMBERS

The Corporation shall have no voting members. The Board of Directors may authorize the establishment of nonvoting membership from time to time. The designation of one or more classes of membership, the qualifications and rights of the members of each class, and the manner of their admission to membership shall be regulated by the Bylaws of the Corporation.

ARTICLE VII

BOARD OF DIRECTORS

The powers of the Corporation shall be exercised by or under the authority of, and the affairs of the Corporation shall be managed under the direction of, a Board of Directors, the number of which may be either increased or decreased from time to time as regulated by the Bylaws but shall consist of not fewer than nine. The manner and method of election of the Board of Directors shall be as stated in the Bylaws of the Corporation. Where not inconsistent with Chapter 617, Florida Statutes, and the express provisions of these Articles of Incorporation, the Board of Directors shall have all the rights, powers, and privileges prescribed by law of directors of corporations for profit.

The Board of Directors of the Corporation shall consist of the seventeen (17) members of the Florida Board of Governors, as set forth below, who shall hold office for such terms as provided in the Bylaws of the Corporation and until their successors have been elected and qualified or until their earlier resignation, removal from office, inability to act, or death:

<u>Director</u>	<u>Address</u>
Pamela "Pam" Bilbrey	325 West Gaines Street Tallahassee, FL 32399
Dr. Castell V. Bryant	325 West Gaines Street Tallahassee, FL 32399
John Dasburg	325 West Gaines Street Tallahassee, Florida 32399
Miguel De Grandy	325 West Gaines Street Tallahassee, Florida 32399
Rolland Heiser	325 West Gaines Street Tallahassee, Florida 32399
Gerri Moll	325 West Gaines Street Tallahassee, Florida 32399

Joan Wellhouse Newton	325 West Gaines Street Tallahassee, Florida 32399
Ava L. Parker	325 West Gaines Street Tallahassee, Florida 32399
Thomas F. Petway, III Chairman	325 West Gaines Street Tallahassee, Florida 32399
Carolyn K. Roberts Vice Chairman	325 West Gaines Street Tallahassee, Florida 32399
Chris Sullivan	325 West Gaines Street Tallahassee, Florida 32399
John W. Temple	325 West Gaines Street Tallahassee, Florida 32399
Steven Uhlfelder	325 West Gaines Street Tallahassee, Florida 32399
Zachariah P. Zachariah	325 West Gaines Street Tallahassee, Florida 32399
Jim Horne	325 West Gaines Street Tallahassee, Florida 32399
Dr. Richard W. Briggs	325 West Gaines Street Tallahassee, Florida 32399
Pablo E. Paez	325 West Gaines Street Tallahassee, Florida 32399

ARTICLE VIII

AMENDMENTS

These Articles of Incorporation may be amended by the affirmative vote of at least three-fifths of the members of the Board of Directors present at any regular or special meeting provided proper notice of the changes to be made has been given and a quorum is present, or without a meeting if a consent in writing, signed by the number of Directors whose votes would be necessary to authorize such amendment at a meeting, is filed in the minutes of the Corporation. Within ten days after obtaining such authorization by written consent, notice summarizing the action shall be given to those Directors who have not consented in writing.

ARTICLE IX

DISSOLUTION

Upon dissolution, all of the Corporation's assets remaining after payment of all costs and expenses of such dissolution shall be distributed to the Florida Board of Governors or its successor in interest, to be used exclusively for the purposes set forth in Article III above. None of the assets shall be distributed to any officer, director, or member of the Corporation, or any other person or organization not described in the preceding sentence.

ARTICLE X

REGISTERED OFFICE AND REGISTERED AGENT

The street address of the Registered Office of the Corporation is 325 West Gaines Street, Tallahassee, Florida 32399, and the name of the Registered Agent at such address is **THOMAS F. PETWAY, III.**

IN WITNESS WHEREOF, I have executed these Articles of Incorporation of **FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.**, on this 30th day of April, 2003.

THOMAS F. PETWAY, III
Chairman

STATE OF FLORIDA
COUNTY OF LEON

The foregoing instrument was acknowledged before me this ___ day of _____, 2003, by **THOMAS F. PETWAY, III**, as Chairman of **FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.**, a Florida corporation not-for-profit, ()who is personally known to me, or ()who has produced _____ [type of identification] as identification.

Signature of Notary Public
Notary Stamp/Seal:



**Florida Board of Governors Foundation, Inc.
By-Laws**

Location of Offices

The principal office of the Board of Governors Foundation, Inc. shall be maintained in Tallahassee, Florida.

Annual Meeting

The annual meeting of the active members of this Corporation shall be held on the call of the Chairperson.

This meeting shall be presided over by the Chairperson of the Directors, and in case of the absence of the Chairperson by the Vice-chair of the Board of Directors.

The principal item of business at this meeting shall be the election of the officers of the Corporation and the adoption of the annual budget.

Following the election of officers and the adoption of the budget, other business as may come before the body may be transacted.

At the meeting, a majority of the active members shall constitute a quorum and a majority of those present may transact any business before the body.

Qualifications for Membership

The members of the Florida Board of Governors shall be members of the Foundation Board. In addition, other persons shall be eligible for active membership in this corporation who have been duly elected by a majority of all the members of the Corporation at any annual or special meeting of the members.

Board of Directors

The duties of the Board of Directors shall be as follows:

1. To discharge faithfully all the duties imposed upon it by the Charter of this Corporation and to see that all other provision of said charter are properly executed.
2. To meet upon the call of (1) the Chairperson of the Board, or (2) any three members of the Board.
3. To select a bank or banks or other depositories for the deposit of the funds and securities in the banks or other depositories designated, and to cause said bank or banks or other depositories to pay out said funds and deliver said securities only upon checks, vouchers, or other orders signed either by the Chairperson, the Treasurer, Vice-Chair or the Secretary of this Corporation.



4. If specifically approved by the Board, require the Treasurer and such other persons as receive, collect, or otherwise handle funds of this Corporation a good and sufficient bond for the faithful performance of their duties in connection therewith.
5. To cause an audit of the books of the Treasurer to be made as soon as practicable after the close of the fiscal year of the Corporation and to have it reported to the Chairperson of this Corporation at once and to the Board of Directors at their next meeting thereafter; provided that in case of vacancy in the office of the Treasurer, such audit shall be made and reported immediately.
6. To appoint and employ such individuals as may be necessary to carry on the activities of this Foundation.

Duties of Officers

Chairperson – The duties of the Chairperson shall be as follows:

1. To preside at all meetings of the Board of Directors.
2. To join with the Secretary in signing the name of this Corporation to all papers, documents and writings requiring the signature of this Corporation, except as herein otherwise provided.
3. To see that the orders of the Board of Directors are carried out promptly or to advise said Board if its orders are not carried out.
4. To hold office until a successor is appointed and enters upon the discharge of the duties of the office.

Vice-Chairperson – The duties of the Vice-Chair shall be as follows:

1. To perform the duties of the Chair during the absence or incapacity of that officer.
2. To hold office until a successor is appointed and enters upon the discharge of the duties of the office.

Secretary – The duties of the Secretary shall be as follows:

1. To attend meetings of the Corporation and all meeting of the Board of Directors.
2. To keep accurate minutes of the proceedings of all afore-said meetings and preserve same in a book of such nature as to serve as a permanent record.
3. To keep on record a copy of the Charter of this Corporation and a copy of the By-Laws.
4. To join with the Chair in signing the name of this Corporation to all papers, documents and writing requiring the signature of this Corporation, except as herein otherwise provided.
5. To keep the seal of this Corporation and affix same to such official documents, records and papers as may be required.
6. To carry on such of the general correspondence of this Corporation as may be assigned by the Chairman of the Board of Directors.
7. To keep an accurate list of all active, associate, sustaining and honorary members of this Corporation.
8. To hold office until a successor is appointed and enters upon the discharge of the duties of the office.
9. To present written reports as necessary.



Treasurer – The duties of the Treasurer shall be as follows:

1. To receive and have the care and custody of all the funds and securities of this Corporation and to deposit same in the name of this Corporation and to deposit same in the name of this Corporation in such bank, or banks, or other depositories as may be selected by the Board of Directors.
2. To sign all checks, vouchers, or other orders drawn upon the bank or banks or other depositories in which the funds and securities of this Corporation are deposited, except that other officers as specified elsewhere in these by-laws may sign such checks, vouchers or other orders in the stead of the Treasurer.
3. If specifically required by the Board, give such bond for the faithful performance of the duties of the office may require.
4. To account to the successor in office for all funds and securities which were listed on the books at the time of the last audit and all funds and securities which have come to the Treasurer since the last audit of the books of the office and deliver over to the successor such funds and securities which remain on hand upon the appointment and qualification of said successor.

Compensation of Officials

The directors and officers of this Corporation shall not receive any compensation from this Corporation for their services as director or officer; provided, however, that they may, upon order by the Board of Directors, be reimbursed from the funds of the Corporation for any traveling expenses or other expenditures incurred by them in the proper performance of their duties.

Filling Vacancies

Whenever a vacancy occurs in any office or on the Board of Directors of this Corporation, it shall be filled by appointment made by the Chairperson of the Board of Directors immediately upon notice of such vacancy.

The newly appointed member or officer shall act during the remainder of the unexpired term of the predecessor.

Seal

The seal of this Corporation shall be in the form of a circle and shall bear, among other things, the name of the Corporation and the date of its incorporation.

Amending By-Laws

These By-Laws may be amended only at a regular or special meeting for this purpose, written notice shall be given to each active member of this Corporation at least five days before the date set for the meeting, and such notice shall indicate the provision sought to be amended and the nature of the amendment proposed to be adopted.

**STATE UNIVERSITY SYSTEM OF FLORIDA
FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.**

November 3, 2016

SUBJECT: 2017 Operating Budget

PROPOSED FOUNDATION ACTION

Approve the 2017 operating budget for the Board Foundation.

AUTHORITY FOR BOARD OF GOVERNORS FOUNDATION, INC. ACTION

Florida Board of Governors Foundation, Inc. By-laws

BACKGROUND INFORMATION

The Foundation operates on a calendar year basis pursuant to an approved operating budget. The approval of an impending year's proposed budget takes place at the last meeting of the current calendar year. The proposed budget represents a continuation of educational initiatives and activities of the Foundation.

During the 2016 year the Foundation has been very active in supporting activities of the Chancellor and the Board and most notably providing funds to the universities in support of student scholarships.

The 2016 budget adopted by the Foundation is on track. For revenues, the state was able to provide \$1,237,500 to match the Johnson Foundation gift as outlined in statute. The 2016 budget and year-to-date expenditures is attached.

The 2017 budget proposed is consistent with previous year's budgets. Expenditures are expected to be approximately the same as 2016.

Supporting Documentation Included: 1. 2016 Operating Budget and Year-to-Date Expenditures
2. Proposed 2017 Operating Budget

Facilitators/Presenters: Chair Tom Kuntz



Florida Board of Governors Foundation, Inc.
2016 Operating Budget
as of September 30, 2016

	-----Budget Adopted for 2016-----				Actual Revenues / Expenditures September	Over (Under) Budget
	General Account	Theodore & Vivian Johnson Grant Account	Helios First Generation Account	Total All Accounts		
<u>REVENUES</u>						
Johnson Donation	\$0	\$450,000	\$0	\$450,000	\$477,823	\$27,823
Johnson Donation State Match		\$1,200,000	\$0	\$1,200,000	\$742,500	(\$457,500)
Contributions	\$275,000	\$0	\$0	\$275,000	\$12,987	(\$262,014)
Interest Earned	\$4,300	\$2,600	\$200,000	\$206,900	\$8,111	(\$198,789)
Total Revenues	<u>\$279,300</u>	<u>\$1,652,600</u>	<u>\$200,000</u>	<u>\$2,131,900</u>	\$1,241,420	(\$890,480)
<u>EXPENSES</u>						
Administration	\$5,000	\$0	\$0	\$5,000	\$5,013	\$13
Emoluments	\$265,000	\$0	\$0	\$265,000	\$244,569	(\$20,431)
Scholarships/ Awards	\$0	\$1,600,000	\$125,000	\$1,725,000	\$784,560	(\$940,441)
Meetings	\$13,000	\$0	\$0	\$13,000	\$3,824	(\$9,176)
Miscellaneous	\$2,500	\$0	\$0	\$2,500	\$39,081	\$36,581
Total Expenses	<u>\$285,500</u>	<u>\$1,600,000</u>	<u>\$125,000</u>	<u>\$2,010,500</u>	\$1,077,046	(\$933,454)
Net Increase/(Decrease)	(\$6,200)	\$52,600	\$75,000	\$121,400	\$164,374	
Fund Balance, Beginning 1/1/2016 (actual)	\$769,269	\$162,340	\$4,999,258	\$5,930,867	\$5,930,867	
Fund Balance, Ending	<u>\$763,069</u>	<u>\$214,940</u>	<u>\$5,074,258</u>	<u>\$6,052,267</u>	<u>\$6,095,241</u>	



**Florida Board of Governors Foundation, Inc.
Proposed 2017 Operating Budget**

	General Account	Theodore & Vivian Johnson Account	Helios First Generation Account	Total All Accounts
<u>REVENUES</u>				
Johnson Donation	\$0	\$450,000	\$0	\$450,000
Johnson Donation State Match	\$0	\$225,000	\$0	\$225,000
Contributions	\$275,000	\$0	\$0	\$275,000
Interest Earned	\$4,300	\$2,600	\$200,000	\$206,900
Total Revenues	<u>\$279,300</u>	<u>\$677,600</u>	<u>\$200,000</u>	<u>\$1,156,900</u>
<u>EXPENSES</u>				
Administration	\$5,000	\$0	\$0	\$5,000
Emoluments	\$265,000	\$0	\$0	\$265,000
Scholarships/ Awards	\$0	\$600,000	\$0	\$600,000
Meetings	\$13,000	\$0	\$0	\$13,000
Miscellaneous	\$3,500	\$0	\$0	\$3,500
Total Expenses	<u>\$286,500</u>	<u>\$600,000</u>	<u>\$0</u>	<u>\$886,500</u>
Net Increase/(Decrease)	(\$7,200)	\$77,600	\$200,000	\$270,400
Fund Balance, Beginning 1/1/2017 (estimated)	\$770,000	\$162,000	\$5,000,000	\$5,932,000
Fund Balance, Ending	<u>\$762,800</u>	<u>\$239,600</u>	<u>\$5,200,000</u>	<u>\$6,202,400</u>

**STATE UNIVERSITY SYSTEM OF FLORIDA
FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.**

November 3, 2016

SUBJECT: Investment Performance Update

PROPOSED FOUNDATION ACTION

For information and selection of an investment manager.

AUTHORITY FOR BOARD OF GOVERNORS FOUNDATION, INC. ACTION

Florida Board of Governors Foundation, Inc. by-laws

BACKGROUND INFORMATION

In June, 2014 the Foundation adopted an Investment Policy Statement (IPS) and subsequently engaged CapTrust as the investment manager. CapTrust provided this service at no charge to the Foundation. The Foundation invested the \$5 million donation for Helios Scholarships with Schwab in March, 2015.

In accordance with our agreement, CapTrust will provide an update on investment portfolio.

In addition, the agreement with CapTrust expired in September. CapTrust has agreed to continue as the Foundation's investment manager for two years at no cost to the Foundation. Representatives will be there to make a presentation.

Supporting Documentation Included: Investment Policy Statement

Facilitators/Presenters: Chair Tom Kuntz



**Florida Board of Governors
Foundation, Inc.**
Investment Policy Statement

June 19, 2014

The Florida Board of Governors Foundation, Inc. is a nonprofit, nonsectarian organization formed and operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. The Foundation's purpose is to encourage, solicit, receive and administer gifts and bequests of property for scientific, educational and charitable purposes, all for the advancement of the State University System of Florida.

I. SCOPE OF THIS INVESTMENT POLICY

This investment policy statement has been established by the Florida Board of Governors Foundation, Inc. to govern the investment management of the Helios Education Foundation endowment. The purpose of the endowment is to distribute scholarship funds to the state universities in the State University System to support first generation students. The intent of the Policy is to comply with the requirements of the Florida Uniform Prudent Management of Institutional Funds Act, section 617.2104, Florida Statutes, to ensure prudent management of the assets in order to serve the best interests of students who rely on the distributions from the endowment to assist them with defraying the cost of attaining a postsecondary degree.

II. BOARD MEMBERS' ROLE

- a. The members of the Board of Governors shall be members of the Foundation Board.
- b. The Board shall select a bank or other depositories for the deposit of the funds and securities in the bank or other depositories designated, and to cause said bank or other depositories to pay out said funds and deliver said securities only upon checks, vouchers, or other orders signed either by the Chairperson, Vice-Chair, Treasurer, or the Secretary of this Corporation.
- c. The Board shall project the Foundation's financial needs and communicate those needs to the Investment manager on a timely basis.
- d. The Board shall determine the Foundation's risk tolerance and investment horizon.
- e. The Board shall establish reasonable and consistent investment objectives, policies and guidelines that will direct the investment of the Foundation's assets.
- f. The Board shall prudently and diligently select qualified investment professionals and evaluate their progress towards stated goals.
- g. The Board shall develop and enact proper control procedures: For example, replacing Investment Manager(s) due to fundamental change in investment management process, or failure to comply with established guidelines.

- h. The Board shall review this Investment Policy Statement at least once per year. Changes to this Investment Policy Statement can be made by affirmation of a majority of the Board.

III. INVESTMENT OBJECTIVE

- a. The funds are to be invested with the objective of preserving the long-term, real purchasing power of assets while providing a relatively predictable and growing stream of annual distributions in support of scholarships for first generation students attending a state university.
- b. For the purpose of making distributions, the Board shall refer to the Endowment Gift Agreement among the Helios Education Foundation and the Board of Governors Foundation, Inc..

IV. INVESTMENT PRINCIPLES

- a. Investments shall be made solely in the interest of the beneficiaries of the endowment.
- b. The endowment funds shall be invested with care, skill, prudence and diligence.
- c. Investment of the endowment funds shall be diversified as to minimize the risk of losses.

V. INVESTMENT POLICIES

- a. Asset Allocation Policy –
 - i. The Board recognizes that the strategic allocation of portfolio assets across broadly defined financial asset and sub-asset categories with varying degrees of risk, return, and return correlation will be the most significant determinant of long-term investment returns and asset value stability.
 - ii. The Board recognizes that actual returns and return volatility may vary from expectations and return objectives across short periods of time.
 - iii. The investment manager shall make reasonable efforts to preserve the endowment corpus, understanding that losses may occur in individual securities. However, the investment manager shall make reasonable efforts to control risk.
 - iv. Endowment fund assets will be managed as a balanced portfolio composed of two major components: an equity portion and a fixed income portion. The equity investments will be to maximize the long-term real growth of portfolio assets, while the fixed income investments will be to generate current income, provide for a stable

periodic return, and provide some protection against a prolonged decline in the market value of portfolio equity investments.

- v. Cash investments, under normal circumstances, will only be considered as temporary portfolio holdings, and will be used for fund liquidity needs or to facilitate a planned program of dollar-cost averaging into investments in either or both of the equity and fixed income asset classes.
- b. Asset Allocation –
 - i. Assets will, under normal circumstances, be allocated across broad asset and sub-asset classes in accordance with the following guidelines, with a fluctuation of up to 10 percent:

Class	Asset Allocation	Allowable Range
Equity	60%	50-70%
Fixed Income	40%	30-50%
Cash	0%	0-10%

VI. SELECTION OF INVESTMENT MANAGER(S)

The Board’s selection of an investment manager(s) must be based on due diligence procedures. A qualifying investment manager must be a registered investment advisor under the Investment Advisers Act of 1940, or a bank or insurance company. The Board will require that each investment manager provide, in writing, an acknowledgment of fiduciary responsibility to the Board.

VII. EVALUATION OF PERFORMANCE

- a. The Board will monitor the investment performance against the portfolio stated investment objectives and as set forth below. Annually, the Board will formally assess the portfolio and the performance of the investments as follows:
 - i. The portfolio’s composite investment performance (net of fees) will be judged against the following standards:
 1. Long-term real return objective.
 2. Total return to exceed the performance of a policy index based upon the strategic asset allocation of the endowment fund to various asset classes such as:
 - a. S&P 500
 - b. Russell 3000
 - c. Barclay’s Capital U.S. Aggregate Bond Index
 - d. Citigroup 3-month T-bill Index
- b. The performance of professional investment managers hired on behalf of the portfolio will be judged against the following standards:

- i. A market-based index appropriately selected or tailored to the manager's agreed-upon investment objective and the normal investment characteristics of the manager's portfolio.
 - ii. The performance of other investment managers having similar investment objectives.
- c. Investment reports shall be provided by the investment manager on at least a quarterly basis or as more frequently requested by the Board. Each investment manager is expected to be available to meet with the Board at least once per year to review the portfolio structure, strategy, and investment performance.

VIII. SPENDING POLICY

- a. Scholarship disbursements from the endowment will be distributed annually during July. The value of the endowment includes: dividends, realized and unrealized gains. The annual distribution from the endowment fund will be set at 4% of the average market value of the previous 3 years' year-end evaluations. The portfolio value is net of investment management fees. This spending plan will be reviewed annually and recommendations for changes shall be considered by the Board. In no event shall the distribution touch the corpus without the consent of the Helios Education Foundation.
- b. No stocks generally considered speculative in nature shall be purchased. In addition, no short sales, hedging, and margin purchases shall be made.

IX. ADOPTION

The Board adopted this Investment Policy Statement on the 19th day of June, 2014.



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA
Board of Governors Meeting
Live Oak Pavilion, Student Union
Florida Atlantic University
777 Glades Road
Boca Raton, Florida 33431
November 3, 2016
11:30 a.m. – 2:00 p.m.
or
Upon Adjournment of Previous Meetings

- | | |
|--|--|
| 1. Call to Order and Chair's Remarks | Chair Tom Kuntz |
| 2. Minutes of Board of Governors Meetings <ul style="list-style-type: none">• Minutes, September 22, 2016 | Chair Kuntz |
| 3. Chancellor's Report | Chancellor Marshall M. Criser III |
| 4. Think Florida | Chair Kuntz |
| 5. Public Comment | Chair Kuntz |
| 6. Confirmation of Interim President for Florida A&M University | Chair Kuntz |
| 7. Confirmation of Appointment of the President for the University of West Florida | Chair Kuntz |
| 8. Public Notice of Intent to Approve Amended Board of Governors Regulation 1.006 Conflict of Interest | Ms. Vikki Shirley
<i>General Counsel and
Corporate Secretary</i> |

9. **Audit and Compliance Committee Report** **Governor Alan Levine**
 - Public Notice of Intent to Adopt New Board of Governors Regulations
 - Regulation 4.001 University System Processes for Complaints of Waste, Fraud, or Financial Mismanagement
 - Regulation 4.002 State University Chief Audit Executives
 - Regulation 4.003 State University System Compliance and Ethics Programs
 - Regulation 4.004 Board of Governors Oversight Enforcement Authority

10. **Facilities Committee Report** **Governor H. Wayne Huizenga, Jr.**

11. **Select Committee on 2+2 Articulation Report** **Governor Levine**

12. **Innovation and Online Committee Report** **Governor Ned Lautenbach**

13. **Academic and Student Affairs Committee Report** **Governor Norman Tripp**
 - Public Notice of Intent to Approve Amended Board of Governors Regulations
 - Regulation 6.013 Military Veterans and Active Duty
 - Regulation 8.003 Textbook and Instructional Materials Affordability

14. **Strategic Planning Committee Report** **Governor Dean Colson**
 - New College Plan for Growth

15. **Select Committee on Florida Polytechnic University Report** **Governor Wendy Link**

16. **Budget and Finance Committee Report** **Governor Lautenbach**
 - Public Notice of Intent to Approve Amended Board of Governors Regulations
 - Regulation 7.002 Tuition and Fee Assessment, Collection, Accounting and Remittance
 - Regulation 18.001 Purchasing
 - Prioritization of Legislative Budget Issues
 - Performance-Based Funding Model

17. **Presidential Search Reports**
 - Florida Gulf Coast University **Governor Morton**

18. **Concluding Remarks and Adjournment** **Chair Kuntz**

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 3, 2016

SUBJECT: Chair's Report to the Board of Governors and Opening Remarks

PROPOSED BOARD ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Chair, Tom Kuntz, will convene the meeting with opening remarks.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Tom Kuntz

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

November 3, 2016

SUBJECT: Minutes of Board of Governors Meeting held September 22, 2016

PROPOSED BOARD ACTION

Approval of minutes of the Board of Governors meeting held on September 22, 2016 at New College of Florida.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board members will review and approve the minutes of the Board of Governors meeting held on September 22, 2016 at New College of Florida.

Supporting Documentation Included: Minutes: September 22, 2016

Facilitators/Presenters: Chair Tom Kuntz

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
MAIN AUDITORIUM
HARRY SUDAKOFF CONFERENCE CENTER
NEW COLLEGE OF FLORIDA
SARASOTA, FLORIDA
SEPTEMBER 22, 2016

*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: FLORIDA BOARD OF GOVERNORS

SEPTEMBER 22, 2016

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
MAIN AUDITORIUM
HARRY SUDAKOFF CONFERENCE CENTER
NEW COLLEGE OF FLORIDA
SARASOTA, FL
SEPTEMBER 22, 2016

1. Call to Order and Chair's Remarks

Chair Thomas G. Kuntz convened the meeting at 11:43 a.m. (with a break for lunch between 12:04 p.m. and 12:41 p.m.), on September 22, 2016, with the following members present: Vice Chair Ned Lautenbach; Dick Beard; Dean Colson; Daniel Doyle, Jr.; Jacob Hebert; H. Wayne Huizenga, Jr.; Darlene Jordan; Alan Levine; Wendy Link; Edward Morton; Pam Stewart (participating by telephone); Norman Tripp; Gary Tyson; and Fernando Valverde.

Chair Kuntz thanked President O'Shea and Chair Schulaner for hosting the meeting and their hospitality. For the benefit of members who were not on the Board when it last met at New College in 2013, President O'Shea explained the concept behind a liberal arts college, noting they are primarily undergraduate institutions that offer bachelor's degrees in 35 to 40 core disciplines in the arts and sciences. Of the 250 liberal arts colleges in the United States, New College of Florida is ranked 5th by U.S. News and World Report. Chair Schulaner welcomed the members to New College and stated she looks forward to working with them.

Chair Kuntz opened his remarks by recognizing the influx of new students at the start of the academic year and the added level of energy and talent these students bring to our universities. He stated most universities, through their career resource centers, are offering opportunities to help students understand how their majors translate into careers. He highlighted some novel approaches being used by the University of North Florida and the University of Florida to teach students how to create marketable resumes, communicate effectively with prospective employers, and locate career opportunities through networking activities. He invited directors from some of the university career resource centers to discuss their services during an upcoming "Think Florida" segment at a board meeting.

Chair Kuntz thanked university boards of trustees' chairs for their prompt responses to the request for information on authority delegated to university presidents. The information revealed a wide variation in the type of authority delegated to presidents across the State University System. Chair Kuntz stated that periodically, governing

MINUTES: FLORIDA BOARD OF GOVERNORS

SEPTEMBER 22, 2016

boards should examine the extent of authority they have delegated to make sure it is consistent with the board's fiduciary responsibilities and that the boards are receiving sufficient information for university oversight. Similar to the process used with the Board regulation on presidential searches and selection, Chair Kuntz asked Vice Chair Lautenbach to assemble a work group of trustees to develop some guidelines on the appropriate level of delegation and a process for ensuring that boards are receiving the information they need when such authorities are exercised. Vice Chair Lautenbach agreed to take on the project.

Finally, Chair Kuntz congratulated Florida State University on improving its U.S. News and World Report ranking and congratulated President-elect Dr. Martha Saunders on being selected as the next president for the University of West Florida.

2. Minutes of Board of Governors Meeting

A. Board of Governors Meetings held June 22-23, 2016

Mr. Tripp moved approval of the Minutes of the meetings held on June 22-23, 2016, as presented. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

3. Chancellor's Report

Chancellor Criser reported on initiatives related to public awareness of Zika, including the State University System's participation in Governor Scott's public awareness campaign and the universities' system-wide campaign called "Spill It, Spray It." He thanked the communications directors at the universities for their efforts in developing and disseminating this critical information to students, faculty and staff.

He recognized FAMU and FSU for their efforts during Hurricane Hermine. FAMU assisted responders with finding lodging and, while FSU was without power, the collective efforts of the universities in response to the aftermath of the storm reflected well on communication and coordination within the system.

He noted this is Campus Fire Safety Month, stating the State University System received a certificate in recognition of its support for fire safety and making our institutions safer.

Chancellor Criser mentioned our upcoming participation in the Florida Chamber of Commerce Future of Florida program as well as in Gulf Power's Economic Summit. He emphasized the importance of continued engagement with the business community to reinforce the connection between higher education and work force needs.

MINUTES: FLORIDA BOARD OF GOVERNORS

SEPTEMBER 22, 2016

He asked Board members for feedback on the effectiveness of the new format the Board office has developed for information briefs. The new format, with its use of colorful graphics, is designed to make complicated issues more clear and concise for stakeholders.

He recognized Dr. J. Murray Gibson, the new dean of the FAMU-FSU College of Engineering and welcomed Interim President Larry Robinson and Interim Provost Rodner Wright, both of whom will serve on the Management Council for the joint college.

He introduced Brian Logan who recently joined the Board office as the Assistant Vice Chancellor responsible for Public Policy. Mr. Logan previously worked in the Majority Leader's office in the Florida House of Representatives and has a tremendous amount of experience in legislative affairs.

Finally, Chancellor Criser emphasized that while funding Bright Futures scholarships for courses offered during summer terms is not part of the Board's legislative budget request, the policy of extending Bright Futures scholarships to students taking summer courses is a Board policy priority for the upcoming legislative session.

4. Think Florida

The "Think Florida" presentation was deferred due to the inability of the speaker to attend the meeting.

5. Public Comment

Chair Kuntz asked the Board's General Counsel Vikki Shirley if there were any requests for public comment for items on the Board's agenda. Ms. Shirley stated no requests for public comment had been received.

6. Renewal of Chancellor's Employment Agreement

Chair Kuntz explained that Chancellor Criser's Employment Agreement expires at the end of this calendar year. Based on his exemplary performance over the last three years, Chair Kuntz recommended renewal of the contract and requested a delegation of authority from the Board to negotiate the terms of the renewal. He stated the terms of the agreement will remain largely the same, except that the term of the agreement will be reduced from three years to one year, similar to the renewals of presidential contracts.

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Mr. Tripp recognized Chancellor Criser for his leadership and remarked the Board was fortunate to have worked with him over the last two and a half years. He emphasized the importance of continuing the relationship.

Mr. Tripp then moved approval of the renewal of the Chancellor's Employment Agreement and the delegation of authority to Chair Kuntz to negotiate the terms. Mr. Colson seconded the motion, and the members concurred unanimously.

7. Board of Governors Regulations

Chair Kuntz called on Ms. Shirley to present the items.

A. Amended Regulation 1.001 University Boards of Trustees Powers and Duties

Ms. Shirley explained amendments to Regulation 1.001 were approved for public comment at the June meeting and no public comments were received. The amendments conform to legislative changes that require university boards of trustees to post minutes within two weeks of their meetings and provides for removal of trustees who have unexcused absences for three consecutive meetings.

Mr. Tripp moved approval of Amended Board of Governors Regulation 1.001 University Board of Trustees Powers and Duties. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

B. Public Notice of Intent to Amend Regulation 1.006 Conflict of Interest

Ms. Shirley said Regulation 1.006 pertains to conflicts of interest for Board members and senior staff who are subject to Florida's Code of Ethics. A legislative change to the voting conflicts law requires an amendment to the regulation. Previously, a member could vote on a matter even if it inured to the member's special private gain or loss so long as the member disclosed the conflict and filed a voting conflict memorandum. Now, a member can no longer vote on such a matter.

Mr. Tripp moved to approve the public notice of intent to amend Board of Governors Regulation 1.006 Conflict of Interest. Mr. Morton seconded the motion, and the members concurred unanimously.

8. Academic and Student Affairs Committee Report

Chair Kuntz recognized Mr. Tripp to report on the Academic and Student Affairs Committee. Mr. Tripp stated there were several items requiring Board approval.

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A. Graduate Tuition for the Master in Physician Assistant Studies, Florida Gulf Coast University

Mr. Tripp said the Committee considered a request for approval of the graduate tuition for the Master of Physician Assistant Studies Program to be implemented by Florida Gulf Coast University effective Summer 2017.

Mr. Tripp moved approval of Florida Gulf Coast University Regulation FGCU-PR7.001 Tuition and Fees as amended on September 13, 2016 to establish tuition for the Master of Physician Assistant Studies, CIP code 51.0912. Mr. Levine seconded the motion, and the members concurred unanimously.

B. Board of Governors Regulations

i. Public Notice of Intent to Amend Regulation 6.013 Military Veterans and Active Duty

Mr. Tripp moved to approve public notice of intent to amend Board of Governors Regulation 6.013 Military Veterans and Active Duty. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

ii. Public Notice of Intent to Amend Regulation 8.003 Textbook and Instructional Materials Affordability

Mr. Tripp moved to approve public notice of intent to amend Board of Governors Regulation 8.003 Textbook and Instructional Materials Affordability. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

iii. Amended Regulation 8.011 Authorization of New Academic Degree Programs and Other Curricular Offerings

Mr. Tripp moved to approve the amended Board of Governors Regulation 8.011 Authorization of New Academic Degree Programs and Other Curricular Offerings. Mr. Levine seconded the motion, and the members concurred unanimously.

iv. Amended Regulation 8.012 Academic Program Termination and Temporary Suspension of New Enrollments

Mr. Tripp moved to approve the amended Board of Governors 8.012 Academic Program Termination and Temporary Suspension of New Enrollments. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

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- v. Amended Regulation 8.014 Bachelors' Degree Exceptions to 120 Credit Hours Requirements

Mr. Tripp moved to approve the Amended Board of Governors Regulation 8.014 Bachelors' Degree Exceptions to 120 Credit Hours Requirements. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

9. Health Initiatives Committee Report

Chair Kuntz recognized Mr. Morton for the Health Initiatives Committee Report. Mr. Morton said the Committee considered two funding requests to be included as system initiatives in the Board of Governors 2016 legislative budget request and recommended each request to the Budget and Finance Committee for consideration. Both requests support the implementation of the strategic plan for health and health care approved by the Board last March.

The first request for \$80,000,000 in non-recurring funds is for the expansion of graduate medical education. The request addresses the critical need to provide more physician residency slots and to cover start-up and expansion costs that are not covered by existing federal and state graduate medical education programs.

The second request for \$15,000,000 in non-recurring funds is for the recruitment and retention of nursing faculty to assist with meeting the need for additional nurses in Florida. Both requests will be considered by the Budget & Finance Committee on October 17, 2016.

10. Innovation and Online Committee Report

Chair Kuntz called on Mr. Lautenbach for the Innovation and Online Committee report. Mr. Lautenbach stated Dr. Joyce Elam provided a status report on implementation of the Strategic Plan for Online Education. They are on schedule to meet the dates established in the Implementation Plan and, in many cases, are ahead of schedule. Mr. Lautenbach noted Dr. Elam is retiring at the end of October and expressed appreciation for her efforts in leading this important initiative.

11. Select Committee on 2+2 Articulation Report

Chair Kuntz recognized Mr. Levine for the Select Committee on 2+2 Articulation report. Mr. Levine said the Committee received an overview of two "best practice" articulation programs in the System that were implemented to address targeted problem areas. The DirectConnect program guarantees admission to the University of Central Florida for students who graduate with an associate degree from one of six partner colleges. The

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FUSE program at the University of South Florida likewise is designed to promote more timely degree completion for students transferring from surrounding state colleges.

Mr. Levine reported that based on the presentations, the Committee learned some of the problem areas around transfer are best addressed through local or regional programs, and that good working relationships between university and college staff are necessary in developing solutions. Most importantly, providing clear and specific information and curricular pathways to students is essential, especially where the sequence of coursework is critical to the timely completion of upper division coursework.

He noted the Committee next planned to meet in November, but he is in discussions with staff about whether to hold a Committee meeting in conjunction with the other committee meetings going forward in October.

12. Select Committee on Florida Polytechnic University Report

Chair Kuntz recognized Ms. Link for the Select Committee on Florida Polytechnic University report. Ms. Link reported President Avent advised the Committee that the university is on track to be granted accreditation by the Southern Association of Colleges and Schools (SACS) no later than December 2017 or possibly earlier. The university's next hurdle is to submit a Compliance Certification to SACS, which it anticipates will be accomplished by December 15, 2016.

The university's latest status report indicates that as of Fall 2016, 1,318 students are enrolled, which equates to an FTE of 1,279 and exceeds the 1,244 FTE enrollment the university is statutorily required to meet by December 2017. The retention rate for all students from Fall 2015 to Fall 2016 is 81% and they are working to increase that percentage. The university is also continuing to work on improving the diversity of the student population, which currently is 83% male, 17% female, and 66% white.

13. Strategic Planning Committee Report

Chair Kuntz called on Mr. Colson for the Strategic Planning Committee report. Mr. Colson stated the Committee took up six items, three for information and three for approval.

Dr. Ignash provided a System Summary of the university 2016 Work Plans, which included the following highlights: (1) student academic progress rates are improving; (2) Florida is ranked number 1 among the 10 largest states in the six-year FTIC graduation rate for the second year in a row; (3) Florida is ranked number 3 among the 10 largest states in the number of bachelor's and graduate degrees awarded in 2013-2014 among public universities; (4) programs of strategic emphasis, especially in health

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and STEM are growing; (5) fewer students are graduating with excess hours; and (6) system-wide academic program coordination has improved over the past five years.

The other informational items included presentations by Florida State University and the University of Florida that identified actions and resources necessary to gain top twenty-five and top ten statuses, respectively, among public institutions.

A. Florida Polytechnic University 2016 Work Plan

Mr. Colson moved approval of the Florida Polytechnic University 2016 Work Plan, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board Regulations, and that the Board accepts the out-year portions of the Work Plan. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

B. UCF Five-year Plan for Emerging State Research University Preeminence

Mr. Colson moved approval of the University of Central Florida's five-year plan for emerging state research university preeminence, and that the \$5,000,000 associated with the program be released to the University. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

C. University of Florida Health – Jacksonville Campus Reclassification

Mr. Colson moved approval of the reclassification of the University of Florida's Special Purpose Center to a Type III Campus for the University of Florida Health – Jacksonville site. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

14. Audit and Compliance Committee Report

Chair Kuntz called on Mr. Levine for the Audit and Compliance Committee report. Mr. Levine said the Committee approved the notice of intent to adopt four new regulations and received information on the Inspector General's annual report; an update on the Board Office Operational Audit; and an update from FAMU on their Intercollegiate Athletic cash deficit plan. He noted the Committee will continue to monitor FAMU's progress in addressing the cash deficit.

A. Public Notice of Intent to Create Board of Governors Regulations

- i. Regulation 4.001 University System Processes for Complaints of Waste, Fraud, or Financial Mismanagement

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Mr. Levine moved approval of public notice of intent to create Board of Governors Regulation 4.001 University System Processes for Complaints of Waste, Fraud, or Financial Mismanagement. Mr. Doyle seconded the motion, and the members concurred unanimously.

ii. Regulation 4.002 State University System Chief Audit Executives

Mr. Levine moved approval of public notice of intent to create Board of Governors Regulation 4.002 State University System Chief Audit Executives. Mr. Huizenga seconded the motion, and the members concurred unanimously.

iii. Regulation 4.003 State University System Compliance and Ethics Programs

Mr. Levine moved approval of public notice of intent to create Board of Governors Regulation 4.003 State University System Compliance and Ethics Programs. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

iv. Regulation 4.004 Board of Governors Oversight Enforcement Authority

Mr. Levine moved approval of public notice of intent to create Board of Governors Regulation 4.004 Board of Governors Oversight Enforcement Authority. Mr. Huizenga seconded the motion, and the members concurred unanimously.

15. Facilities Committee Report

Chair Kuntz recognized Mr. Huizenga for the Facilities Committee report. Mr. Huizenga reported the Committee had several items requiring Board approval and heard information about facilities benchmarking and the impact of online education, and information regarding housing rates. Mr. Huizenga stated the Committee will be prepared to discuss the details at an upcoming meeting.

A. 2017-2018 State University System Fixed Capital Outlay Legislative Budget Request

Mr. Huizenga moved approval of the 2017-2018 State University System Fixed Capital Outlay Budget as presented. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

B. University of Central Florida Educational Plant Survey Amendment

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Mr. Huizenga moved to approve the amendment to the University of Central Florida's Educational Plant Survey. Mr. Doyle seconded the motion, and the members concurred unanimously.

C. University of North Florida Housing Bonds – Refunding Authorization

Mr. Huizenga moved adoption of a resolution approving the issuance of fixed rate, tax-exempt revenue bonds, by the Financing Corporation on behalf of the University of North Florida, in an amount not to exceed \$127,100,000 to refinance its entire portfolio of outstanding housing debt and to incorporate a previously acquired apartment complex into the existing housing system. Mr. Doyle seconded the motion, and the members concurred unanimously.

D. Amendment to the State University System Board of Governors Debt Management Guidelines

Mr. Huizenga moved to adopt the amended State University System Debt Management Guidelines. Mr. Doyle seconded the motion, and the members concurred unanimously.

16. Task Force on University Research Report

Chair Kuntz called on Dr. Valverde for a report from the Task Force on University Research. Dr. Valverde reported the Committee was presented with information on a legislative budget request by the Vice Presidents for Research. The total request is \$136,000,000 of which \$63,000,000 is recurring and \$73,000,000 is non-recurring. The request will be considered by the Budget and Finance Committee at its meeting on October 17, 2016.

A. State University System Research and Innovation Metrics Dashboard

Dr. Valverde moved to approve a dashboard of metrics to document the progress being made by the State University System on research and innovation. The dashboard contains seventeen metrics, to be reported twice a year to the Board of Governors. Mr. Beard seconded the motion, and the members concurred unanimously.

17. Budget and Finance Committee Report

Chair Kuntz recognized Mr. Lautenbach for the Budget and Finance Committee report. Mr. Lautenbach reported the Committee approved several regulations for public comment at the June meeting, which are now ready for final adoption.

A. Board of Governors Regulations

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- i. Amended Regulation 7.001 Tuition and Associated Fees
- ii. Amended Regulation 7.003 Fees, Fines and Penalties
- iii. Amended Regulation 7.008 Waivers and Exemptions of Tuition and Fees
- iv. Amended Regulation 9.007 State University Operating Budgets

Mr. Lautenbach moved approval of amendments to Regulations 7.001 Tuition and Associated Fees; 7.003 Fees, Fines and Penalties; 7.008 Waivers and Exemptions of Tuition and Fees; and 9.007 State University Operating Budgets. Mr. Tripp seconded the motion, and the members concurred unanimously.

- v. New Regulation 5.001 Performance-Based Funding

Mr. Lautenbach moved to approve new Board of Governors Regulation 5.001 Performance-Based Funding. Mr. Beard seconded the motion, and the members concurred unanimously.

- vi. New Regulation 7.007 Latin American and Caribbean Scholarship Eligibility

Mr. Lautenbach moved to approve new Board of Governors Regulation 7.007 Latin American and Caribbean Scholarship Eligibility. Mr. Morton seconded the motion, and the members concurred unanimously.

- vii. Public Notice of Intent to Amend Regulation 7.002 Tuition and Fee Assessment, Collection, Accounting and Remittance
- viii. Public Notice of Intent to Amend Regulation 18.001 Purchasing

Mr. Lautenbach moved to approve public notice of intent to amend Regulations 7.002 Tuition and Fee Assessment, Collection, Accounting and Remittance; and 18.001 Purchasing. Mr. Tripp seconded the motion, and the members concurred unanimously.

B. 2016-2017 State University System Operating Budget

Mr. Lautenbach moved to approve the 2016-2017 SUS Operating Budget. Mr. Morton seconded the motion, and the members concurred unanimously.

C. 2016-2017 Board General Office Budget

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Mr. Lautenbach moved to approve the 2016-2017 operating budget for the Board office and authorize the Chancellor to make budgetary changes as necessary to operate the office. Mr. Tripp seconded the motion, and the members concurred unanimously.

D. 2017-2018 State University System and Board General Office Legislative Budget Requests

Mr. Lautenbach moved to approve the 2017-2018 Legislative Budget Request for the State University System, and the Board office and authorize the Chancellor to make technical changes as necessary. Mr. Tripp seconded the motion, and the members concurred unanimously.

18. Nomination and Governance Committee Report

A. Appointment of University Trustees

Chair Kuntz moved the appointment of Mr. Leo Montgomery to serve on the Florida Gulf Coast University Board of Trustees for a term that runs from September 22, 2016 to January 6, 2021. This appointment is subject to confirmation by the Senate and the appointee attending an orientation session conducted by the Board office. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

19. Presidential Search Reports

A. University of West Florida

Chair Kuntz called on Mr. Doyle for a report on the presidential search at the University of West Florida. Mr. Doyle reported the Search Committee conducted three days of interviews, after which they narrowed the applicants down to four candidates for consideration by the University of West Florida Board of Trustees. Dr. Martha Saunders was selected by the board of trustees to be the next President of the university. Mr. Doyle noted Dr. Saunders is an excellent choice and he thanked Chair Kuntz for appointing him to serve on the Search Committee.

B. Florida Gulf Coast University

Chair Kuntz recognized Mr. Morton for a report on the presidential search at Florida Gulf Coast University. Mr. Morton stated the Search Committee developed a job description and a brochure for use by the search firm and has begun the process of identifying appropriate candidates with the intention to narrow the pool down to an appropriate number for on-campus interviews, after which they will present three to five candidates to the Florida Gulf Coast University Board of Trustees for a selection.

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He remarked they are on schedule but wanted to bring an item to the Board's attention related to guidance provided to the search firm. He stated at a recent board of trustees meeting, the search firm received guidance to proceed with a "no contract" provision. Subsequently, he received calls from persons in the community who recognized the value of hiring a president without a contract, but who were concerned about the impact on the pool of candidates.

Mr. Tripp expressed concern with this approach, stating it leads him to believe the board of trustees may have someone in mind that is willing to take on the position without a contract. He noted it is difficult to attract qualified candidates due to the Sunshine law and if someone is willing to come forward under these circumstances and take on the employment with no contract, he has concerns and suggested we review our processes for presidential searches.

Mr. Levine indicated he has concerns as well but has confidence in the board chair at Florida Gulf Coast University and disagrees the board of trustees has a particular candidate in mind. He noted, however, it could limit the pool of candidates and echoed Mr. Tripp's comment that perhaps the Board of Governors' presidential search process is not as clear as it should be.

Chair Kuntz stated recent practice has been for new presidents to be offered three-year contracts with the opportunity for one-year renewals. Chair Kuntz suggested to Mr. Morton that he take the Board's feedback to the Search Committee for their consideration.

20. Concluding Remarks and Adjournment

Chair Kuntz reminded members that the Budget and Finance, Innovation and Online, and the Facilities Committees, and perhaps the Select Committee on 2+2, will be holding workshops on October 17, 2016 starting at 2:00 p.m. continuing through October 18th at the University of South Florida.

The Trustee Summit will be held November 2, 2016 at Florida Atlantic University in conjunction with the Board's November meeting. He asked board chairs and presidents to encourage their trustees to attend the Summit. This year's theme is *Effective Leadership: Building a Legacy of Excellence*. In addition to interactive breakout sessions, the Governor will attend and Mr. Rick Goings, the CEO of Tupperware Brands worldwide will be the keynote speaker.

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Having no further business, the meeting was adjourned at 1:29 p.m. on September 22, 2016.

Thomas G. Kuntz, Chair

Vikki Shirley,
Corporate Secretary

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

November 3, 2016

SUBJECT: Chancellor's Report to the Board of Governors

PROPOSED BOARD ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Chancellor Marshall M. Criser III will report on activities affecting the Board staff and the Board of Governors since the last meeting of the Board.

Supporting Documentation Included: None

Facilitators/Presenters: Chancellor Marshall M. Criser III

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

November 3, 2016

SUBJECT: Think Florida

PROPOSED BOARD ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Background Information: As part of the *Think Florida: A Higher Degree for Business* campaign, Board members regularly have the opportunity to hear from universities and the business community about the latest synergies regarding talent, research and partnerships. Today's feature is Disney recruiter John Sherry and UF Career Center Director Heather White, who will co-present on the synergies between UF and Disney with regard to internships and career opportunities.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Tom Kuntz

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

November 3, 2016

SUBJECT: Public Comment

PROPOSED BOARD ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 286.0114, Florida Statutes; Article V, Section H, Board of Governors Operating Procedures

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 Tom Kuntz

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

November 3, 2016

SUBJECT: Confirmation of Interim President for Florida Agricultural & Mechanical University

PROPOSED BOARD ACTION

Confirm appointment of Dr. Larry Robinson as the interim president of Florida Agricultural & Mechanical University.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Board of Governors Regulation 1.001 University Boards of Trustees Powers and Duties; Section 7, Article IX, Florida Constitution.

BACKGROUND INFORMATION

Subparagraph (5)(d) of Regulation 1.001 provides, "In the event that a board of trustees selects an interim president, such selection is subject to confirmation of the candidate by the Board of Governors."

On September 20, 2016, the Board of Trustees of Florida Agricultural & Mechanical University selected Dr. Larry Robinson to serve as the interim president of the university. Florida Agricultural & Mechanical University Board of Trustees Chair Kelvin Lawson requested confirmation of the appointment by the Board of Governors and provided the Curriculum Vitae of the candidate and a summary of the key contract terms. Dr. Robinson is an outstanding scholar and researcher and served as Provost and Vice President of Academic Affairs from 2003 to 2005. He also served as the Chief Operating Officer of the university in 2007 and as Interim President from July 2012 to March 2014 during a leadership transition.

Supporting Documentation Included:

1. Letter from Florida Agricultural & Mechanical University Board of Trustees Chair
2. Curriculum Vitae of the Candidate
3. Summary of Key Contract Terms

Facilitators/Presenters: Thomas G. Kuntz, Chair, Board of Governors
Kelvin Lawson, Chair, Florida A&M University Board of Trustees



Excellence with Caring

Florida Agricultural and Mechanical University

Tallahassee, Florida 32307-3100

Board of Trustees

Telephone: (850) 599-8210
Fax: (850) 561-2152

October 5, 2016

Thomas G. Kuntz, Chair
Board of Governors
State University System of Florida
325 West Gaines Street, Suite 1614
Tallahassee, Florida 32399-0400

Re: Confirmation of Florida Agricultural and Mechanical University Interim President Dr. Larry Robinson

Dear Chair Kuntz:

On September 15, 2016, the Florida Agricultural and Mechanical University Board of Trustees selected Dr. Larry Robinson to serve as the University's Interim President. The FAMU BOT has selected an established leader to direct its activities during this transition, and Dr. Robinson's has demonstrated his commitment to serve this University and its constituents in similar periods. His outstanding scholarship, academic career, research accomplishments and public service in the state and national arena are distinguished as evident in the attached curriculum vitae.

A summary of key contract terms is also attached for your review, and compensation will be paid in compliance with state laws including statutory provisions governing compensation, termination, and severance.

In accordance with the Board of Governors Regulation 1.001(5)(c), the FAMU BOT respectfully requests the Board of Governor's confirmation of Dr. Robinson as Interim President of the University. Please contact me or the University's Office of the General Counsel, if we can answer any questions or provide additional information.

Sincerely,

Kelvin Lawson, Chair
Florida A&M University Board of Trustees

cc: Marshall Criser, III, Chancellor, State University System of Florida
Alan Levin, Chairman Audit and Compliance, BOG
Vikki Shirley, General Counsel, BOG
Dr. Larry Robinson, FAMU

Attachments

FAMU IS AN EQUAL OPPORTUNITY/EQUAL ACCESS UNIVERSITY

CURRICULUM VITAE

Larry Robinson

Distinguished Professor

School of the Environment

Florida A&M University

Tallahassee, FL 32307

Electronic mail: Larry.Robinson@famu.edu

Education

1984, Ph.D., Nuclear Chemistry, Washington University, St. Louis, MO

1979, B.S., Chemistry, summa cum laude, Memphis State University

1975-1976, Student, LeMoyne-Owen College

Management / Leadership Training

(Courses provided by staff or consultants of Martin-Marietta Energy Systems or Lockheed – Martin)

Towers-Perrin Compensation Best Practices (August 1996)

Leading Out Loud: Building Commitment Through Authentic Communication (1996)

Advanced Leadership Program (August 1995)

Ethics Awareness and Standards of Conduct (November 1994)

Positive Discipline (November 1994)

Affirmative Action / Cultural Diversity (October 1994)

Performance Planning and Review (October 1994)

Management Performance Based Observation (January 1994)

Franklin Time Management (September 1992)

Coaching: The Key to Team Success (August 1992)

Quality Assurance Fundamentals (May 1992)

Ethics: Phase III (March 1991)

Keppner-Tregoe Problem Solving / Decision making (January 1989)

Professional Experience

2012 – 2014, Interim President Florida A&M University

2012, Provost and Vice-President of Florida A&M University

2011 – 2012, Special Assistance to the President at Florida A&M University. Coordinated the administrative and eminent scholar searches, the integration of Graduate Studies and Title III programs with the Division of Sponsored Research, and the reorganization of the administrative structure. Led Internal Crisis Management Team established to develop a comprehensive plan to address hazing at the university.

2010 – 2011, Assistant Secretary of Commerce for Conservation and Management, and Deputy NOAA Administrator. Supported and managed NOAA's coastal and marine programs, including marine sanctuaries for preserving areas of special national significance, fisheries management to sustain economic prosperity, and nautical charts for safe navigation. Supported NOAA's participation as a lead agency addressing the BP oil spill crisis. Served as the NOAA representative to the National Ocean Policy Deputy's Committee; the National Science and Technology Council Committee (NSTC) on Science, Technology, Engineering and Math Education; the NSTC Committee on Environment and Natural Resources; the South Florida Ecosystem Restoration Task Force; the Great Lakes Restoration Task Force; the Gulf Coast Ecosystem Restoration Task Force; and other key restoration related taskforces. Led an interagency working group on ocean plumes established to model and predict ocean transport of radiation threats to U.S. assets in the Pacific and in the continental United States from radioactivity released by the damaged Japanese Fukushima Nuclear Power Plant.

2009 – 2010, Vice President for Research Florida A&M University

2007–2009, Senior Scientific Advisor U.S. Department of Agriculture Cooperative State Research, Education and Extension Service

2005 – 2009, Professor Environmental Sciences Institute Florida A&M University

Research Interests: Environmental chemistry in coastal ecosystems; coastal ecosystem policy and management; and environmental radiochemistry and the application of nuclear methods to detect trace elements in environmental matrices.

2007, Chief Executive Officer/Interim President , Florida A&M University: Selected by FAMU Board of Trustees to lead the University during leadership transition.

2003 – 2005, Provost and Vice President for Academic Affairs Florida A&M University. Managed deans and directors of 13 colleges, schools and institutes. Instituted university-wide assessment program and undergraduate student retention and progression program. Instituted mentoring program for tenure earning faculty and a revised reward system for faculty with federally funded research awards.

2001 – 2010, Director NOAA Environmental Cooperative Science Center. Directed and coordinated the efforts of over 25 scientists at 8 universities to conduct research, education and outreach in coastal and marine ecosystems.

1997- 2003, Director/Professor, Environmental Sciences Institute Florida A&M University. Led efforts to establish B.S. and Ph.D. programs in Environmental Science in 1998 and 1999, respectively. Built a nationally recognized program.

1984 - 1997, Research Scientist and Group Leader of a neutron activation analysis (NAA) laboratory, Oak Ridge National Laboratory, (ORNL). Research involved trace element analysis in environmental science, epidemiology, forensics, paleontology, nuclear safeguards and non-proliferation, and material science. Supervised the work of other scientists and managed state-of-the-art experimental facilities at the High Flux Isotope Reactor. Also served as Radiation Safety Officer for a division consisting of 150 personnel from 1988-1993. Led the effort at ORNL to analyze hair and nail samples of former President Zachary Taylor, 1991.

1983, Graduate Research Associate, Los Alamos National Laboratory, Inorganic and Nuclear Chemistry Division: On-line irradiation/separation using continuous flow centrifuge apparatus at the Omega West Research Reactor. Extensive use of radiochemical methods.

Membership in Professional Organizations

American Association for the Advancement of Science

Ecological Society of America

National Association of Black Chemists and Chemical Engineers

Sigma Xi

Contracts and Grants (partial) (Generated over \$35 million since 1997)

Title: *Technical Assistance in Site Evaluation and Review of Waste Minimization*

Agency: Florida Department of Environmental Protection / Florida Atlantic University

Project Period: 8/4/97-11/28/97

Amount: \$9,500

Title: *Marine Biotechnology Estuarine Environmental Science Research Program*

Agency: U.S. Department of Energy

Project Period: 9/1/97-8/31/01

Amount: \$5,448,407

Title: *Development of a Strategy for Environmental Equity and Justice/Scarboro Community Environmental Study*

Agency: U.S. Department of Energy

Project Period: 9/1/97-12/31/99

Amount: \$152,554

Title: *Locating Contaminated Seep Areas using an Underwater Radon Monitor*

Agency: U.S. Department of Defense / Florida State University

Project Period: 9/29/97-6/30/00

Amount: \$130,149

Title: *Marine Biotechnology Estuarine Environmental Science Research Supplemental*

Agency: U.S. Department of Energy

Project Period: 3/1/98-2/28/00

Amount: \$760,611

Title: *HBCU/MI Environmental Technology Consortium*

Agency: U.S. Department of Energy / Clark Atlanta University

Project Period: 9/30/97-9/30/02

Amount: \$1,371,933

Title: *Tertiary Education Linkages Program- South Africa Project*

Agency: U.S. Agency for International Development/ United Negro College Fund

Project Period: 3/23/00-3/22/03

Amount: \$408,509

Title: *Optical Studies of Harmful Algal Blooming in Florida*

Agency: National Oceanic and Atmospheric Administration

Project Period: 9/1/01-8/31/02

Amount: \$54,883

Title: *Development of an Environmental Studies Program at the Royal University of Phnom Penh, Cambodia*

Agency: U.S. Agency for International Development/ United Negro College Fund

Project Period: 6/1/01-5/31/04

Amount: \$200,000

Title: *Florida Interdisciplinary Center for Environmentally Sound Solutions*

Agency: National Science Foundation /University of Florida

Project Period: 4/15/02-3/31/05

Amount: \$27,546

Title: *Environmental Cooperative Science Center*

Agency: National Oceanic and Atmospheric Administration

Project Period: 10/1/01-9/30/06

Amount:\$12,500,000

Title: *Environmental Cooperative Science Center*

Agency: National Oceanic and Atmospheric Administration

Project Period: 9/1/2006 -8/30/2011

Amount: \$12,500,000

Teaching Experience

Professor, Environmental Sciences Institute, Florida A&M University, 1997 – present.

Visiting Professor, Environmental Science Institute, Florida A&M University, 1995 - 1996.

Supervised Ph.D. candidate's research in trace element analysis of biological material in association with Alzheimer's disease at Oak Ridge National Laboratory (ORNL). 1991 - 1994.

Directed and conceived undergraduate students' Honor Thesis research in trace element analysis and expert system development at ORNL. 1990 - 1994.

Directed Historically Black College Professors' research in trace element analysis and radionuclide migration in soil at ORNL. 1990 - 1994.

Directed Department of Energy's Regional High School Teachers Research Associate project on laboratory robotics at ORNL. 1993.

Trained International Atomic Energy Agency Fellows in nuclear methods of analysis at ORNL. 1988.

Teaching Fellow, Department of Chemistry, Washington University.
Supervised radiochemistry laboratory course for graduate students and undergraduate analytical chemistry laboratory course. 1980-1982.

Instructor, Inroads Incorporated, St. Louis, Missouri.
Taught college level chemistry to advanced high school students. 1981-1983.

Instructor, Student Educational Services, Washington University.
Workshop leader for general and organic chemistry courses. Taught a course on scientific problem solving for incoming freshmen. 1981-1984.

Courses Taught

Environmental Chemistry	Environmental Radiochemistry
Radiation Measurement and Detection	Radiation Protection
Sources and Control of Environmental Pollution	

Theses and Dissertations Supervised

“Implementation of Environmental Justice: A Case Study Department of Energy Oak Ridge Operations”, Karen Barnes, M.S., 1998

“Development and Testing of a Prototype Submersible Radon Detection System”, Judith Weaver, M.S., 1999

“Measurement of Uranium Isotopes in the Scarboro Community”, Donatto Surratt, M.S., 1999

“Comparison of Large Scale verses Small Scale Conductivity Measurements in the R-Area at the Savannah River Site”, William Johnson, M.S., awarded 2000

“Atmospheric Biomonitoring of Radionuclides and Heavy Metals Using Mosses and Lichens”, Apeti Ayaovi, M.S., awarded 2001

“Determination of Trace Element Concentrations in Vegetation by Laser Induced Breakdown Spectroscopy”, John Branch, Jr., M.S., 2003

“The Utilization of Relaxed Eddy Accumulation and Ion Mobility Spectrometry to Explore the Dry Deposition of Ammonia in Coastal Ecosystems”, LaToya Myles, Ph.D. awarded December 2004.

“Chronology of Sediment Nutrient Geochemistry in Apalachicola Bay, Florida”, Donatto Surratt, Ph.D. awarded May 2005 (co-advisor)

“Development of Comparative Biomonitoring Methods for Heavy Metals in Apalachicola Bay, Apeti Ayaovi, Ph.D. awarded December 2005

“Cattail as a Bioindicator of the Lower Apalachicola River Floodplain in Response to Environmental Change”, Li Zhao, Ph.D. awarded August 2006

“The Impact of Silvicultural Activities in Tate’s Hell Forest on Nutrient Runoff to Apalachicola Bay”, Andrine Stanhope, Ph.D. awarded April 2007

“Implementing Ecosystem Management Approaches”, Cassandra Barnes, Ph.D. awarded August 2007

“The Implications of Development on Erosion in Florida Coastal Areas as Indicated by Construction Permitting Trends”, Ariana Marshall, M.S. 2009

“Some Elements on the Ecology and Catchability of Penaeid Shrimps from Sofala bank, Mozambique: Implications for Management and Sustainability of the Fishery”, Atanasio Brito, Ph.D. awarded April 2011 (co-advisor)

Professional Service

2008 – 2010, Member, Ocean Research and Resources Advisory Panel. Chair Ocean Observing Sub-panel.

2008 – 2010, Founding Member, National Ecological Observatory Network (NEON) Science Technology Education Advisory Committee (STEAC).

2007 – 2010, Member, International Advisory Board to *Florida Center for Research in Science, Technology, Engineering and Mathematics (FCR-STEM)*.

1997 - 2010, Florida A&M University Campus Coordinator Florida Sea Grant

2007 - Member, Off-Site Review Committee Southern Association of Colleges and Schools.

2007 – Member, National Ecological Observatory Network (NEON) Education Tiger Team

2006 - Panelist, Conference on Ocean Literacy, National Marine Sanctuary Foundation.

2005 – Chair, Council of Academic Vice Presidents State University System of Florida.

2005 - Member, On-Site Review Committee Southern Association of Colleges

and Schools.

2001 – 2010, Member, Leon County Water Resources Committee.

2004 – 2006, Member National Research Council Committee on Mine Placement of Coal Combustion Waste

1999 – 2004, Member, National Research Council Committee on the Restoration of the Greater Everglades Ecosystem.

2001 – 2005, Member, Policy Oversight Board, U.S. Army High Performance Computing Research Center, University of Minnesota.

2000 – 2003, Chairperson, Florida Board of Education Statewide Course Numbering System Faculty Committee on Environmental Studies.

2000 – 2003, Member NEED Committee of the American Nuclear Society.

2000 – 2004, Scientific Judge / Moderator Department of Energy National Science Bowl.

2001, Member, Florida Board of Education Advisory Group on Emerging Technologies.

1999 – 2002, Member, State of Florida Aquaculture Interagency Coordinating Committee.

1999 - 2000, Member Advisory Board, Savannah State University Center for Marine, Environmental Science and Biotechnology Program.

1999 – Member, NASULGC Board on Natural Resources Ecology Section.

1998 - Chairperson, Biology and Medicine Division, American Nuclear Society.

1996-1998, Executive Committee, Biology and Medicine Division, American Nuclear Society.

1998 – 2001, Member, Advisory Board, Environmental Sciences Division, Oak Ridge National Laboratory.

1998, Member, Proposal Review Panel, Tulane/Xavier Center for Bioenvironmental Research's Hazardous Materials in Aquatic Environments of the Mississippi River Basin.

1998, Member, Proposal Review Panel, NIH National Human Genome Research Institute.

1997 - 2003, Advisory Board Member, Florida Center for Environmental Studies, Florida Atlantic University.

1997 - 2003, Advisory Board Member, Florida Institute of Oceanography.

1997 - 2003, Steering Committee Member, Department of Energy's Historically Black Colleges and Universities/Minority Institutions Environmental Restoration and Waste Management Consortium (Chairperson, 2001).

1997 – 2002, Member, National Oceanic and Atmospheric Administration's Historically Black College and University Consortium (Co-Chairperson 2001 – 2002).

1997 - 2007, Member Department of Energy Office of Civilian Radioactive Waste Management Fellowship Review Panel.

1997 – 2003, Advisory Board Member Savannah River Environmental Sciences Field Station.

1997, Member, Independent Evaluation Team Fernald Environmental Management Project Tri-Annual Exercise.

1996, Member Oak Ridge National Laboratory's Human Resources Reengineering Committee.

1987-1996, Treasurer and past Executive Board Member, East Tennessee Chapter of the National Organization of Black Chemists and Chemical Engineers.

1993-1996, Member, Martin Marietta Energy Systems' Honors and Awards Committee.

1995, Panelist, Department of Energy Marilyn Lloyd Scholarship and Fellowship Program Review Committee.

1995, Member, Oak Ridge National Laboratory Diversity Council.

1994-1995, Member, Oak Ridge National Laboratory Research Staff Member Job Description Review Committee

1994, Member, NAACP/DOE Minority Scholarship National Selection Committee.

1991-1992, Member, Science Curriculum Evaluation Advisory Committee, Oak Ridge School System.

1988-1990, Coordinator, Oak Ridge National Laboratory/American Chemical Society Project SEED (Summer Educational Experience for the Disadvantaged).

1993, Panelist, Oak Ridge National Laboratory Minority Environmental Careers Conference.

1990, Member, Roane St. Community College Minority Advisory Committee.

1988 – 1994 Member, ASTM Task Group on Nuclear Methods of Chemical Analysis.

Reviewed Manuscripts for the following journals:

The Journal of Radioanalytical and Nuclear Chemistry
Methods and Applications of Radioanalytical Chemistry
Nuclear Technology
The Radiation Protection Journal
Radiochimica Acta
Transactions of the American Nuclear Society

Reviewed Research Proposals for the Following Agencies:

Department of Agriculture
Department of Energy
National Oceanic and Atmospheric Administration
National Institutes of Health
National Science Foundation
Nuclear Regulatory Commission
Oak Ridge Associated Universities
Teresa Heinz Foundation

Academic Service

2005 – 2007, Chairperson, FAMU Environmental Sciences Institute Program Review Committee

2007, Chairperson, FAMU College of Engineering Sciences, Technology and Agriculture Dean Search Committee

2002, Chairperson, Florida A&M University Vice-President for Research Search Committee.

2002, Chairperson, Florida A&M University Committee on Tenure Appraisals.

2002 – 2005, Member, Florida A&M University Program Review Committee.

2001-2003, Member Florida A&M University Mission Statement Advisory Committee.

2001- 2004, Florida A&M University Master Plan Committee.

2000- 2002, Ex-officio Member, Florida A&M University Faculty Senate.

2000 – 2002, Panelist Florida A&M University Faculty Planning Conference.

1999 – 2003, Chairperson New Degree Program Review Committee.

1999 – 2000, Liaison Officer, U.S. Coast Guard Recruiting Initiative for the Twenty-First Century Scholarship Program

1999- 2000, Author, Florida A&M University's Environmental Sciences Institute Southern Association of Colleges and Schools' Expected Educational Outcomes and Assessment Plan.

1998-1999, Member, Florida A&M Center of Excellence for Science, Engineering, Computer Science and Mathematics Planning Committee.

1998 – 1999, Chairperson, Environmental Sciences Institute Ph.D. Program Development Committee.

1997 – 1998, Reviewer, Florida A&M University Southern Association of Colleges and Schools Self-Study.

1997 – 2003, Member, Florida A&M University Deans Council.

1997-2003, Chairperson, Florida A&M University-Wide Committee on Tenure and Promotion.

1995-1996, Visiting Professor, Environmental Sciences Institute, Florida A&M University.

Community Service

2002- 2010, Coach Florida A&M University High School Ocean Bowl Team.

2001 – 2010, Leon County Water Resources Committee.

2000 – 2004, Scientific Judge / Moderator Department of Energy National Science Bowl.

2000 – 2003, Sealey Elementary School Business Partner.

2000 -2001, Science Fair Judge Fairview Middle School.

1998, Member, Tallahassee-Leon County Planning Department's Gaines Street Vitalization Committee.

1998, Advisor, Rickards High School Environmental Service Project.

1997-1998, Member, Florida Department of Environmental Protection's Off-site Consequence Analysis Technical Advisory Group for RCRA Treatment, Storage, and Disposal Facilities.

1995-1997, Member, Department of Energy's Oak Ridge Reservation Environmental Management Site Specific Advisory Board.

1994-1997, Board of Directors Member, Oak Ridge Community Housing Development Corporation, Chairman, 1996.

1989-1996, President, Oak Ridge Branch of the National Association for the Advancement of Colored People.

1994-1995, Member, Discipline Task Force Oak Ridge Public School System.

1993, Science Fair Judge, ACTSO NAACP National Meeting, Indianapolis, IN.

1993, Science Fair Judge, Green Elementary School Knoxville, TN.

1992 – 1993 Member, Oak Ridge Public School System Science Curriculum Evaluation Committee.

1992, Charter Member, Lockheed-Martin/Department of Energy's K-25 Plant Adopt-A-School Committee.

1992, Science Fair Judge, ACTSO NAACP National Meeting, Nashville, TN.

1991 – 1992, Member, City of Oak Ridge Ad Hoc Committee to Assess Affordable Housing in Oak Ridge.

Recent Publications

Marshall, A., Robinson, L., and Owens, M., (2011). *Coastal construction trends in response to coastal erosion: an opportunity for adaptation*; Journal of Coastal Conservation, 15(Issue 1): 61-72.

Robinson, L. (2011). *Science, Service and Stewardship: Protecting our resources, strengthening our economy*, U.S. Coast Guard Journal of Safety and Security at Sea, Proceedings 68 (2): 59-62.

Henry, N.D., Robinson, L., Johnson, E., Cherrier, J., and Abazinge, M. (2011). *Biodegradation of phenanthrene by Acinetobacter calcoaceticus supplemented with rhamnolipid biosurfactants*, Bioremediation Journal. 15(2): 1-12.

Robinson, L. and Zhao, L. (2009). *Effects of sample and spectrum characteristics on cold and thermal neutron prompt gamma activation analysis in environmental studies of plants*. J. Radioanal. Nucl. Chem., Articles

Stanhope, A., Robinson, L. and Cassel Gardner, C. (2008). *Characteristics of Nutrient Transport from Tate's Hell State Forest into East Bay in Florida*. Journal of Coastal Research, Special Issue 52, 263-272 (2008).

Johnson, E., Apeti, A. D., Haynes, S., and Robinson, L. (2008) *Solute or Heat Transport in a Flat Duct*. American Journal of Environmental Sciences 4 (6): 721-726, 2008.

Surratt, D., Cherrier, J., Robinson, L. and Cable, J. (2008). *Chronology of Sediment Nutrient Geochemistry in Apalachicola Bay, Florida (USA)*, Journal of Coastal Research 24(3):660-671. 2008.

Zhao, L., Robinson, L., Paul, R.L., Greenberg, R.R., 2 S. L. Miao, L., (2007). *Application of Cold Neutron Prompt-Gamma Activation Analysis in Environmental Studies of Aquatic Plant*, J. Radioanal. Nucl. Chem., Articles, 271, No.3, pp 777-782. (2007)

Myles, L., Meyers, T. P. and Robinson, L. (2007). *Relaxed Eddy Accumulation Measurements Of Ammonia, Nitric Acid, Sulfur Dioxide And Particulate Sulfate Dry Deposition Near Tampa, FL, USA*. Environ. Res. Lett. **2**, doi:10.1088/1748-9326/2/3/034004.

Haynes, S., Gragg, R., Johnson, E., Robinson, L., and Orazio, C. (2006). *An Evaluation of a Reagentless Method for the Determination of Total Mercury in Aquatic Life*, International Journal of Water, Air, and Soil Pollution **172**, 359-374 (2006).

Myles, L., Meyers, T. P. and Robinson, L. (2006). *Atmospheric Ammonia Measurement with an Ion Mobility Spectrometer*, Atmospheric Environment, Vol. 40, Issue 30, September, 2006, pp 5745 - 5752.

Apeti, D.A., Robinson, L. and Johnson, E. (2005). *Relationships Between Heavy Metal Concentrations in the American Oyster (Crassostrea virginica) and Metal Levels in the Water Column and Sediment in Apalachicola Bay, Florida*, American Journal of Environmental Sciences 1(3): 179-186 , 2005.

Apeti, D.A., Johnson, E. and Robinson, L. (2005). *A Model for Bioaccumulation of Metals in Crassostrea virginica from Apalachicola Bay, Florida*, American Journal of Environmental Sciences 1(3): 239-248 , 2005.

Zhao, L., Robinson, L., Paul, R. L., Greenberg, R. R. and Miao, S. L., (2004). *Determination of Carbon, Nitrogen, and Phosphorus in Cattail (Typha latifolia) using Cold Neutron Prompt Gamma Activation Analysis*, J. Radioanal. Nucl. Chem., Articles, 263, 2004.

Robinson, L., Harwell, M., Gentile, J., and Forthman, C. (2002). The Merging of Human and Ecosystem Dynamics in Coastal Zone Management Research. *Proceedings of the Third Joint Meeting, Yokosuka, Kanagawa, Japan. Coastal Environmental Science and Technology Panel, U.S.-Japan Cooperative Program in Natural Resources*, pp.551-558, July 17-19, 2002.

Choi, Y., Wang, Y., Hsieh, Y. and Robinson, L. (2001). *Vegetation Succession and Carbon Sequestration in a Coastal Wetland in Northwest Florida: Evidence from Carbon Isotopes*, Global Biogeochemical Cycles 15 (2001) 311-319.

Other Publications

"Design and Applications of a ^{252}Cf Cold Neutron Source", E. Johnson, L. Robinson, and L. Zhao, Trans. Am. Nucl. Soc., (2000), 321.

"Filament Metal Contamination and Raman Spectra of Hot Filament Chemical Vapor Deposited Diamond Films", P. Mehta Menon, A. Edwards, C.S. Feigerle, R. W. Shaw, D. W. Coffey, L. Heatherly, R.E. Clausing, L. Robinson, D.C. Glasgow, Diamond and Related Materials 8 (1999), 101-109.

"Study of the Neutron Flux in a Model for a Cf-252 Cold Neutron Source", L. Robinson, E. Johnson, L. Zhao, J. Radioanal. Nucl. Chem., Articles, 238, (1998), 25-28.

"A Novel Approach to Aluminum Determination in Biological Tissues Using a Pair of Pneumatic Tube Irradiation Facilities", D.J. Van Dalsem, L. Robinson, W.D. Ehmman, J. Radioanal. Nucl. Chem., Articles, 192, (1995), 131-138.

"Methods for Preparing Comparative Standards and Field Samples for Neutron Activation Analysis of Soil", D.C. Glasgow, F.F. Dyer, L Robinson, *ibid.*

"Validation of NAA Data for a Background Soil Characterization Project", D.E.

Vance, L. Robinson, *ibid.*

"Neutron Activation Analysis of Mercury in Air Monitors", D.C. Glasgow, L. Robinson, *Trans. Am. Nucl. Soc.*, Vol. 71 (1994), 154-155.

"Determination of Phosphorous Using (n, α) Nuclear Reactions, D.J. Van Dalsem, L. Robinson, W.D. Ehmann, *Trans. Am. Nucl. Soc.*, Vol. 71 (1994), 50-51.

"Research and Learning Opportunities in a Reactor Based Nuclear Analytical Laboratory", L. Robinson, D.H. Brown, *J. Chem. Ed.*, 71, (1994), 824-826.

"The DOS 1 Neutron Dosimetry Experiment at the HB-4-A Key 7 Surveillance Site on the HFIR Pressure Vessel", K. Farrell, F. B. Kam, C. A. Baldwin, J. V. Pace, III, W. R. Corwin, L. Robinson, F. F. Dyer, F. M. Haggag, F. W. Stallman, B. M. Oliver, and L. R. Greenwood, ORNL/TM-12511 (1994).

"Determination of Hg and Other Trace Elements in Soil Using Neutron Activation Analysis", L. Robinson, F.F. Dyer, D. W. Combs, J. W. Wade, J. E. Carlton, A. L. Ondracek, J. R. Stokely, *J. Radioanal. Nucl. Chem., Articles*, 179, No. 2, (1994), 305-313.

"Neutron Activation Analysis of Background Soils at the ORNL Site", L. Robinson, F.F. Dyer, K. Phillips, D.C. Glasgow, *Trans. Am. Nucl. Soc.* Vol. 68A (1993), 175-176.

"Neutron Activation Analysis and Multi-user Simulation Using A PC Based MCA", L. Robinson, F.F. Dyer, J.E. Carlton, *Trans. Am. Nucl. Soc.*, Vol. 65, (1992), 167.

"Proposed Neutron Activation Analysis Facilities in the Advanced Neutron Source", L. Robinson, F.F. Dyer, J.F. Emery, *Nucl. Instr. Meth. Phys. Res.*, A299 (1990), 413-415.

"Neutron Multiple Scattering and Absorption Factors", E. Johnson, L. Robinson, *Rev. Sci. Instr.*, Vol. 60, No 11, 1989.

"The Use of Automation with the New Pneumatic Irradiation Facility of the ORNL HFIR," ANS Transactions, Vol. 56, TANSAP 56 1-628 (1988), F. F. Dyer, L. Robinson, J. F. Emery.

"Design and Use of the ORNL HFIR Pneumatic Tube Irradiation Systems", J. Trace and Microprobe Techniques, 6, 147 (1988), F. F. Dyer, J. F. Emery, L. Robinson, N. A. Teasley.

"An Automated Fuel Element Scanning System", J. Radioanal. Nucl. Chem., 125, No.2,(1988) 317-331, L. Robinson, R.W. Hobbs, F.F. Dyer, L.P. Pugh, F.L. Snelgrove, N.A. Teasley.

"Nuclear Charge Distribution for A=121 from Thermal-Neutron Induced Fission of 235-U," L. Robinson, A. C. Wahl, T. M. Semkow, A. E. Norris, Phys. Rev. C 31, 1334 (1985).

"Yields of In and Sn Products from Thermal- and 14 Mev-Neutron Induced Fission of 235-U," T. M. Semkow, A. C. Wahl, L. Robinson, Phys. Rev. C 30, 1966 (1984).

Oral Presentations (Partial)

"Fractional Independent Yield Determination Using the SISAK Apparatus", L. Robinson, A. C. Wahl, T. M. Semkov, American Chemical Society National Meeting, Chicago, IL, September 8-13, 1985.

"An Automated Fuel Element Scanning System", L. Robinson, R. W. Hobbs, F. F. Dyer, L. P. Pugh, J. L. Snelgrove, and N. A. Teasley, 194th American Chemical Society National Meeting, New Orleans, LA, August 30 - September 4, 1987.

"The Use of Automation with the New Pneumatic Irradiation Facility of the ORNL HFIR," F. F. Dyer, L. Robinson, J. F. Emery, INVITED, American Nuclear Society Annual Meeting, San Diego, California. June 12-16, 1988.

"An Automated Fuel Element Scanning System", L. Robinson, R. W. Hobbs, F. F. Dyer, L. P. Pugh, J. L. Snelgrove, and N. A. Teasley, American Nuclear Society Topical Meeting: Industrial Radiation and Radioisotope Measurement Applications, Pinehurst, North Carolina, September 6-9, 1988.

"Neutron Activation Analysis" and "Careers in Science and Engineering", L. Robinson, a series of lectures and panel discussions presented April 13-14, 1989, at Lincoln University (PA) Black Executive Exchange Program (BEEP) sponsored by MMES.

"Design and Use of a Proposed Californium Cold Neutron Source", L. Robinson, F. F. Dyer, and B. H. Montgomery, International Conference on Nuclear Analytical Methods in the Life Sciences, National Institute of Standards and Technology, Gaithersburg, MD, April 17-21, 1989.

"An Expert System for Gamma-Ray Spectroscopy", L. Robinson, Thirty-First ORNL/DOE Conference on Analytical Chemistry in Energy Technology, Gatlinburg, Tennessee, October 10-12, 1989.

"Neutron Activation Analysis Facilities in the Advanced Neutron Source", L. Robinson, F. F. Dyer, and J. F. Emery, INVITED, Winter Meeting of the American Nuclear Society, San Francisco, California, November 26-December 1, 1989.

"Proposed Neutron Activation Analysis Facilities in the Advanced Neutron Source", L. Robinson, F. F. Dyer, J. F. Emery, Seventh Symposium on X- and Gamma-Ray Sources and Applications, Ann Arbor, MI, May 21-24, 1990.

"Experimental Capabilities of the Proposed Neutron Activation Facilities in the Advanced Neutron Source", L. Robinson, F. F. Dyer, J. F. Emery, INVITED, Annual Meeting of the American Nuclear Society, Nashville, TN, June 10-14, 1990.

"Status of NAA Facilities in the Advanced Neutron Source", L. Robinson, F. F. Dyer, INVITED, Eighth International Conference on Modern Trends in Activation Analysis, Vienna, Austria, September 16-20, 1991.

"Status of NAA Facilities in the Advanced Neutron Source", L. Robinson, F. F. Dyer, INVITED, Thirty-Second ORNL/DOE Conference on Analytical Chemistry in Energy Technology, Gatlinburg, TN, October 1-3, 1991.

"Determination of Hg and Other Trace Elements in Soil Using Neutron Activation Analysis", L. Robinson, INVITED, Department of Chemistry, University of Kentucky, Lexington, January 24, 1992.

"A Search for Arsenic in Hair and Nail Remains of Former President Zachary Taylor by Neutron Activation Analysis (A Historical Perspective) ", L. Robinson, F. F. Dyer, G. R. Nichols, INVITED, 19th Annual WATtec Conference, Knoxville, Tennessee, February 18-21, 1992.

"Neutron Activation Analysis" and "Careers in Science and Engineering", L. Robinson, a series of lectures and panel discussions presented March 25-27, 1992, Paine College, Augusta, GA. Black Executive Exchange Program (BEEP).

"Accountability Measurements at ORNL", L. Robinson, INVITED, Energy Systems' Five-Site Nondestructive Assay Measurements Meeting, K-25 Site, April 28-29, 1992.

"Determination of Hg and Other Trace Elements in Soil Using Neutron Activation Analysis", L. Robinson, et. al., INVITED, Second International Symposium on Nuclear Analytical Chemistry, Toronto, Ontario, Canada, June 3-5, 1992.

"Determination of Hg and Other Trace Elements in Soil Using Neutron Activation Analysis", L. Robinson, et. al., Eight Annual Waste Testing and Quality Assurance Symposium, Arlington, VA, July 13-17, 1992.

"A Search for Arsenic in Hair and Nail Remains of Former President Zachary Taylor by Neutron Activation Analysis (A Historical Perspective) ", L. Robinson, F. F. Dyer, G. R. Nichols, INVITED, University of Tennessee at Chattanooga, ORAU Traveling Lecture Program, January 25, 1993.

"Neutron Activation Analysis" and "Careers in Science and Engineering", L. Robinson, a series of lectures and panel discussions presented March 24-25, 1993, Morris College, Sumter, SC.

"Neutron Activation Analysis of Background Soils at the ORNL Site", L. Robinson, F. F. Dyer, K. Phillips, G. C. Glasgow, INVITED, Annual Meeting of the American Nuclear Society, San Diego, CA, June 20-24, 1993.

"Neutron Activation Analysis: An Overview", L. Robinson, DOE Nuclear Waste Round Robin 7, Colorado Springs, CO, August 30-31, 1993, INVITED

"Maximizing the Cold Neutron Flux from a Cf-252 Source", L. Robinson, E. Johnson, L. D. Robles, Thirty-Fourth ORNL/DOE Conference on Analytical Chemistry in Energy Technology, Gatlinburg, TN, October 5-7, 1993.

"Neutron Activation Analysis Facilities in the Advanced Neutron Source", L. Robinson, INVITED, Department of Nuclear Engineering Sciences, University of Florida, Gainesville, FL, March 17, 1994.

"Neutron Activation Analysis of High Purity Aluminum and Applications to On-Line Sorting of Aluminum Alloys", L. Robinson, ASME Aluminum Industry Workshop, Colorado Springs, CO, August 2-4, 1994.

"Nuclear Methods of Analysis in the Advanced Neutron Source", L. Robinson, F. F. Dyer, INVITED, Twenty-First Annual Conference of the Federation of Analytical Chemistry and Spectroscopy Societies, St. Louis, MO, October 2-7, 1994.

"Career and Collaborative Research Opportunities at Oak Ridge National Laboratory", L. Robinson, Langston University, Langston, OK, October 27-28, 1994.

"Standardization Problems in NAA Facilities Proposed for the ANS", L. Robinson, INVITED, Winter Meeting of the American Nuclear Society, Washington, D. C., November 13 - 17, 1994.

"Application of Nuclear Methods to Forensic Science", L. Robinson, Department of Chemistry, William Jewel College, Liberty, MO, March 29, 1995.

"Neutron Activation Analysis" and "Careers in Science and Engineering", L. Robinson, a series of lectures and panel discussions presented March 27-28, 1995, LeMoyne-Owen College, Memphis, TN. Black Executive Exchange Program (BEEP).

"Application of Delayed Neutron Analysis to Nuclear Nonproliferation Programs", L. Robinson, D. C. Glasgow, Ninth International Meeting on Modern Trends in Activation Analysis, Seoul, Korea, September 24-30, 1995.

"Neutron Activation Analysis of Ancient Bone", L. Robinson, J. P. Young, E. A. Jerde, D. C. Glasgow, American Chemical Society National Meeting, New Orleans, LA., March 24-28, 1996.

Panelist, "New Directions: Building Relationships and Expanding Opportunities with Minority Serving Institutions", United States Department of Commerce, Washington, D.C., September 23, 1999.

Panelist, Cooperative Ecosystems Studies Unit Network Meeting. United States Department of the Interior, Washington, D.C., June 22-23, 1999.

Panelist, "Working Together", Seventh Annual Department of Energy HBCU/MI Symposium. Miami, FL, March 16-17, 1999.

"Design and Testing of a Submersible Radon Detection System"
L. Robinson, W.C. Burnett, J. Weaver, and G. Kim, Methods and Applications of Radioanalytical Chemistry - V (Marc V), Kailua-Kona, Hawaii April 9-14, 2000.

"Biomonitoring and Biofiltration Studies Using Mosses and Lichens", A. Apeti, L. Robinson, D.C. Glasgow, Third International Symposium on Nuclear Analytical Chemistry, Halifax, Canada, June 11-14, 2001, (Invited).

"The Merging of Human and Ecosystems Dynamics in Coastal Zone Management", L. Robinson, M.A. Harwell, J.H. Gentile, C. Forthman, Third Meeting of the Coastal Environmental Science and Technology Panel of the U.S. – Japan Cooperative Program in Natural Resources, Yokasuka, Japan, July 17-19, 2002, (Invited).

Technical Meeting Organization

October 30 - November 1, 2006, Conference Co-Chair, National Oceanic and Atmospheric Administration Educational Partnership Program with Minority Serving Institutions, **4th Education and Science Forum**, Florida A&M University Tallahassee, Florida

May 8 – 10, 2003, Session Organizer Environmental Chemistry, Florida Section of the American Chemical Society. Orlando, FL.

March 30 – April 1, 2003, Conference Co-Chair, National Oceanic and Atmospheric Administration's "Fourth Expanding Opportunities Conference on Oceanic and Atmospheric Sciences," Tallahassee, FL.

2001 – 2003, Member, Technical Program Committee Sixth International Conference on Methods and Applications of Radioanalytical Chemistry, Kailua-Kona, Hawaii April 6-11, 2003.

May 10-11, 2001, Session Organizer Environmental Chemistry, Florida Section of the American Chemical Society. Orlando, FL.

April 1-3, 2001, Session Moderator National Oceanic and Atmospheric Administration's Expanding Opportunities Conference, Jackson, MS.

November 12-16, 2000, Session Chairperson, "Medical and Industrial Applications of Cf-252, American Nuclear Society International Winter Meeting, Washington, D.C.

November 12-16, 2000, Session Chairperson, "Neutron Detection, Spectrometry, and Dosimetry" American Nuclear Society International Winter Meeting, Washington, D.C.

March 16-17, 2000, Conference Co-Chairperson, Department of Energy's Biotechnological Oceans Margin Program, Tallahassee, FL.

November 14-18, 1999, Session Chairperson, "Role of Neutron Activation Analysis in the Certification of Reference Materials", American Nuclear Society Annual Meeting, Long Beach, CA.

April 19-23, 1999, Session Chair, "Facilities for NAA", Tenth International Conference on Modern Trends in Activation Analysis. NIH, Bethesda, MD.

November 9-13, 1997, Session Chair, "Environmental Assessment", 43rd Annual Conference on Bioassay, Analytical, and Environmental Radiochemistry. Charleston, S.C.

June 19 – 23, 1994, Session Organizer and Chair: "Automation in Nuclear Analytical Methods", Annual Meeting of the American Nuclear Society, New Orleans, LA.

June 10-14, 1990, Co-organizer and co-chairman, "Use of Artificial Intelligence and Expert Systems in Research Reactors and Nuclear Methods of Analysis", American Nuclear Society Annual Meeting, Nashville, TN.

November 26-December 1, 1989., Co-organizer, "Analytical Chemists and the Other ANS: The Advanced Neutron Source" American Nuclear Society Annual Meeting, San Francisco, CA.

Honors and Awards

2014, Tallahassee Urban League Legend Awardee.

2014, C.K. Steele Foundation Community Service Award.

2014, Florida A&M University Distinguished Professor.

2014, Finalist, Greater Tallahassee Chamber of Commerce Leader of the Year

2013, Cherry Hall Alexander African American History Calendar Honoree

2011, Florida A&M University, Environmental Sciences Institute, Distinguished Scientist Award.

2010, University of Memphis College of Arts & Sciences Outstanding Alumni Award.

2009, Florida A&M University, Environmental Sciences Institute Outstanding Faculty Award.

2007, Florida A&M University, Leadership Award.

2004, American Lung Association Tallahassee, FL, Community Service Award.

2003, Florida A&M University, The Ralph J. Bunche Award for International Achievement.

2002, Florida A&M University Special Recognition Award, "Exceptional Contribution to the Area of Grantsmanship."

1996, Distinguished Citizenship Award, Citizens for a Better Anderson County.

1994, Outstanding Community Service Award, Martin Marietta Energy Systems.

1994, Lockheed-Martin Energy Systems, Five Consecutive Years of Perfect Attendance Award.

1993, Nominated by Martin Marietta Energy Systems for National Point of Light Award.

1992, Citizen of the Year Award, Omega Psi Phi Fraternity, Inc. Zeta Gamma Gamma Chapter.

1992, Outstanding Scientific Achievement Award, East Tennessee Chapter, National Organization of Black Chemists and Chemical Engineers.

1991, Distinguished Service Award, NAACP, Oak Ridge, Tennessee Branch.

1991, Certificate of Appreciation, Oak Ridge National Laboratory Office of University and Education Programs.

1985, Outstanding Young Men of America.

1979, Outstanding Scholarship and Leadership Award, American Institute of Chemists Tennessee Division.

1979, Chi Beta Phi Honorary Scientific Fraternity.

1979, Phi Kappa Phi National Honor Society.

Summary of Key Contract Terms

Parties:

Florida Agricultural and Mechanical University Board of Trustees and Dr. Larry Robinson

Term:

September 15, 2016 - September 14, 2017, or upon the appointment, arrival and Board of Governors' confirmation of a permanent president, whichever occurs sooner. Any renewals or extensions of this agreement requires a majority vote of the Board and the written consent of Interim President.

Compensation:

- Annual base salary of \$385,000. Any amount of the aforementioned annual base salary in excess of the amount authorized by the Florida Legislature shall be paid by the Florida A&M University Foundation, Inc. or other available sources.
- Miscellaneous including: eligibility to participate in standard benefits for executive service employees (e.g. health care, short-term and long-term disability, life insurance programs, retirement plans, deferred compensation plans, tax-deferred savings plans, flexible spending accounts, and annual and sick leave); six-month sabbatical, which will be reduced by three months, for resignation within the first six months; \$3,500 monthly as a supplemental housing allowance to be paid by the FAMU Foundation; and \$1,200 monthly automobile allowance to be paid by the FAMU Foundation.

Termination:

The Board may terminate with cause for misconduct identified in the agreement (including, felony charges or other crimes involving misappropriation of University funds; fraudulent actions or involving material dishonesty or moral turpitude; gross negligence, nonfeasance or willful malfeasance materially harming the University; etc.). The Interim President's employment will cease without any entitlement to future compensation.

The Board may also terminate without cause, at a date it determines, and the Interim President may then return to his tenured faculty position as a "Distinguished Professor" in the School of the Environment at the his pre-existing salary of \$203,000.

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

November 3, 2016

SUBJECT: Confirmation of Appointment of the President for University of West Florida

PROPOSED BOARD ACTION

Confirm the appointment of Dr. Martha Saunders as the president of the University of West 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 15, 2016, the Board of Trustees of the University of West Florida appointed Dr. Martha Saunders to serve as the president of the university. University of West Florida Board of Trustees Chair Lewis Bear, Jr., requested confirmation of the appointment by the Board of Governors. Dr. Saunders most recently served as the Provost and Vice President of Academic Affairs at the University of West Florida from January 2013 to the present.

The University of West Florida provided the following documents for review:

- (1) Letter from University of West Florida Board of Trustees Chair
- (2) Resolution of University of West Florida adopted September 15, 2016, describing search process and setting forth Search Committee Members and Search Criteria
- (3) Search Timeline
- (4) Presidential Search Prospectus
- (5) Position Advertisement
- (6) Letter of Application and Curriculum Vitae
- (7) References for Dr. Martha Saunders
- (8) Key Contract Terms and Sibson Study of March 1, 2016

The selection is pending confirmation by the Board of Governors.

-
- Supporting Documentation Included:**
1. Letter from University of West Florida Board of Trustees Chair
 2. Resolution of University of West Florida adopted September 15, 2016, describing search process and setting forth Search Committee Members and Search Criteria
 3. Search Timeline
 4. Presidential Search Prospectus
 5. Position Advertisement
 6. Letter of Application and Curriculum Vitae
 7. References for Dr. Martha Saunders
 8. Key Contract Terms and Sibson Study of March 1, 2016

Facilitators/Presenters:

Thomas G. Kuntz, Chair, Board of Governors
Lewis Bear, Jr., Chair, University of West Florida Board of Trustees



Board of Trustees
11000 University Parkway
Pensacola, FL 32514-5750

September 30, 2016

Mr. Thomas G. Kuntz,
Chairman
Florida Board of Governors
325 W. Gaines Street
Tallahassee, Florida 32399

Re: Confirmation of University of West Florida President-elect, Dr. Martha Saunders

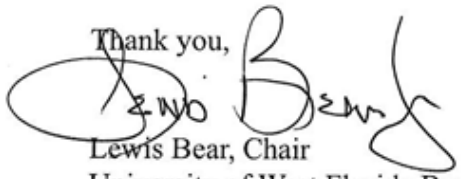
Dear Mr. Kuntz:

On September 15, 2016, the University of West Florida Board of Trustees unanimously adopted its resolution appointing Dr. Martha Saunders as the University of West Florida's 6th President. I am pleased to request the Board of Governor's final confirmation of Dr. Saunders as the President of the University of West Florida, as required by BOG Regulation 1.001(5)(c). In submitting this request, and as the Chairman of the Board of Trustees, I thank you for your advice and support during the search, and thank Board of Governors member Dan Doyle for serving as an active member of the University of West Florida Presidential Search Committee.

In our search, the University of West Florida Board of Trustees and Search Committee sought to recruit a proven leader of excellence and integrity who would possess strong academic credentials sufficient to engender the respect of the University's students, the Academy, alumni and the community at large; demonstrate an unwavering commitment to scholarship, learning and discovery; possess extensive senior-level executive experience and higher education, business, government and political acumen; show a strong record of accomplishment; and possess both the ability to work within complex, multifaceted systems and the vision to deal with the dramatic challenges of the ongoing transformation of higher education. We are confident that we have selected a new President who fully reflects these characteristics.

As Chair of the Board of Trustees of the University of West Florida, I respectfully request confirmation of Dr. Saunders at your November 3, 2016 meeting. Attached is the additional information required by the Board of Governors. I hope you and Board of Governors General Counsel, Vikki Shirley, will feel free to contact me and University of West Florida General Counsel Patricia Lott, if we can answer any questions. Dr. Saunders and I look forward to seeing you on November 3rd.

9.29.16

Thank you,

Lewis Bear, Chair
University of West Florida Board of Trustees

Cc: Dr. Martha Saunders
Vikki Shirley, Esq.
Patricia Lott, Esq.

Attachments:

- Attachment 1: Resolution of University of West Florida adopted September 15, 2016, describing search process and setting forth Search Committee Members and Search Criteria
- Attachment 2: Search Timeline
- Attachment 3: Presidential Search Prospectus
- Attachment 4: Position Advertisement
- Attachment 5: Letter of Application and CV of Dr. Martha Saunders
- Attachment 6: References for Dr. Martha Saunders
- Attachment 7: Key Contract Terms and Sibson Study of March 1, 2016.

9.29.16

Attachment 1

Resolution of the UWF Board of Trustees adopted September 15, 2016, describing Search Process and setting forth Search Committee Members and Search Criteria.



Board of Trustees Resolution of Appointment

Number:	2016-6	
Subject:	University of West Florida Board of Trustees' Selection of the 6th President of the University of West Florida	
Date:	September 15, 2016	

WHEREAS, on December 10, 2015, Lewis Bear, Jr., Chair of the University of West Florida Board of Trustees (the "Board"), recommended a Presidential Search Committee for approval by the Board, and Board Vice Chair, Mort O'Sullivan, was appointed to Chair the 20-member Presidential Search Committee. The Search Committee represented a wide range of University stakeholders with significant personal and professional accomplishments, all of whom are listed on [Attachment 1](#) to these Resolutions; and

WHEREAS, the Search Committee, assisted by an experienced search consultant, Greenwood/Asher & Associates, Inc., conducted a national search for the 6th President of the University of West Florida; and

WHEREAS, building on robust outreach conducted and comprehensive search criteria developed in February and March 2016, the Search Committee again conducted outreach in April 2016 to UWF faculty, students, staff, alumni, donors, business and community leaders and other stakeholders to obtain their input on updating search criteria to reflect the needs and objectives of the University; and

WHEREAS, the Search Committee, considering that input, approved search criteria on April 25, 2016 and recommended their adopted search criteria to the Board on June 15, 2016, (a copy of which is [Attachment 2](#) to these Resolutions); and

BOT Resolution 2016.6
9.15.2016

WHEREAS, the Search Committee conducted outreach in August and September 2016 to UWF faculty, students, staff, alumni, donors and community stakeholders on questions for candidates tied to the approved search criteria and the Search Committee considered that input in developing questions for candidates; and

WHEREAS, in August 2016, the Search Committee reviewed the applications against the search criteria and invited eighteen accomplished candidates to interview with the Search Committee in Pensacola, Florida, on August 29, 30, and 31, 2016, after which the Search Committee recommended eight candidates for further referencing. On September 6, the Search Committee met and recommended that four of the eight candidates be invited to participate in on-campus interviews and activities to be held on September 11, 12, 13, and 14, 2016. Each of these candidates participated in open forums with faculty, staff, students and community members, the Search Committee, and Community Leaders, and in interviews with the Board. On September 15, 2016, the Search Committee met and referred 4 unranked candidates to the Board for final consideration; and

WHEREAS, the Board has interviewed the finalists, received feedback from the Search Committee interviews and campus visits, and evaluated the qualifications of the finalists referred to the Board by the Search Committee under the search criteria; and

WHEREAS, appropriate due diligence has been conducted; and

WHEREAS, the Board has previously approved a Compensation and Contract Recommendation and Policy statement prepared by the Board's Compensation and Contract Committee based on their review of data presented by outside expert, Sibson Consulting, in its March 1, 2016 report and based on information publically available for the universities within the State University System of Florida; and

WHEREAS, the Board has previously approved a form contract for the President and wishes to authorize the Chair to finalize negotiations with the named candidate and to execute the contract in substantially the form approved with such modifications as may be acceptable to both parties and which are not inconsistent with the Compensation and Contract Committee Recommendation and Policy Statement; and

NOW, THEREFORE, the University of West Florida Board of Trustees, at a duly called meeting, is hereby exercising its authority to select the next President of the University of West Florida and does hereby adopt the following resolutions:

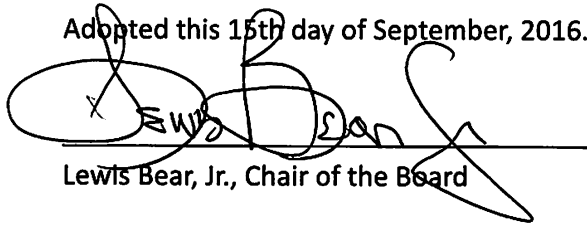
BOT Resolution 2016.6
9.15.2016

RESOLVED: That Dr. Martha Saunders, is hereby selected and appointed as the 6th President of University of West Florida, subject to successful completion of a background screen and subject to confirmation by the Florida Board of Governors as required by law, and further subject to the execution of a binding Employment Agreement with the University of West Florida Board of Trustees.

BE IT FURTHER RESOLVED: That the Chair of the Board is hereby authorized to submit a report on the search process and a request for confirmation to the Board of Governors.

BE IT FURTHER RESOLVED: That the Board hereby authorizes the Chair to finalize negotiations with the named candidate and to execute the contract in substantially the form previously approved with such modifications as may be acceptable to both parties and which are not inconsistent with the Compensation and Contract Committee Recommendation and Policy Statement.

Adopted this 15th day of September, 2016.

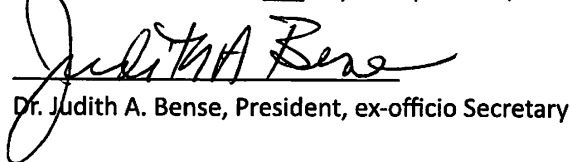


Lewis Bear, Jr., Chair of the Board

CERTIFICATE OF THE CORPORATE SECRETARY

The undersigned President of the University of West Florida and Corporate Secretary of the University of West Florida Board of Trustees, does hereby certify that the attached resolution is a true and accurate copy as adopted by the University of West Florida Board of Trustees on September 15th, 2016, as such resolution appears in the official records of the Board of Trustees.

IN WITNESS WHEREOF, I hereunto set my hand and the official seal of the University of West Florida Board of Trustees this 15th day of September, 2016.



Dr. Judith A. Bense, President, ex-officio Secretary

BOT Resolution 2016.6
9.15.2016



University of West Florida

Presidential Search Committee Members

- Mort O’Sullivan, Chair
- C. Wayne Ansley
- Kenneth “KC” Clark
- Jason Crawford
- Dr. Pamela Dana
- Dan Doyle, Jr.
- Dr. Athena du Pre’
- Dr. Rick Harper
- Clay Ingram
- Dr. Steven J. Kass
- Dr. Scott Keller
- Dr. Eric Kollar
- J. Collier Merrill
- Jay S. Patel
- Steve Riggs
- Bentina C. Terry
- Christopher Thrasher
- Garrett Walton
- Dr. Pat Wentz
- Dr. P.C. Wu

THE POSITION

THE OPPORTUNITIES FOR SUCCESS FOR THE UNIVERSITY AND THE PRESIDENT ARE NUMEROUS. THE PRESIDENT WILL CONTINUE TO ENSURE THAT THE UNIVERSITY IS DEDICATED TO HELPING STUDENTS REALIZE THEIR FULL POTENTIAL. UWF FAVORS SMALL CLASS SIZES WITH QUALITY TEACHER-SCHOLARS WHO DELIVER PERSONALIZED, HANDS-ON LEARNING AND LEADERSHIP OPPORTUNITIES. THE UNIVERSITY OFFERS A DYNAMIC LEARNING ENVIRONMENT THAT INSPIRES INNOVATION, CREATIVITY AND COLLABORATION AND IS FOCUSED ON STUDENT SUCCESS. THERE IS ALSO THE OPPORTUNITY TO DEVELOP NEW PARTNERSHIPS THROUGHOUT THE NORTHWEST FLORIDA REGION, AND MAXIMIZE THE UNIVERSITY'S ROLE AS A REGIONAL ECONOMIC DRIVER.



UNIVERSITY of WEST FLORIDA

LEADERSHIP AND VISION

- Articulate and execute visionary leadership to ensure that UWF becomes a first-choice university;
- Collaborate with the provost and faculty to foster excellence in teaching, scholarship, research and academic vision to ensure the University is at the forefront of emerging, positive trends in higher education;
- Broaden the geographic reach of student recruitment and retention, and achieve exceptional enrollment growth;
- Act as the principal spokesperson for the University, promoting the unique cultural, educational and professional context of the University to enhance its standing within the State and the nation;
- Maintain and elevate UWF as a prominent leader in Northwest Florida while fostering a vision and plan for UWF to obtain southeastern regional and national recognition and status;
- Demonstrate statesmanship and high political acumen;
- Lead the University, with deliberateness, toward the Florida Legislature's emerging preeminent status;
- Engage and cultivate meaningful relationships with the alumni and community;
- Serve as a communication link between stakeholder groups on campus and within the community at large; and
- Play a leadership role in setting the region's K12 education development strategies.



UNIVERSITY *of* WEST FLORIDA

MANAGEMENT

- Hire talented and diverse personnel, delegating appropriately and requiring accountability, building an effective leadership team that follows the mission and vision of the University;
- Develop and maintain a rapport with members of the University community including faculty, staff, students, alumni and the community at large;
- Practice shared governance through policy, procedures and implementing best practices;
- Demonstrate sound fiscal leadership in managing the financial resources of the University;
- Devise and implement a plan to increase student and community activities on campus; and
- Promote a culture of diversity and inclusiveness on campus in all matters associated with the University.

RESOURCE DEVELOPMENT

- Actively seek out new funding sources, internally and externally;
- Engage the alumni, community and State to marshal support for the University;
- Commit to, and understand the value of, a strong athletics program;
- Partner with business leaders of Northwest Florida to ensure a thriving region;
- Work to continue to enhance relationships with community leaders;
- Advocate, and demonstrate political savvy in working with, the Board of Governors and the State legislature to secure new funding for the University;
- Achieve funding growth by means of Florida's performance funding metrics;
- Recruit faculty with established funded research agendas and teaching excellence;
- Establish and maintain centers of recognized academic excellence; and
- Elevate and advance donor development and relations, and University fundraising.



UNIVERSITY of WEST FLORIDA

MINIMUM QUALIFICATIONS

The preferred candidate should possess academic credentials sufficient to engender the respect of the University's students, the Academy, alumni and the community at large. While demonstrating an unwavering commitment to scholarship, learning and discovery, the next president should also possess extensive senior-level executive experience evidencing: strong leadership qualities; higher education, business, government and political acumen; accomplishment; the ability to work within complex, multifaceted systems; and the vision to deal with the dramatic challenges of the ongoing transformation of higher education. The successful candidate will embrace excellence and integrity and exhibit the abilities required to cultivate and implement the change necessary to ensure the future success of UWF.

PREFERRED CHARACTERISTICS

- Executive experience in higher education;
- An earned terminal degree or career experience deemed equivalent or superior.
- Record of achievement as a visionary leader with the ability to move an institution forward and inspire the campus and community at large;
- Experience in securing funding from multiple sources, including Florida's performance-based funding metrics;
- Demonstrated success in developing and executing strategies for the betterment of the University;
- Ability to prioritize funding needs across the University;
- Have the courage to make necessary decisions to move the University into the Florida Legislature's emerging preeminent university status;
- Embrace a culture of shared governance;
- Proven record of innovation and program implementation;
- A role model with high integrity, honesty and resilience; and
- A bold leader who is visible and approachable on campus and in the community.



Attachment 2

Search Timeline.



TIMELINE FOR SELECTION OF President

Revised by UWF Presidential Search Committee 7/22/16

Revised by Greenwood/Asher & UWF Staff 8/4/16

Meeting Location & Time Revisions made by Becky Luntsford 8/19/16

DATE/TIME	OBJECTIVE	RESPONSIBILITY
December 10, 2015, 9:00 am BOT Meeting UWF Conference Ctr. Bldg. 22	Presidential Search Committee Appointed by UWF Board of Trustees (BOT).	UWF Board of Trustees
February 1, 2016, 9:00 am UWF Conference Ctr. Bldg. 22	FIRST MEETING with Presidential Search Committee to discuss timeline; begin development of search procedure; and appoint two subcommittees. One subcommittee to research search firms and a second subcommittee to develop leadership statement/position profile & position description. <i>(Public Meeting/No Webcast)</i>	Presidential Search Committee
February 15, 2016, 9:00 am UWF Alumni Room, Bldg. 12	Conference call or meeting to review search firms & review search firm proposals in preparation of selecting a SEARCH FIRM. <i>(Public Meeting/No Webcast)</i>	Search Firm Selection Subcommittee
February 22, 2016, 9:00 am UWF Alumni Room, Bldg. 12	Conference call or meeting to select SEARCH FIRM for recommendation to Presidential Search Committee. <i>(Public Meeting/No Webcast)</i>	Search Firm Selection Subcommittee
February 22, 2016, 10:30 am UWF Alumni Room, Bldg. 12	Conference call or meeting to approve SEARCH FIRM. <i>(Public Meeting/No Webcast)</i>	Presidential Search Committee
March 1, 2016, 9:00 am BOT Committee Meetings UWF Conference Ctr. Bldg. 22	Presidential Search Committee Report presented to BOT.	Search Committee Chair
March 7, 2016, 9 am – 4 pm March 8, 2016, 10 am – 3 pm UWF Commons Auditorium, Bldg. 22	OPEN FORUM MEETINGS with Greenwood/Asher & Associates [SEARCH FIRM], UWF Board of Trustees, Presidential Search Committee and various campus and off-campus constituency groups to discuss search process, expectations of qualified candidates as well as position requirements, timeline and goals for new President. <i>(Public Meetings / Webcast on 3/7/16 only)</i>	UWF Board of Trustees, Presidential Search Committee, UWF Campus, Community and Greenwood/Asher & Associates [SEARCH FIRM]
March 24, 2016, 9:00 am BOT Mtg @UWF Emerald Coast Campus	Presidential Search Committee Report presented to BOT.	Search Committee Chair

DATE/TIME	OBJECTIVE	RESPONSIBILITY
<p>April 18, 2016, 8:30 am UWF Alumni Room, Bldg. 12</p>	<p>Conference call for subcommittee & Greenwood/Asher & Associates Search Firm to finalize position description: using guidelines & input from the BOT and UWF campus and the community; and schedule publication & placements of advertisements announcing the position. (Public Meetings/No Webcasts)</p>	<p>Presidential Position Profile Subcommittee, Greenwood/Asher & Associates</p>
<p>April 25, 2016, 8:30 am UWF Alumni Room, Bldg. 12</p>	<p>Conference call or meeting to finalize position description. (Public Meeting/No Webcast)</p>	<p>Presidential Position Profile Subcommittee, Presidential Search Committee and Greenwood/Asher & Associates</p>
<p>May, June, July 2016</p>	<p>Position advertised in higher education publications/websites.</p> <p>Candidate identification will proceed through Presidential Search Committee and UWF faculty and staff nominations, advertising, correspondence, and direct recruiting by the Search Committee and Greenwood/Asher & Associates Search Firm to identify qualified candidates interested in the position.</p>	<p>Presidential Search Committee, Greenwood/Asher & Associates</p>
<p>May 25, 2016, 9:00 am UWF Alumni Room, Bldg. 12</p>	<p>-FIRST SEARCH UPDATE Conference call meeting to be provided to the Presidential Search Committee by Greenwood/Asher & Associates Search Firm. (Public Meeting/No Webcast)</p>	<p>Presidential Search Committee, Greenwood/Asher & Associates</p>
<p>June 15, 2016, 9:00 am BOT Meeting UWF Conference Ctr. Bldg. 22</p>	<p>Presidential Search Committee report presented to BOT.</p>	<p>Search Committee Chair</p>
<p>June 23, 2016, 9:00 am UWF Alumni Room, Bldg. 12</p>	<p>SECOND SEARCH UPDATE Conference call meeting to be provided to the Presidential Search Committee by Greenwood/Asher & Associates Search Firm. (Public Meeting/No Webcast)</p>	<p>Presidential Search Committee, Greenwood/Asher & Associates</p>
<p>July 22, 2016, 9:00 am UWF Alumni Room, Bldg. 12</p>	<p>THIRD SEARCH UPDATE Conference call meeting to be provided to the Presidential Search Committee by Greenwood/Asher & Associates Search Firm. (Public Meeting/No Webcast)</p>	<p>Presidential Search Committee, Greenwood/Asher & Associates</p>

DATE/TIME	OBJECTIVE	RESPONSIBILITY
<p>August 1 - 15, 2016</p> <p>August 15, 2016</p> <p>August 16, 2016, 9:00 am–5:00 pm UWF Conference Ctr. Bldg. 22</p> <p>August 29, 2016, 7 am – 7 pm August 30, 2016, 7 am – 7 pm August 31, 2016, 7 am – 7 pm UWF Conference Ctr. Bldg. 22 <i>Interview Schedule to be Determined</i></p> <p>August 30 – Sept. 5, 2016</p>	<p>Presidential Search Committee will receive and review applications and all candidate materials submitted to date for consideration.</p> <p><i>Date for Best Consideration.</i></p> <p><i>Meeting</i> for Presidential Search Committee to:</p> <ul style="list-style-type: none"> • Develop short list of candidates for interviews; • Develop list of questions for reference checks; and • Develop list of questions for interviews. <p><i>(Public Meeting/No Webcast)</i></p> <p>Presidential Search Committee to conduct face-to-face first round of interviews of candidates identified on the short list. <i>(Public Meeting/No Webcast)</i></p> <p>Candidate references checked.</p>	<p>Presidential Search Cmte., Greenwood/Asher & Associates</p> <p>Greenwood/Asher & Assoc.</p> <p>Presidential Search Cmte., Greenwood/Asher & Associates</p> <p>Presidential Search Cmte., Greenwood/Asher & Associates</p> <p>Presidential Search Cmte., Greenwood/Asher & Assoc.</p>
<p>September 6, 2016, 9:00 am – 11:00 am UWF Alumni Room, Bldg. 12</p> <p>Sept. 12, 2016, 7 am – 5 pm Sept. 13, 2016, 7 am – 3 pm Sept. 14, 2016, 7 am – 3 pm UWF Conference Ctr. Bldg. 22 <i>Interview Schedule to be Determined</i></p> <p>September 12, 13 & 14, 2016</p> <p>September 15, 2016, 9:00 am UWF Bldg. 82, Rm. 224 – Music Hall</p> <p>September 15, 2016 <i>(Immediately Following the Search Committee meeting)</i> UWF Bldg. 82, Rm. 224 – Music Hall</p>	<p><i>Meeting</i> for Presidential Search Committee to:</p> <ul style="list-style-type: none"> • Review references provided by Greenwood/Asher Search Firm; and • Select at least (3) unranked recommended candidates for on-campus interviews. <p><i>(Public Meeting/No Webcast)</i></p> <p>The final candidates' on-campus interviews, to be arranged with the advice and assistance of the Greenwood/Asher & Associates Search Firm. <i>(Public Meeting/No Webcast)</i></p> <p><i>UWF Board of Trustees may conduct interviews of the final candidates (if desired) during each candidate's visit.</i></p> <p>Survey sent to Search Committee & UWF Campus Community following each final candidate's interview. Feedback will be compiled, tabulated & provided to Search Committee at Sept. 15th meeting.</p> <p><i>Conference Call or Meeting</i> of the Presidential Search Committee to prepare presentation of at least (3) unranked candidates for consideration by the BOT. <i>(Public Meeting/Webcast)</i></p> <p><i>Special Meeting of the UWF Board of Trustees.</i> Presidential Search Committee to present (3) unranked candidates to the Board. <i>(Public Meeting/Webcast)</i></p> <p>UWF Board of Trustees to select a new President.</p>	<p>Presidential Search Cmte, Greenwood/Asher & Associates</p> <p>Presidential Search Committee, UWF Board of Trustees, Campus and Constituency Groups and Greenwood/Asher & Associates</p> <p>Greenwood/Asher & Associates and UWF Staff</p> <p>Presidential Search Cmte., Greenwood/Asher & Assoc.</p> <p>Search Committee Chair and UWF Board of Trustees</p>

Attachment 3

Presidential Search Prospectus.



UNIVERSITY *of* WEST FLORIDA

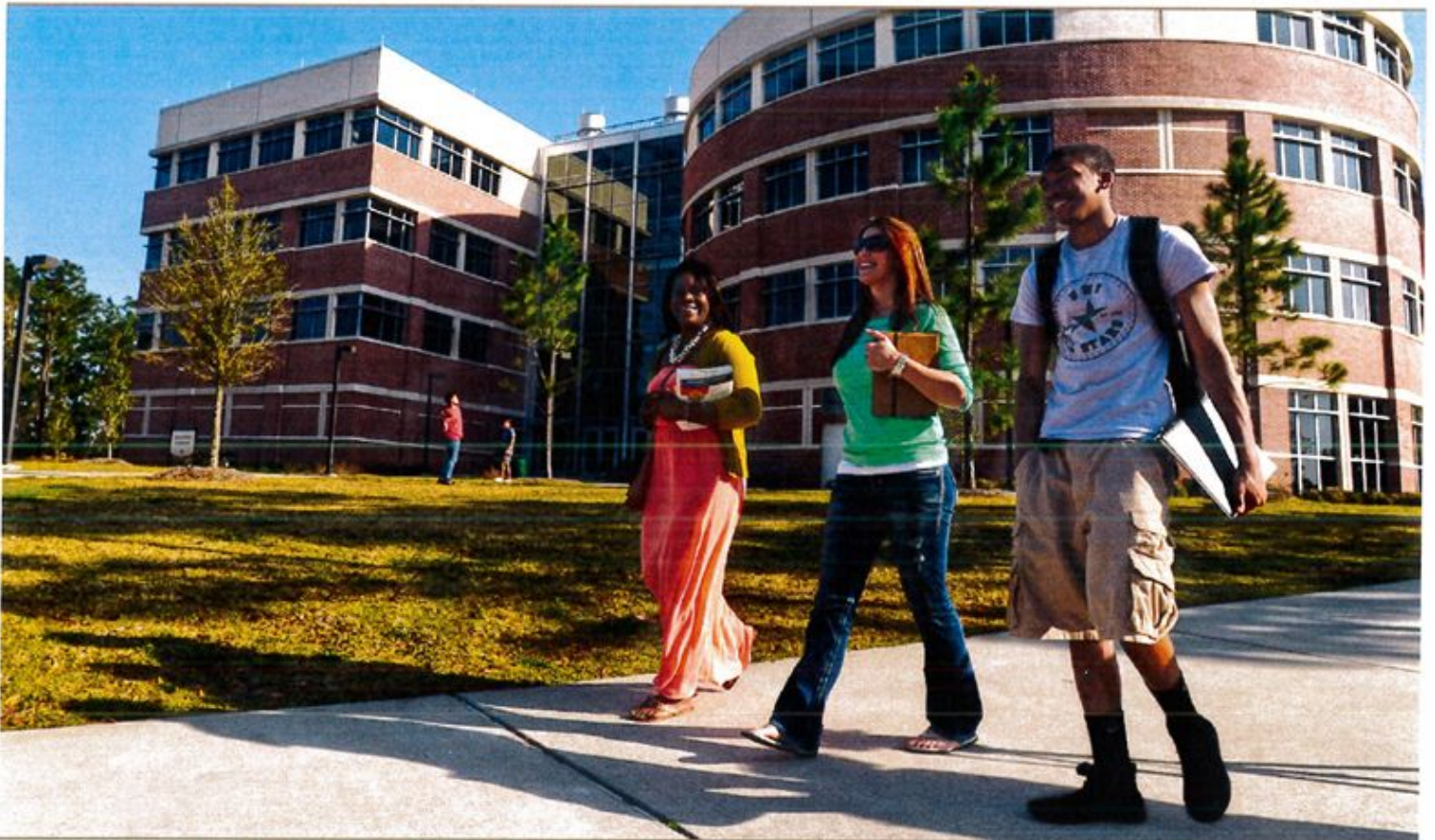
PRESIDENTIAL SEARCH

UNIVERSITY *of* WEST FLORIDA

ABOUT THE UNIVERSITY OF WEST FLORIDA

FOUNDED IN 1963, THE UNIVERSITY OF WEST FLORIDA IS A VIBRANT, DISTINCTIVE INSTITUTION OF HIGHER LEARNING WITH UNDERGRADUATE, GRADUATE AND TARGETED RESEARCH PROGRAMS. WITH MULTIPLE LOCATIONS IN NORTHWEST FLORIDA, THE UNIVERSITY SERVES A STUDENT POPULATION OF MORE THAN 12,000.

Dedicated to helping students realize their full potential, UWF favors small class sizes with quality teacher-scholars who deliver personalized, hands-on learning and leadership opportunities. The university offers a dynamic learning environment that inspires innovation, creativity and collaboration and is focused on student success.



UNIVERSITY of WEST FLORIDA

ABOUT THE UNIVERSITY OF WEST FLORIDA

MISSION

UWF's mission is to provide students with access to high-quality, relevant, and affordable undergraduate and graduate learning experiences; to transmit, apply, and discover knowledge through teaching, scholarship, research, and public service; and to engage in community partnerships that respond to mutual concerns and opportunities and that advance the economy and quality of life in the region.

UWF is committed to planning and investing strategically to enhance student access and educational attainment; to build on existing strengths and develop distinctive academic and research programs and services that respond to identified regional and state needs; and to support highly qualified faculty and staff who engage students in rigorous, high-impact, student-oriented learning experiences that enhance personal and professional development and empower alumni to contribute responsibly and creatively to a complex 21st century global society.

VISION

The University of West Florida aspires to be widely recognized as a model of excellence and relevance, sought out as a distinctive intellectual and cultural center, valued as an engaged partner, and acclaimed for being "different by design."

VALUES

UWF's institutional values, shared by students, faculty, and staff, make the University a great place to learn and to work. UWF is committed to maintaining policies and practices and pursuing initiatives congruent with these articulated values.



2012-2017 UWF STRATEGIC PLAN

ON JUNE 14, 2012, THE UNIVERSITY OF WEST FLORIDA BOARD OF TRUSTEES ADOPTED AN UPDATED STRATEGIC PLAN FOR 2012-2017 ALIGNED WITH UWF'S MISSION, AS WELL AS WITH THE BOARD OF GOVERNORS' STRATEGIC PLAN FOR THE STATE UNIVERSITY SYSTEM OF FLORIDA. BETWEEN 2010 AND 2012, UWF ENGAGED IN A RANGE OF ACTIVITIES TO BETTER UNDERSTAND THE NATIONAL, STATE AND REGIONAL CONDITIONS THAT HAVE AN IMPACT ON THE UNIVERSITY'S WORK AND FUTURE.



2012-2017 STRATEGIC PLAN
University Values & Strategic Directions



1 STUDENT SUCCESS

UWF's core commitment is to students and their success. Student success begins with student access to and choice of the University; includes purposeful curricular and co-curricular support for timely progression and achievement; and results in alumni who are empowered to live successfully and contribute responsibly and creatively to a complex, multicultural world.

PRIORITY 1.1

Foster student learning and development to include the knowledge, skills and dispositions that optimize students' prospects for personal and professional success.

PRIORITY 1.2

Facilitate students' access to and choice of the University of West Florida to meet their higher education needs.

PRIORITY 1.3

Improve student persistence and timely progression to degree attainment.



2 TEACHING AND RESEARCH

UWF is committed to delivering an optimal mix of high-quality programs to meet regional and state needs. UWF will build on its strengths through strategic planning and investment in innovative instruction, high-quality faculty and relevant scholarship to move academic and research programs to greater levels of quality, relevance and distinction.

PRIORITY 2.1

Respond to the changing needs of the region, state and nation by investing strategically to support innovative instruction and high-quality, relevant and distinctive academic and research programs.

PRIORITY 2.2

Recruit, support, retain and recognize dedicated, high-quality faculty who advance the mission, vision and values of the University.

PRIORITY 2.3

Build a vibrant culture of scholarship and research that aligns with UWF's strengths and capacities and supports UWF's mission, vision and values.



3 PARTNERSHIPS

UWF is committed to enhancing the quality of life of the citizens and communities the University serves through community service and engagement. UWF will establish mutually beneficial, productive and sustainable relationships and networks with alumni and other partners to advance educational, cultural and economic development.

PRIORITY 3.1

Develop, cultivate, assess and sustain a network of mutually beneficial community partnerships.

PRIORITY 3.2

Advance the economy and quality of life in the region through partnerships with the citizens, businesses, organizations and communities UWF serves.

PRIORITY 3.3

Expand community awareness, visibility and support of UWF through its mutually beneficial partnerships.



4 CULTURE OF EXCELLENCE

UWF is committed to maintaining excellent support services and efficient operations provided by high-quality, dedicated staff, revitalizing and expanding its physical and fiscal infrastructure to support the attainment of institutional priorities and accounting for the use of funds in a manner that advances the mission, vision and values of the University.

PRIORITY 4.1

Support and sustain the high-quality services and infrastructure needed to achieve identified UWF priorities.

PRIORITY 4.2

Recruit, develop, retain and recognize dedicated, high-quality staff members who advance the mission, vision and values of the University.

PRIORITY 4.3

Maximize the acquisition and deployment of resources, and strategically align and integrate planning, budgeting, assessment and continuous improvement efforts.

FACTS & FIGURES: 2015-2016 Academic Year

ENROLLMENT - FALL 2015

UNDERGRADUATE
HEADCOUNT
10,200

GRADUATE
HEADCOUNT
2,598

TOTAL
HEADCOUNT
12,798

Enrollment data are preliminary and based on IPEDS definition as reported on or before Oct. 15 of each year. These data are used for comparison data to other IPEDS submitters. Exclusions to the IPEDS enrollment data are those students who are dual enrolled, auditing, unclassified under the age of 18, and those students who are enrolled but for no credit.

UWF'S REPUTATION FOR PROVIDING PERSONAL ATTENTION

CLASS SIZE AVERAGE FRESHMEN (1000-level courses)	CLASS SIZE AVERAGE LOWER-LEVEL	CLASS SIZE AVERAGE UPPER-LEVEL
34	39	23

Class sizes are based on the Pensacola campus. Freshman-level courses are those that are identified as 1000-level courses. Lower-level courses are those that are identified as 1000- or 2000-level courses. Upper-level courses are those that are identified as 3000- or 4000-level courses.

Pensacola Campus Classrooms

87%
HOLD LESS THAN
60
Students

8%
HOLD BETWEEN
60 & 99
Students

3%
HOLD BETWEEN
100 & 169
Students

AVERAGE
STUDENT TO FACULTY
RATIO
22:1

TUITION & FEES

	Undergraduate (Per Credit Hour)	Graduate (Per Credit Hour)
Florida Resident	\$211.87	\$372.91
Alabama Resident	\$316.87	\$477.91
Non-Florida Resident	\$641.26	\$1,032.55

2015-2016 Academic Year

Differential Out-Of-State Tuition

The University of West Florida has been authorized to offer qualified residents of Alabama a special out-of-state tuition rate. Qualification is based upon documented evidence of legal residence in the State of Alabama for at least 12 months prior to the first day of classes.

UNIVERSITY of WEST FLORIDA



8 NATIONAL CHAMPIONSHIPS

321
ALL-AMERICANS

13 GSC WOMEN'S ALL-SPORTS TROPHIES | **5 GSC** MEN'S ALL-SPORTS TROPHIES



WINNER OF THE FIRST TWO
GSC OVERALL
ALL-SPORTS TROPHY

88 CONFERENCE CHAMPIONSHIPS
MOST ALL-TIME IN GSC HISTORY

9 NATIONAL PLAYERS-OF-THE-YEAR

ARGONAUT FOOTBALL COMING FALL 2016



UWF LOCATIONS



PENSACOLA CAMPUS

The UWF Pensacola campus spans 1,600 acres and is located just minutes away from historic Pensacola and some of the world's most beautiful beaches. It features state-of-the-art facilities, comfortable residence halls and a beautiful landscape that offers a variety of recreational activities.

11000 University Parkway
Pensacola, FL 32514
850.474.2000

UWF EMERALD COAST

UWF serves students along the Emerald Coast through its Fort Walton Beach, Crestview and Hurlburt Field locations. Catering to the needs of traditional and non-traditional students, UWF Emerald Coast offers curriculums specifically for students who have already earned 60 or more semester hours.

1170 Martin Luther King, Jr. Blvd.
Fort Walton Beach, FL 32547
850.863.6565

HISTORIC PENSACOLA CAMPUS

Managed by UWF Historic Trust, the University owns and operates 28 properties on 8.5 acres in historic downtown Pensacola as well as the Arcadia Mill archaeological site in Santa Rosa County. The properties include museums, centers, monuments and sites, which serve as living laboratories for students interested in history, archaeology and tourism fields. UWF Historic Trust is a non-profit direct support organization of the University that is dedicated to collecting, preserving, interpreting and sharing the history of Northwest Florida.

120 Church St.
Pensacola, FL 32502
850.595.5985

UNIVERSITY *of* WEST FLORIDA

THE POSITION

THE OPPORTUNITIES FOR SUCCESS FOR THE UNIVERSITY AND THE PRESIDENT ARE NUMEROUS. THE PRESIDENT WILL CONTINUE TO ENSURE THAT THE UNIVERSITY IS DEDICATED TO HELPING STUDENTS REALIZE THEIR FULL POTENTIAL. UWF FAVORS SMALL CLASS SIZES WITH QUALITY TEACHER-SCHOLARS WHO DELIVER PERSONALIZED, HANDS-ON LEARNING AND LEADERSHIP OPPORTUNITIES. THE UNIVERSITY OFFERS A DYNAMIC LEARNING ENVIRONMENT THAT INSPIRES INNOVATION, CREATIVITY AND COLLABORATION AND IS FOCUSED ON STUDENT SUCCESS. THERE IS ALSO THE OPPORTUNITY TO DEVELOP NEW PARTNERSHIPS THROUGHOUT THE NORTHWEST FLORIDA REGION, AND MAXIMIZE THE UNIVERSITY'S ROLE AS A REGIONAL ECONOMIC DRIVER.



UNIVERSITY of WEST FLORIDA

LEADERSHIP AND VISION

- Articulate and execute visionary leadership to ensure that UWF becomes a first-choice university;
- Collaborate with the provost and faculty to foster excellence in teaching, scholarship, research and academic vision to ensure the University is at the forefront of emerging, positive trends in higher education;
- Broaden the geographic reach of student recruitment and retention, and achieve exceptional enrollment growth;
- Act as the principal spokesperson for the University, promoting the unique cultural, educational and professional context of the University to enhance its standing within the State and the nation;
- Maintain and elevate UWF as a prominent leader in Northwest Florida while fostering a vision and plan for UWF to obtain southeastern regional and national recognition and status;
- Demonstrate statesmanship and high political acumen;
- Lead the University, with deliberateness, toward the Florida Legislature's emerging preeminent status;
- Engage and cultivate meaningful relationships with the alumni and community;
- Serve as a communication link between stakeholder groups on campus and within the community at large; and
- Play a leadership role in setting the region's K12 education development strategies.



UNIVERSITY of WEST FLORIDA

MANAGEMENT

- Hire talented and diverse personnel, delegating appropriately and requiring accountability, building an effective leadership team that follows the mission and vision of the University;
- Develop and maintain a rapport with members of the University community including faculty, staff, students, alumni and the community at large;
- Practice shared governance through policy, procedures and implementing best practices;
- Demonstrate sound fiscal leadership in managing the financial resources of the University;
- Devise and implement a plan to increase student and community activities on campus; and
- Promote a culture of diversity and inclusiveness on campus in all matters associated with the University.

RESOURCE DEVELOPMENT

- Actively seek out new funding sources, internally and externally;
- Engage the alumni, community and State to marshal support for the University;
- Commit to, and understand the value of, a strong athletics program;
- Partner with business leaders of Northwest Florida to ensure a thriving region;
- Work to continue to enhance relationships with community leaders;
- Advocate, and demonstrate political savvy in working with, the Board of Governors and the State legislature to secure new funding for the University;
- Achieve funding growth by means of Florida's performance funding metrics;
- Recruit faculty with established funded research agendas and teaching excellence;
- Establish and maintain centers of recognized academic excellence; and
- Elevate and advance donor development and relations, and University fundraising.



UNIVERSITY *of* WEST FLORIDA

MINIMUM QUALIFICATIONS

The preferred candidate should possess academic credentials sufficient to engender the respect of the University's students, the Academy, alumni and the community at large. While demonstrating an unwavering commitment to scholarship, learning and discovery, the next president should also possess extensive senior-level executive experience evidencing: strong leadership qualities; higher education, business, government and political acumen; accomplishment; the ability to work within complex, multifaceted systems; and the vision to deal with the dramatic challenges of the ongoing transformation of higher education. The successful candidate will embrace excellence and integrity and exhibit the abilities required to cultivate and implement the change necessary to ensure the future success of UWF.

PREFERRED CHARACTERISTICS

- Executive experience in higher education;
- An earned terminal degree or career experience deemed equivalent or superior.
- Record of achievement as a visionary leader with the ability to move an institution forward and inspire the campus and community at large;
- Experience in securing funding from multiple sources, including Florida's performance-based funding metrics;
- Demonstrated success in developing and executing strategies for the betterment of the University;
- Ability to prioritize funding needs across the University;
- Have the courage to make necessary decisions to move the University into the Florida Legislature's emerging preeminent university status;
- Embrace a culture of shared governance;
- Proven record of innovation and program implementation;
- A role model with high integrity, honesty and resilience; and
- A bold leader who is visible and approachable on campus and in the community.





11000 University Parkway
Pensacola, FL 32514
uwf.edu

The Committee will continue to accept applications and nominations until the position is filled. Screening of candidates will begin immediately. For best consideration applications should be provided by August 15, 2016. An application should include a letter describing relevant experience and interest in the position; curriculum vitae / resume; and names, titles and contact information of five references. Electronic submission of candidate materials in PDF format is preferred. Individuals wishing to place names in nomination should submit electronically a letter of nomination to include the name, position, address, and telephone number of the nominee. Greenwood / Asher & Associates is assisting the University of West Florida in the search. Applications and letters of nominations should be submitted to:

Jan Greenwood or Betty Asher

Greenwood / Asher & Associates, Inc.
42 Business Centre Drive, Suite 206, Miramar Beach, FL 32550
Phone: 850.650.2277 | Fax: 850.650.2272
Email: uwfpresident@greenwoodsearch.com

For more information on the UWF Presidential search, please visit uwf.edu/presidentialsearch.

For more information about the University of West Florida, please visit uwf.edu.

The University of West Florida is an Equal Opportunity Access Affirmative Action employer. Any individual requiring special accommodations to apply is requested to advise UWF by contacting ADA Compliance at 1-850-474-2059 (voice) or 1-850-857-6114 (TTY). A criminal background check is required for successful candidates. E-Verify requirements may apply for employment in certain positions. All applications for employment at the University are subject to Florida public records law.

Attachment 4

Position Advertisement.

President

University of West Florida - UWF in Florida

Date Posted	May 5, 2016
• Type	Executive
• Salary	Not specified
Employment Type	Full-time

President

University of West Florida

The University of West Florida (UWF) invites applications and nominations for the position of President. Reporting to the Board of Trustees, the President is the Chief Executive Officer of the University.

The opportunities for success for the University and the President are numerous. The President will continue to ensure that the University is dedicated to helping students realize their full potential. UWF favors small class sizes with quality teacher-scholars who deliver personalized, hands-on learning and leadership opportunities. The University offers a dynamic learning environment that inspires innovation, creativity and collaboration and is focused on student success. There is also the opportunity to develop new partnerships throughout the northwest Florida region, and maximize the University's role as a regional economic driver.

The preferred candidate should possess academic credentials sufficient to engender the respect of the University's students, the Academy, alumni, and the community at large. While demonstrating an unwavering commitment to scholarship, learning and discovery, the next president should also possess extensive senior level executive experience evidencing: strong leadership qualities; higher education, business, government and political acumen; accomplishment; the ability to work within complex, multifaceted, systems; and the vision to deal with the dramatic challenges of the ongoing transformation of higher education. The successful candidate will embrace excellence, integrity, and exhibit the abilities required to cultivate and implement the change necessary to ensure the future success of UWF.

Preferred Characteristics

Executive experience in higher education;

An earned terminal degree or career experience deemed equivalent or superior. Record of achievement as a visionary leader with the ability to move an institution forward and inspire the campus and community at large;

Experience in securing funding from multiple sources, including Florida's performance based metrics funding;

Demonstrated success in developing and executing strategies for the betterment of the University;

Ability to prioritize funding needs across the University;

Have the courage to make necessary decisions to move the University into the Florida Legislature's emerging preeminent university status; Embrace a culture of shared governance;

Proven record of innovation and program implementation;

A role model with high integrity, honesty and resilience; and

A bold leader who is visible and approachable on campus and in the community.

The Committee will continue to accept applications and nominations until the position is filled. Screening of candidates will begin immediately. For best consideration applications should be provided by August 15, 2016. An application should include a letter describing relevant experience and interest in the position; curriculum vitae/resume; and names, titles and contact information of five references. Electronic submission of candidate materials in PDF format is preferred. Individuals wishing to place names in nomination should submit electronically a letter of nomination to include the name, position, address, and telephone number of the nominee. Greenwood/Asher & Associates is assisting the University of West Florida in the search. Applications and letters of nominations should be submitted to:

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42 Business Centre Drive, Suite 206, Miramar Beach, FL 32550

Phone: 850.650.2277 Fax: 850.650.2272

Email: uwfpresident@greenwoodsearch.com

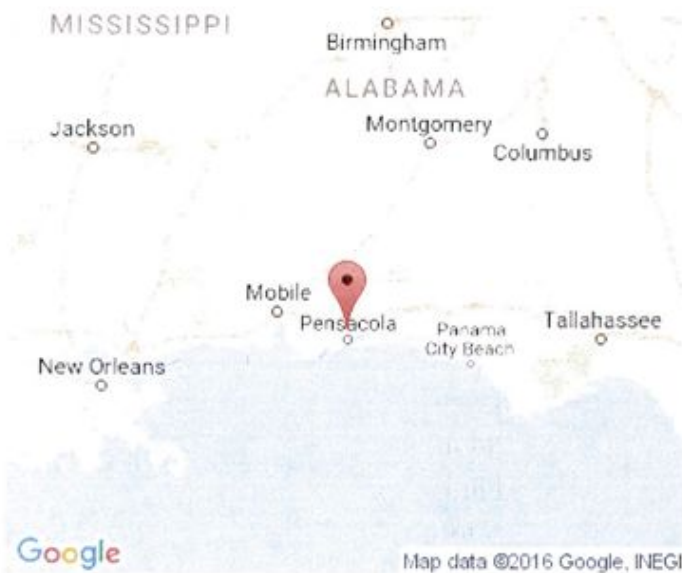
For more information on the UWF Presidential search, please visit

<http://uwf.edu/presidentialsearch>.

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PI93778594



Attachment 5

Letter of Application and CV of Dr. Martha Saunders.

MARTHA DUNAGIN SAUNDERS, Ph.D., APR, CPRC
1207 Maldonado Drive, Pensacola Beach, Florida 32561

Email: [REDACTED]

Phone: [REDACTED]

July 11, 2016

Jan Greenwood
Greenwood/Asher & Associates, Inc.
Miramar, Florida

Dear Dr. Greenwood:

Thank you for informing me of my nomination for the presidency at the University of West Florida. I am delighted to apply and would bring a unique set of skills and experiences to the position. Accordingly, I have enclosed a resume outlining my leadership accomplishments for your review.

Some key points you may find relevant include:

- A track record of success as a university president including record-breaking enrollments, fundraising, alumni development and national visibility;
- Broad understanding of the unique roles and needs of institutions of higher learning;
- Substantial experience in securing legislative and congressional funding;
- A track record of effective resource management and expansion; and
- Excellent team and consensus-building skills.

My philosophy of leadership parallels my philosophy of teaching: know your students, connect them to bigger things, and set a good example. This simple approach has successfully guided my decision-making throughout a 30-year career as a professor and administrator.

My work in four different university systems has enabled me to hone my skills in higher education leadership and led to two previous university presidencies. As Chancellor of the University of Wisconsin–Whitewater, I was immersed in a university system committed to the highest standards of academic quality. I left UW–Whitewater when I was invited to return to my alma mater, the University of Southern Mississippi, as its first female president.

I assumed the presidency at USM at a difficult time in the history of the institution. My predecessor had an embattled presidency and morale on campus was low. The university had been hit hard by Hurricane Katrina and was facing a substantial rebuilding process. Adding to those pressures, we faced a national economic downturn. Things were pretty grim.

In response, I pulled a team together, set aggressive goals, and we started to work. In the words of the VP of Advancement, we “knocked it out of the park” with record enrollment, record fundraising, and strengthened relationships with alumni and community. We developed creative financial strategies toward more effective use of resources and found resources for much-needed building projects. I stepped down from the presidency in 2012 leaving USM better than I found it – a commitment I bring to every job.

My work as UWF’s Provost and Executive Vice President has been a true labor of love. Since returning to the campus in 2013, I have reorganized and revitalized the academic division toward increased innovation, responsiveness and entrepreneurial thinking. We have aggressively tackled the SUS Performance Based Funding metrics and are building effective strategies toward emerging preeminent status. The work has paid off in terms of organizational efficiency, increased programming, strengthened academic quality and unique statewide partnerships. The leadership team I have built at UWF is the best I have ever known and is moving us toward the goals our governing boards have set for us.

When I reflect on my career accomplishments, I am most proud of the teams I have built. Any successes credited to me are, in truth, the result of the efforts of many talented individuals. The recruitment and development of a spirited team is a top priority in my administration and I work hard to bring out the best in the people around me. Were you to speak with my associates, I believe they would describe me as fair, supportive, demanding, attentive, motivating, and inspiring. Conversely, I would say the same things about them.

My abilities as a communication professional have enabled me to effectively craft the story of my universities. During my last presidency, a clearly articulated message resonated with myriad stakeholders and resulted in record achievements in enrollment, fundraising and a Silver Anvil Award from the Public Relations Society of America. I envision a similar energizing message uniquely suited for the University of West Florida, one that speaks to the heart of its commitment to knowledge through teaching, research and service to our state and the entire Gulf South.

Thank you for your time and consideration. UWF has played a significant role in my life. It would be an honor to continue my service to the university as its sixth president. I look forward to speaking with you soon.

Sincerely yours,

Martha Dunagin Saunders

MARTHA DUNAGIN SAUNDERS, PH.D., APR, CPRC

Phone: [REDACTED] (cell) or [REDACTED] (home)

Email: [REDACTED]

EDUCATION

Ph.D. (Communication Theory & Research), Florida State University, 1990
M.A. (Journalism) Grady School of Journalism, University of Georgia, 1979
B.A. (French) University of Southern Mississippi, 1969

LEADERSHIP DEVELOPMENT EXPERIENCES

- Fulbright Scholar, U.S.-France International Education Administrators Program (IEA), U.S. Department of State Bureau of Educational and Cultural Affairs, October 2015
- Oxford University Conclave on Global Ethics, 2006
- U.S. Department of Defense Joint Civilian Orientation Conference, 2002
- Harvard Institute for Management and Leadership in Education, 2001

AWARDS AND RECOGNITIONS

- 50 Top Business Women in Mississippi, Class of 2012
- National Stevie Award for Women in Business, 2011
- National winner, Silver Anvil Award, Public Relations Society of America for campaign to enrich the brand of a research university, 2011
- Alumni Hall of Fame, University of Southern Mississippi, 2010
- The Hub Award (City of Hattiesburg), 2010
- Chi Omega Fraternity, Roselyn Dabbs Outstanding Alumna, 2008
- Woman of Excellence Award, Diabetes Foundation of MS, Inc., 2008
- University of West Florida Distinguished Service Award, 1996
- National winner, Silver Anvil Award, Public Relations Society of America for "Just 2 It!" public safety campaign, 1994
- Florida Teaching Incentive Program (TIP) Award, 1994
- Invited faculty, The Florida State University's London Study Center, Fall Semesters 1992 and 1993
- Outstanding Undergraduate Teaching and Advising Award, University of West Florida, 1992
- Distinguished Teaching Award, University of West Florida, 1992
- Golden Apple Award for Teaching Excellence, Escambia County [FL] Foundation for Excellence, 1991

RECENT AFFILIATIONS

- Baptist Hospital, Inc./Jay Hospital, Inc. Board of Directors (2016 – 2018)
- Studer Community Institute, Pensacola, Florida. Board of Directors (2015 – present)
- Southern Association of Colleges and Schools. Board of Directors (2014 – 2016)

- Southern Association of Colleges & Schools Commission on Colleges (SACSCOC). Board of Trustees (2007 – 2013)
- Institute for Human and Machine Cognition (IHMC), Pensacola, Florida. Board of Directors (2013 – present)
- Public Relations Society of America. Accredited member (APR)
- Gulf Breeze (Florida) Rotary Club
- Mississippi Power Company. Board of Directors (2007 – 2012)

ADMINISTRATIVE POSITIONS & ACCOMPLISHMENTS

Provost & Executive Vice President (January 2, 2013 – Present)

Professor of Communication

University of West Florida

- Established UWF Innovation Institute; mission is to enrich the community, state and region through academic partnerships; current projects include STEM Immersive Education and a legislatively funded degree completion initiative for the state of Florida; awarded oversight of Florida Virtual Campus
- Established Center for Research & Economic Opportunity (CREO)
- Established University College committed to the institution-wide delivery of high-impact educational practices leading to professional readiness
- Established UWF Center for Cybersecurity; focused on information technology, industry standard certifications, research, and community partnerships; received NSA and DHS designation as a Center of Academic Excellence in Cyber Defense Education
- Established the Office of Equity, Diversity and International Programming and commissioned UWF's first diversity plan
- Reorganized Division of Academic Affairs leading to a named college of Science & Engineering
- Launched The Village & Catalyst International Programs
- Launched faculty & staff professional development programs
- Launched Banner Student project
- Developed a five-year strategic enrollment plan
- Developed a financial literacy program for current students
- Led SACSCOC Application leading to successful Reaffirmation of Accreditation

President (2007 – 2012)

Professor of Communication

University of Southern Mississippi (six teaching/research campuses)

Administrative Initiatives: (Post-Katrina rebuilding)

- Strategic plan with clear, measurable indicators
- Master plan for Hattiesburg campus
- Master plan for Gulf Coast Research Lab
- Master plan for new campus on Gulf Coast
- Climate Action Plan (toward carbon neutrality by 2040)
- Revised budget model
- Increased reserve funds

Facilities (Approximately \$300 million)

- Century Park Phase II Residence Facilities/approximately \$55 million
- Trent Lott National Center of Excellence for Economic Development and Entrepreneurship/\$25.8 million
- Century Park Residence Facilities (LEED gold certified) \$47.6 million
- Centennial Gateway/\$208,000
- Fencing (Hattiesburg campus)/\$625,000
- College of Business building/\$33 million
- College Hall renovation/\$6.5 million
- The Accelerator (National Formulation Science Laboratory)/\$27 million
- Science & Technology Building (Gulf Park campus) \$10.7 million
- Parking garage (1200 spaces) \$14.4 million
- Stadium end zone renovation (luxury seats and club seating) \$31.8 million
- Softball field renovation/\$1.7 million
- Baseball Field renovation/\$643,000
- Tennis courts/\$2.22 million
- Post-Hurricane Katrina restoration (Gulf Park campus)/\$12 million
- Reed Green Coliseum improvements/\$8.8 million
- Baseball suites and press box/\$3.7 million
- School of Nursing building/\$28 million

Academics

- Record enrollment (5 years)
- Record freshman recruitment (5 years)
- Increased average freshman ACT scores
- Increased annual degrees awarded (over 5-year average)
- Increased professional accreditations
- Increased external research funding to record high.
- Increased student satisfaction inventory results on all measures
- Established National Center for Spectator Sports Safety & Security
- Established Lake Thoreau Environmental Center
- Re-established College of Nursing and began CSRN program
- Established polymer science engineering program

Connection with Community

- Increased student volunteer hours
- Established position to lead university economic development efforts
- New business partnerships including Stion Corporation & GE Aviation

Visibility & Development

- Record high private donations (from \$3million/annually to \$20 million/annually)
- Increased annual total media mentions
- Increased annual national media hits (excluding athletics) by 800 percent
- Increased number of endowed funds

- Increased total gifts and commitments to Athletic Foundation

Chancellor (2005-2007)

University of Wisconsin-Whitewater

Whitewater, Wisconsin

Capital Projects (Approximately \$110 million)

- Construction of new College of Business & Economics building, \$42 million, completed Summer 2009
- University Center reconstruction, \$20 million, completed Summer 2008
- Construction of new LEEDS certified 450 bed apartment-style residence halls, \$35 million, completed Summer 2009 (Phase I) and Summer 2010 (Phase II)
- MultiSport Athletic Complex, \$7.2 million, Phases I & II completed 2007
- Bookstore remodeling, \$2.4 million, completed Summer 2008
- All-agency project to update, replace and resize utilities, \$3 million, completed Fall 2007

Planning & Development

- Developed unique campus strategic plan built on substantial campus, community and alumni input; revised financial review process to strengthen accountability and oversight
- Secured \$2.2 million in private funding (2006) for naming of new College of Business Education building
- Reviewed federal funding priorities for the UW as a member of the University of Wisconsin System Federal Relations Council
- Completed successful Higher Learning Commission of the North Central Association of Colleges and Schools reaffirmation of accreditation
- Oversaw continued development of nationally ranked athletic program housing three national championships in two years; appointed to NCAA Chancellors/Presidents Advisory Group
- Elected member of the Downtown Revitalization Board; provided strong support for the city of Whitewater's successful bid to become a Main Street community; developed strategies for town/campus communications and effective problem-solving
- Developed plan for keeping university connected with alumni which includes e-mail for life; expanded staffing for alumni relations
- Developed first ever campus diversity plan; oversaw increase in graduation rates for multicultural students of 5.6 percent; winner State of Wisconsin's Ann Lydecker Educational Diversity Award (2006)
- Developed Student Ambassador Program; launched three new undergraduate online programs

Vice President for Academic Affairs (2002 – 2005)

Columbus State University, University System of Georgia

- Direct involvement in \$100 million capital campaign; 8 named professorships; 26 named scholarships; naming of TSYS Department of Computer Science (\$3 million); naming of Saunders Center for Music Studies (\$3 million); endowment

for faculty professional development (\$ 1 million); Kresge Grant for capital projects (\$ 1 million); Knight Grant for teacher retention (\$375,000); Goizueta Foundation grant for the recruitment and retention of Hispanic students (\$500,000)

- Created CSU Centers of Excellence to oversee 30+ public-private partnerships
- Attained initial AACSB accreditation for D. Abbott Turner College of Business
- Designed and implemented a plan for recruitment and retention of minority faculty leading to a 25 percent increase in two years
- Secured collections for Bo Bartlett Gallery to be housed on downtown arts campus
- Established CSU campus in Oxford, England; negotiated enrollment agreements with Greyfriar's College and Corpus Christi College of Oxford University; led in the acquisition of a privately funded \$2.5 million residential facility for students in Oxford
- Wrote collaborative grant (with Muscogee County School System) leading to establishment of Early College
- Established CSU Center for Quality Teaching and Learning
- Developed and implemented award winning comprehensive media program ("Change Your Mind...At CSU") including television, radio and print advertisements and collateral materials contributing to average enrollment increases of 9 percent
- Developed specialized recruitment plan for Schwob School of Music
- Designed and implemented a faculty salary competitiveness program to increase faculty salaries to national averages
- Designed and implemented a model for employment of part-time faculty consisting of increased salary, specialized orientations and part-time faculty handbook
- Expanded International Education from 11 to 27 individual programs
- Won University System of Georgia 2004 Best Practices Award for Internationalizing Programs
- Initiated a Global Perspectives graduation requirement
- Designed, implemented, and secured funding for CSU's First Year Experience including a University Advising Center, Freshman Convocation, Learning Communities and residence hall initiatives leading to increased student retention by 7 percent over two years
- Designed and implemented plan for increased graduation rate as a member of the Chancellor's Task Force for Graduation Rate
- Developed and implemented an enrollment plan targeting Hispanic students
- Created advisor position for university athletes
- Decentralized budgeting authority to college deans
- Established Artist-in-Residence Program
- Led SACSCOC Reaffirmation of Accreditation review
- Led university strategic planning process for 2005-2010
- Developed plan for recruitment and preparation of a new generation of Super Teachers in Mathematics and the Sciences

Dean, College of Arts & Sciences (2000 – 2002)

Interim Dean, College of Arts & Sciences (1999 – 2000)

University of West Florida

- Led the successful merger of two colleges (College of Science and College of Arts & Social Sciences) and coordinated programming at Fort Walton Beach campus.
- Co-chaired workgroup for unique community/university joint strategic planning process
- Created a Division of Life & Health Sciences
- Created Maritime Studies degree program
- Created Interdisciplinary Information Technology degree program
- Created Historic Preservation degree program
- Developed and implemented a successful enrollment marketing plan (“Bringing Out the Best”) contributing to enrollment increase of 12 percent in two years.
- Created a transparent and strategically-driven budgeting process
- Established a collaborative AA to BA program on the campus of Okaloosa-Walton Community College
- Secured legislative approval for BS degree in Nursing
- Secured legislative funding for University Honors Program (\$150,000/year)
- Administrative liaison to newly established Board of Trustees when Board of Regents system was abolished by the state legislature
- Attained initial ABET accreditation of electrical and computer engineering program
- Initiated \$3 million capital campaign for electrical & computer engineering program
- Established peer tutoring centers in science and mathematics

Director of University Honors Program

Associate Dean, College of Arts & Social Sciences (1996 – 1999)

University of West Florida

- Expanded University Honors Program to recommended standards of the National College Honors Council leading to naming as “Best Honors Program” and “Best Student Honors Council” by Florida Leader Magazine
- Established Honors International Summer Experience and secured private funding of \$50,000 annually
- Secured a \$1 million gift for University Honors Program in support of programming on First Amendment issues
- Developed award winning Honors publications

Coordinator, Public Relations Program, Dept. of Communication Arts (1986 – 1996).

University of West Florida

- Developed curriculum and programming toward initial AEJMC accreditation
- Increased program size to largest in department

- Created and implemented national/international internship program leading to placements in the White House, U.S. Olympic Planning Committee and the American Embassy in London
- Created and implemented shadow programs with local and regional professionals.
- Established charter chapter of Public Relations Student Society of America and student chapter of Florida Public Relations Association
- University Gifts Chair, UWF Capital Campaign, exceeding campus goal by 11 percent

UNIVERSITY TEACHING EXPERIENCE

Professor of Communication, University of West Florida, 2013 – Present
Professor of Communication, University of Southern Mississippi, 2007 – 2012
Professor of Communication, University of Wisconsin-Whitewater, 2005 – 2007
Professor of Communication, Columbus State University, 2002 – 2005
Professor of Communication, Associate Professor, Assistant Professor, Instructor, University of West Florida, 1984 – 2002

COURSES TAUGHT

Undergraduate: Public Relations Strategies, International Public Relations, Feature Writing, Magazine Writing, Newspaper Reporting, Principles of Public Relations, Communication Research Methods, Public Relations Management, Writing for Public Relations, International Public Relations, Honors International Summer Experience.
Graduate: Case Studies in Communication, Special Topics in Public Administration, Content Analysis Research Methods, Crisis Communication, Introduction to Graduate Studies, International Public Relations.

SCHOLARLY & PROFESSIONAL ACTIVITIES

Books & Book Chapters

Saunders, M.D. (2015) The Southern Miss Story: Enriching the Brand of a Research University Through a Centennial Campaign. In D.D. Warrick/Jens Mueller Learning from Real World Cases – Lessons in Changing Cultures (pp.65-75). Oxford, UK: RossiSmith Academic Publishing.

Saunders, M.D. (2011). Sustaining Sustainability. In M. Fennell & S. Miller (Eds.), Presidential Perspectives: A Higher Education Presidential Thought Leadership Series (7.1 –7.5). Aramark Higher Education. From <http://www.presidentialperspectives.org/pdf/2011/chapter7.pdf>

Saunders, M.D. (2003). Patterns of conflict preceding crisis. In D.P. Millar and R.L. Heath (Eds.), Responding to Crisis: A rhetorical approach to crisis communication (pp. 139-149). Mahwah, New Jersey: Lawrence Erlbaum Associates.

Saunders, M.D. (1992). Eastern's Armageddon: Labor Conflict and the Destruction of Eastern Airlines. Westport, CT: Greenwood Publishing Group.

Articles

Saunders, M. & Northrup, P. (2016/01/15). Innovating on the Margins: Transforming Higher Education by Working from the Outside In. *The evollution: A Destiny Solutions Illumination*. Retrieved from <http://evollution.com/author/martha-saunders/>.

Saunders, M.D. (Summer 2009). Recollections of a Restless Reader. *The Mississippi Reading Journal*, (9), 23-24.

Saunders, M.D. and Jones, B.A. (Spring 2007). Four “C’s” of Service to Students with Disabilities. *Leadership Exchange* (5), 11-13.

Saunders, M.D. (2007) Applying global ethics beliefs and principles. *Journal of Ethics in Leadership* 2), 11-13.

Saunders, M.D. (2006). Eastern Airlines. In C.R. Geisst (Ed.), *The Encyclopedia of American Business History, Volume I* (pp.131-132). New York: Facts On File, Inc.

Saunders, M.D. (2003). Institutionalizing retention activity: Toward a theory-based model. *Journal of College Student Retention: Research, Theory & Practice*, 4, (4).

Saunders, M.D. (2001, June). Hype springs eternal: Or everything I ever needed to know about being a dean I learned in PR 3000. *Administrator* 20, (6), 8.

Saunders, M.D. and Sherry, D. (1999). Linking external communication to organizational effectiveness. *Organization Development Journal* 17 (4), 35-40.

Saunders, M.D. (1999). Exploring Appreciative Inquiry as a public relations research technique. *Florida Communication Journal*, 26 (1), 1-10.

Saunders, M.D. (1998). The service-learner as researcher: A case study. *Journal on Excellence in College Teaching*, 9, (2), 55-67.

Saunders, M.D. & Perrigo, E. (1998). Negotiation as a model for teaching public relations. *Journalism Educator* 52 (4), 57-65.

Saunders, M.D. (September 1994). Internal communication and the last days of Eastern Airlines. In *Cases in Human Resources and Organizational Behaviour* (No. 494-019-1). London: European Case Study Clearing House.

Saunders, M.D. (September 1994). The grassroots public affairs campaign to ban driftnets from Trinidad & Tobago. In *Cases in Accounting, Control & Business Environment* (No. 194-019-1). London: European Case Clearing House. Anthologized in Goldsmith, A.A. (1995). *Business, Government, Society: An International Perspective*. Irwin Publishers.

Saunders, M.D. (September 1994). Under siege: The Ladies' Center abortion clinic in Pensacola, Florida. In Cases in Human Resources and Organizational Behaviour (494-018-1). London: European Case Clearing House.

Saunders, M.D. (1993, October). Media Distorts Image of the Profession. Public Relations Journal, 8.

Saunders, M.D. (1989). Ethical dilemmas in public relations. The Florida Speech Communicator's Journal 17 (2): 23-27.

Saunders, M.D. (1988). Eastern's employee communication crisis. Public Relations Review IV (2), 33-44.

Television Documentaries

Saunders, M.D. & Gershon, P. (Scriptwriters) (1994). Southern Voices, Southern Words. Broadcast on PBS, February, 1994. *First Place winner, Video Documentary, 1994, National Honorary Broadcast Society.*

Major Communication Campaigns

Saunders, M.D. (2007 – 2010). (Campaign Director). "The Southern Miss Story: Enriching the Brand of a Research University Through A Centennial Celebration." *National winner, Silver Anvil Award, Public Relations Society of America 2011.*

Saunders, M.D. (Campaign Director) & Groth, T. (Creative Manager) (1993-96). "Just 2 It!" Public Safety Communication Campaign. *National winner, Silver Anvil Award, Public Relations Society of America 1994; District winner 1995; Angel Award for Creative Excellence, West Florida Advertising council; Featured in Jerry Hendrix (Ed) Public Relations Cases (4th ed). Belmont, CA: Wadsworth Publishing Company, 121-129.*

Published Speeches

Saunders, Martha Dunagin (1998, July 15). Leaving more than footprints in the sand. Vital Speeches of the Day, 607-608.

Saunders, Martha (1994, January 15). Learn to Listen. Vital Speeches of the Day, 11-12. *Reprinted in Readers Digest, December 1994.*

Critiqued in The Executive Speaker, January 1995.

Adopted for learner support materials by City University of Hong Kong, Language Institute.

Anthologized in Weaver, R.L. (1997), Essentials of Public Speaking, Scottsdale, AZ: Gorsuch Scarisbrick, Publishers.

Anthologized in Brooks, B., Kennedy, G., Moen, D. & Ranly, D. (1996, 2002, and 2005) workbook for news reporting and writing (5th ed): The Missouri Group;

Anthologized in Personal Excellence (December 1996).

Anthologized in Carlin, D.P. & Payne, J. (1998) Public Speaking Today, NTC Publishing.

Attachment 6

References for Dr. Martha Saunders.

REFERENCES /MARTHA SAUNDERS

MONA AMODEO

President, idgroup creative+consulting
mona@idgroupusa.com
850-748-7313

Dr. Amodeo is an alumnus of UWF and a business owner in the Pensacola community. She and I have worked together on a number of strategic planning projects.

HALEY BARBOUR

Former governor, State of Mississippi
Butler Snow LLP
hbarbour@butlersnow.com
601-985-4549

Governor Barbour and I worked together on several economic development projects.

MORRIS MARX

President Emeritus University of West Florida
mmarx@uwf.edu
850-438-2531

Dr. Marx has been a professional colleague for a number of years.

BOB PIERCE

Vice President for Advancement
University of Alabama
bpierce@advance.ua.edu
205-792-3536

Mr. Pierce was my vice president for advancement at USM.

CHUCK SCIANNA

President, Sim-Tex LP
Waller, Texas
cscianna@sim-tex.com
713-203-1320

Mr. Scianna provided several generous gifts to USM when I was president there.

Attachment 8
Summary of Key Contract Terms

Parties:

University of West Florida Board of Trustees (the "Board") and Dr. Martha A. Saunders.

Initial Term:

January 1, 2017-December 31, 2019.

This appointment may be extended for additional one-year terms if the parties agree, subject to confirmation of re-appointment by the Florida Board of Governors.

Compensation for the Initial Term and Performance Metrics:

Total compensation is competitive with University peers and aspirants and is comparable to those Florida institutions of similar size based on the March 1, 2016 Sibson Report (copy attached):

- Annual Base Salary \$331,125.
- Annual Deferred Compensation \$62,960.
- Housing and Car Allowance \$38,000.
- Annual Performance Incentive based on performance metrics approved by Board of Trustees on an annual basis up to \$67,000.
- The President shall be eligible for all applicable State of Florida and University benefits authorized by the legislature or other authorized governing bodies based on her annual base salary, as may be limited by applicable law. The President shall also be entitled to all benefits applicable to executive service personnel in accordance with applicable provisions of Florida law and regulations.
- The President shall be eligible for one-year sabbatical to prepare for faculty service at end of term or upon University termination without cause.

Resignation by the President:

With 90 days' notice (notice period may be waived by Board).

Termination by the Board:

With 90 days notice, the Board may terminate without cause; and the former President may then serve as tenured faculty member at agreed upon salary rate that will be guaranteed for five years of satisfactory performance; thereafter, the former President's salary shall be determined to reflect the market and performance.

The Board may terminate all employment with cause for serious misconduct specified.

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

November 3, 2016

SUBJECT: Public Notice of Intent to Approve Amended Board of Governors
Regulation 1.006 Conflict of Interest

PROPOSED BOARD ACTION

Approve amendments to Board of Governors Regulation 1.006 entitled Conflict of Interest.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution, and Board of Governors' Regulation Development Procedure.

BACKGROUND INFORMATION

This regulation is being amended to conform to current law in section 112.3143, Florida Statutes, relating to voting conflicts for appointed public officers. Florida law now prohibits an appointed public officer from voting on any matter that will result in a special private gain or loss to the public officer. The officer is required to make every reasonable effort to disclose the nature of the conflict in a memorandum filed with the Board's corporate secretary prior to the meeting, or if that is not possible, then the memorandum must be filed within 15 days after the vote.

The Board approved the public notice of intent to amend this regulation at the September 22, 2016, meeting. No public comments were received.

Supporting Documentation Included: Board Regulation 1.006

Facilitators/Presenters: Ms. Vikki Shirley

1.006 Conflict of Interest

(1) Members of the Board of Governors, the Chancellor, the Vice Chancellors, and all Board employees holding a position in Senior Management Service or Selected Exempt Service are expected to perform their official duties and responsibilities with diligence and due care in a manner consistent with their fiduciary responsibilities to the Board of Governors and the State University System. In performing their official duties and responsibilities arising under the Constitution and as public officers and employees under the Florida Code of Ethics for Public Officers and Employees, sections 112.311 through 112.326, Florida Statutes, each such officer and employee must endeavor to avoid participating in activities that may give rise to an actual or potential conflict of interest between the officer's private interests and his or her public duties and responsibilities to the Board of Governors and the State University System. A conflict of interest may arise when an officer's private interests, including those of the officer's relatives as defined in section 112.3143, Florida Statutes, may affect the officer's independent judgment or ability to impartially perform his or her public duties consistent with the officer's duty of loyalty to the Board and the State University System.

(2) Disclosure. To ensure full disclosure of any actual or potential conflicts of interest, each officer must, by July 1 of each year, file a Statement of Financial Interests with the Commission on Ethics and also file a disclosure form with the Board's corporate secretary that lists any personal, familial, or business relationships with any organizations that do business with the Board of Governors or the State University System that may give rise to a potential or actual conflict of interest. Business relationships with any such organizations include those in which the officer or the officer's spouse or child serves as an officer, director, or proprietor of, or in which they have a material direct or indirect ownership interest of more than five (5) percent of the total assets or capital stock of the organization. Familial relationships include father, mother, spouse, children, siblings, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law and sister-in-law.

(3) Voting Conflicts. ~~Notwithstanding paragraph (1),~~ Florida law ~~allows~~ prohibits appointed public officers ~~to~~ from voting on matters that may inure to the officer's special private gain or loss. Any appointed public officer who abstains from voting in an official capacity upon any measure that the officer knows would inure to the officer's special private gain or loss, or who votes in an official capacity on a measure that the officer knows would inure to the special private gain or loss of any principal by whom the officer is retained or to the parent organization or subsidiary of a corporate principal by which the officer is retained other than an agency as defined in section 112.312(2); or which the officer knows would inure to the special private gain or loss of a relative or business associate of the public officer, shall make every reasonable effort to disclose the nature of the officer's interest in a memorandum filed with the Board's corporate secretary, who shall incorporate the memorandum in the Board's minutes. If it is not possible to file the memorandum prior to the vote, the memorandum must be filed with

the corporate secretary no later than 15 days after the vote. In addition, no appointed public officer shall participate in any matter that would inure to the officer's special private gain or loss; which the officer knows would inure to the special private gain or loss of any principal by whom the officer is retained or to the parent organization or subsidiary of a corporate principal by which the officer is retained; or which the officer knows would inure to the special private gain or loss of a relative or business associate of the officer, without first disclosing the nature of the officer's interest. "Participate" means any attempt to influence the decision by oral or written communication, whether made by the officer or at the officer's direction. ~~of any to the special gain or loss of a relative as defined above, to the special gain or loss of a principal by whom the officer is retained or a business associate of the officer so long as the nature of the private interest is disclosed prior to the vote.~~ If the officer intends to make any attempt to influence the decision prior to the meeting at which the vote will be taken, the officer must complete a Memorandum of Voting Conflict for State Officers prior to making any such attempt and file the Memorandum with the Board's corporate secretary for incorporation into the Board minutes. The corporate secretary will provide a copy of the Memorandum to the other Board members and will publicly read the form at the next meeting. If the officer does not intend to make any attempt to influence the decision except by discussion or vote at the meeting, the officer must orally disclose the nature of the conflict in the matter before participating and file a Memorandum of Voting Conflict with the Board's corporate secretary within 15 days after the vote. The form must be incorporated into the minutes of all meeting, a copy provided to all other Board members, and the form must be publicly read at the next meeting after the form is filed.

(4) **Conflicting Employment or Contractual Relationship.** Officers and employees are prohibited from holding any employment or contract with any university or business entity subject to regulation by the Board of Governors or which is doing business with the Board of Governors. Officers and employees are also prohibited from holding any employment or having a contractual relationship that will pose a frequently recurring conflict between private interests and public duties, or which will impede the full and faithful discharge of public duties.

(5) This regulation is not intended to supplant the Code of Ethics for Public Officers and Employees set forth in sections 112.311 through 112.326, Florida Statutes.

Authority: Section 7(d), Art. IX and Section 24, Art. I, Fla. Const.; History: New 3-27-08, Amended _____.

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

November 3, 2016

SUBJECT: Public Notice of Intent to Approve New Board of Governors Regulation
4.001 University System Processes for Complaints of Waste, Fraud, or
Financial Mismanagement

PROPOSED BOARD ACTION

Approve new Board of Governors Regulation 4.001 entitled University System
Processes for Complaints of Waste, Fraud, or Financial Mismanagement.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution, and Board of Governors' Regulation
Development Procedure

BACKGROUND INFORMATION

Board of Governors Regulation 4.001 University System Processes for Complaints of
Waste, Fraud, or Financial Mismanagement, requires each university board of trustees
to establish a process to report and investigate allegations of waste, fraud, or financial
mismanagement. Additionally, it outlines how the Board of Governors processes
allegations related to university waste, fraud, or financial mismanagement and
determines if a university board of trustees is either unwilling or unable to address the
allegation.

The Board approved the public notice of intent to promulgate this new regulation at its
September 22, 2016, meeting. No public comments were received during the notice
period.

Supporting Documentation Included: New Regulation 4.001

4.001 University System Processes for Complaints of Waste, Fraud, or Financial Mismanagement

(1) The Office of Inspector General and Director of Compliance (OIGC) for the State University System of Florida Board of Governors shall be organized to promote accountability, efficiency, and effectiveness, and to detect fraud and abuse within state universities. The OIGC charter is incorporated herein by this reference.

(2) Each board of trustees shall have a process for university staff, faculty, students, and board of trustees members to report allegations of waste, fraud, or financial mismanagement to the university chief audit executive.

(3) Significant and credible allegations are those that, in the judgment of the chief audit executive, require the attention of those charged with governance and have indicia of reliability. For significant and credible allegations of waste, fraud, or financial mismanagement within the university and its board of trustees' operational authority, the chief audit executive shall timely provide the OIGC sufficient information to demonstrate that the board of trustees is both willing and able to address the allegation(s). If the information provided by the chief audit executive does not clearly demonstrate that the board of trustees is both willing and able to address the allegation(s), then the OIGC will conduct a preliminary inquiry in accordance with section 10.2.a of the OIGC charter.

(4) Upon the OIGC's receipt of a complaint, the OIGC will evaluate the nature of the allegation(s) to determine operational authority, proper handling, and disposition. University-related allegations will be handled as described below:

(a) Such allegations will be referred to the university chief audit executive for appropriate action without regard to the final responsible entity at the university. As appropriate, a copy of the referral will be provided to the chief compliance officer and general counsel. For significant and credible allegations of waste, fraud, or financial mismanagement, the chief audit executive shall provide the OIGC with university action and final case disposition information sufficient to demonstrate that the board of trustees was both willing and able to address such allegations.

(b) When case disposition information does not clearly demonstrate that the board of trustees was both willing and able to address significant and credible allegation(s), then the OIGC will conduct a preliminary inquiry in accordance with section 10.2.a of the OIGC charter.

(5) Each board of trustees shall adopt a regulation which requires timely notification to the Board of Governors, through the OIGC, of any significant and credible allegation(s) of fraud, waste, mismanagement, misconduct, and other abuses made against the

university president or a board of trustees member. Such allegations will be handled as follows:

- (a) The chair of the board of trustees (or chair of the board of trustees' committee responsible for handling audit matters if the allegations involve the board chair), in consultation with the chair of the Board of Governors, shall review the matter and may ask the OIGC to conduct a preliminary inquiry, in accordance with section 10.2.a of the OIGC charter. If it is determined that an investigation is warranted, it shall take one of the following forms:
 1. The board of trustees will hire an independent outside firm to conduct the investigation with OIGC guidance and monitoring; or
 2. The OIGC will perform the investigation.
 - (b) At the conclusion of such investigation, the report shall be submitted to the subject, who shall have twenty (20) working days from the date of the report to submit a written response. The subject's response and the investigator's rebuttal to the response, if any, shall be included in the final report presented to the chair of the board of trustees and the Board of Governor's Audit and Compliance Committee.
- (6) The board of trustees' regulation shall articulate how the university will address any significant and credible allegation(s) of fraud, waste, mismanagement, misconduct, and other abuses made against the chief audit executive or chief compliance officer.

Authority: Section 7(d), Art. IX, Fla. Const.; History: New___.

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

November 3, 2016

SUBJECT: Public Notice of Intent to Approve New Board of Governors Regulation
4.002 State University Chief Audit Executives

PROPOSED BOARD ACTION

Approve new Board of Governors Regulation 4.002 entitled State University Chief Audit Executives.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution and Board of Governors Regulation Development Procedure.

BACKGROUND INFORMATION

Board of Governors Regulation 4.002 State University Chief Audit Executives recognizes that State University System of Florida chief audit executives are a point for coordination of, and responsibility for, activities that promote accountability, integrity, and efficiency. It requires each board of trustees to have an audit and compliance committee with responsibilities defined in a charter. It also requires a charter for the office of chief audit executive which defines duties for audits, investigations and other activities which promote economy, efficiency, and effectiveness of university programs and operations.

The regulation provides for organizational independence of the chief audit executive through a functional reporting relationship to the board of trustees and provides the chief audit executive timely access to information and people necessary to carry out the duties of their office.

The Board approved the public notice of intent to promulgate this regulation at its September 22, 2016, meeting. No public comments were received. Changes were made requiring a copy of the approved audit and compliance committee and office of chief audit executive charters, and any subsequent changes, to be provided to the Board.

Supporting Documentation Included: New Regulation 4.002

4.002 State University System Chief Audit Executives

- (1) Each university shall have an office of chief audit executive as a point for coordination of and responsibility for activities that promote accountability, integrity, and efficiency in the operations of the university.
- (2) Each board of trustees shall establish a committee responsible for addressing audit, financial- and fraud-related compliance, controls, and investigative matters. For purposes of this regulation, this committee will be referred to as the audit and compliance committee. This committee shall have a charter approved by the board of trustees and reviewed at least every three (3) years for consistency with applicable Board of Governors and university regulations, professional standards, and best practices. A copy of the approved charter and any subsequent changes shall be provided to the Board of Governors.
- (3) Each board of trustees shall adopt a charter which defines the duties and responsibilities of the office of chief audit executive. The charter shall be reviewed at least every three (3) years for consistency with applicable Board of Governors and university regulations, professional standards, and best practices. A copy of the approved charter and any subsequent changes shall be provided to the Board of Governors. At a minimum, the charter shall specify that the chief audit executive:
 - (a) Provide direction for, supervise, and coordinate audits and investigations which promote economy, efficiency, and effectiveness in the administration of university programs and operations including, but not limited to, auxiliary facilities and services, direct support organizations, and other component units.
 - (b) Conduct, supervise, or coordinate activities for the purpose of preventing and detecting fraud and abuse within university programs and operations including, but not limited to, auxiliary facilities and services, direct support organizations, and other component units.
 - (c) Address significant and credible allegations relating to waste, fraud, or financial mismanagement as provided in Board of Governors Regulation 4.001.
 - (d) Keep the president and board of trustees informed concerning significant and credible allegations and known occurrences of waste, fraud, mismanagement, abuses, and deficiencies relating to university programs and operations; recommend corrective actions; and report on the progress made in implementing corrective actions.

- (e) Promote, in collaboration with other appropriate university officials, effective coordination between the university and the Florida Auditor General, federal auditors, accrediting bodies, and other governmental or oversight bodies.
 - (f) Review and make recommendations, as appropriate, concerning policies and regulations related to the university's programs and operations including, but not limited to, auxiliary facilities and services, direct support organizations, and other component units.
 - (g) Communicate to the president and the board of trustees, at least annually, the office's plans and resource requirements, including significant changes, and the impact of resource limitations.
 - (h) Provide training and outreach, to the extent practicable, designed to promote accountability and address topics such as fraud awareness, risk management, controls, and other related subject matter.
 - (i) Coordinate or request audit, financial- and fraud-related compliance, controls, and investigative information or assistance as may be necessary from any university, federal, state, or local government entity.
 - (j) Develop and maintain a quality assurance and improvement program for the office of chief audit executive.
 - (k) Establish policies which articulate the steps for reporting and escalating matters of alleged misconduct, including criminal conduct, when there are reasonable grounds to believe such conduct has occurred.
 - (l) Inform the board of trustees when contracting for specific instances of audit or investigative assistance.
- (4) The board of trustees must obtain Board of Governors' approval before outsourcing the chief audit executive's entire audit or investigative function.
- (5) Each board of trustees shall ensure that the university chief audit executive is organizationally independent and objective to perform the responsibilities of the position. The chief audit executive shall:
- (a) Report functionally to the board of trustees and administratively to the president.

- (b) Report routinely to the board of trustees on matters including significant risk exposures, control issues, fraud risks, governance issues, and other matters requested by the president and the board of trustees.
 - (c) Conduct and report on audits, investigations, and other inquiries free of actual or perceived impairment to the independence of the chief audit executive's office.
 - (d) Have timely access to any records, data, and other information in possession or control of the university including information reported to the university's hotline/helpline.
 - (e) Notify the chair of the board of trustees' audit committee or the president, as appropriate, of any unresolved restriction or barrier imposed by any individual on the scope of an inquiry, or the failure to provide access to necessary information or people for the purposes of such inquiry. The chief audit executive shall work with the board of trustees and university management to remedy scope or access limitations. If the university is not able to remedy such limitations, the chief audit executive shall timely notify the Board of Governors, through the OIGC, of any such restriction, barrier, or limitation.
- (6) In carrying out the auditing duties and responsibilities set forth in this regulation, each chief audit executive shall review and evaluate controls necessary to enhance and promote the accountability of the university. The chief audit executive shall perform or supervise audits and prepare reports of their findings, recommendations, and opinions. The scope and assignment of the audits shall be determined by the chief audit executive; however, the president and board of trustees may request the chief audit executive direct, perform, or supervise audit engagements.
- (a) Audit engagements shall be performed in accordance with the *International Professional Practices Framework*, published by the Institute of Internal Auditors, Inc.; the *Government Auditing Standards*, published by the United States Government Accountability Office; and/or the *Information Systems Auditing Standards* published by ISACA. All audit reports shall describe the extent to which standards were followed.
 - (b) At the conclusion of each audit engagement, the chief audit executive shall prepare a report to communicate the audit results and action plans to the board of trustees and university management. A copy of the final audit report will be provided to the Board of Governors consistent with Board of Governors Regulation 1.001(6)(g).

- (c) The chief audit executive shall monitor the disposition of results communicated to university management and determine whether corrective actions have been effectively implemented or that senior management or the board of trustees, as appropriate, has accepted the risk of not taking corrective action. If, in the chief audit executive's judgment, senior management or the board of trustees has chosen not to take corrective actions to address substantiated instances of waste, fraud, or financial mismanagement, then the chief audit executive shall timely notify the Board of Governors, through the OIGC.
 - (d) The chief audit executive shall develop audit plans based on the results of periodic risk assessments. The plans shall be submitted to the board of trustees for approval. A copy of approved audit plans will be provided to appropriate university management and the Board of Governors.
 - (e) The chief audit executive must develop and maintain a quality assurance and improvement program in accordance with professional audit standards. This program must include an external assessment conducted at least once every five (5) years. The external assessment report and any related improvement plans shall be presented to the board of trustees, with a copy provided to the Board of Governors.
- (7) Each chief audit executive shall initiate, conduct, supervise, or coordinate investigations that fall within the purview of the chief audit executive's office and be designated by their board of trustees as the employee to review statutory whistleblower information and coordinate all activities of the university as required by the Florida Whistle-blower's Act. Investigative assignments shall be performed in accordance with professional standards issued for the State University System. All final investigative reports shall be submitted to the appropriate action officials, board of trustees, and the Board of Governors if, in the chief audit executive's judgment, the allegations are determined to be significant and credible. Such reports shall be redacted to protect confidential information and the identity of individuals, when provided for by law.
- (8) By September 30th of each year, the chief audit executive shall prepare a report summarizing the activities of the office for the preceding fiscal year. The report shall be provided to the president, board of trustees, and the Board of Governors.

Authority: Section 7(d), Art. IX, Fla. Const.; History: New ____.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
November 3, 2016

SUBJECT: Public Notice of Intent to Approve New Board of Governors Regulation
4.003 State University System Compliance and Ethics Programs

PROPOSED BOARD ACTION

Approve new Board of Governors Regulation 4.003 entitled State University System Compliance and Ethics Programs.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution and Board of Governors Regulation
Development Procedure

BACKGROUND INFORMATION

Board of Governors Regulation 4.003 State University System Compliance and Ethics Programs is designed to set minimum requirements for university compliance and ethics programs based upon the guidelines in the Federal Sentencing Guidelines Manual. It provides for an effective compliance and ethics program to be implemented within two years of adoption.

The regulation provides for board of trustees oversight of the program; the appointment of a chief compliance officer who reports functionally to the university board of trustees; the development of a program plan; a charter document for the office of the chief compliance officer; independence of the chief compliance officer as well as access to necessary resources, people, and information to perform the duties of their position. The chief compliance officer will report at least annually to the board of trustees on program effectiveness and the program shall have an independent external review every five years.

The Board approved the public notice of intent to promulgate this regulation at its September 22, 2016, meeting. Based on public comments received, changes were made clarifying the requirement that the chief compliance officer shall not be the same individual as the chief audit executive, with the exception of New College of Florida and Florida Polytechnic University. Changes were also made requiring a copy of the approved office of the chief compliance officer charter, and any subsequent changes, to be provided to the Board.

Supporting Documentation Included: New Regulation 4.003

4.003 State University System Compliance and Ethics Programs

(1) Each board of trustees shall implement a university-wide compliance and ethics program (Program) as a point for coordination of and responsibility for activities that promote ethical conduct and maximize compliance with applicable laws, regulations, rules, policies, and procedures.

(2) The Program shall be:

- (a) Reasonably designed to optimize its effectiveness in preventing or detecting non-compliance, unethical behavior, and criminal conduct, as appropriate to the institution's mission, size, activities, and unique risk profile;
- (b) Developed consistent with the Code of Ethics for Public Officers and Employees contained in Part III, Chapter 112, Florida Statutes; other applicable codes of ethics; and the Federal Sentencing Guidelines Manual, Chapter 8, Part B, Section 2.1(b); and
- (c) Implemented within two (2) years of the effective date of this regulation.

(3) Each board of trustees shall assign responsibility for providing governance oversight of the Program to the committee of the board responsible for audit and compliance. The charter required by Board of Governors Regulation 4.002(3) shall address governance oversight for the Program.

(4) Each university, in coordination with its board of trustees, shall designate a senior-level administrator as the chief compliance officer. The chief compliance officer is the individual responsible for managing or coordinating the Program. Universities may have multiple compliance officers; however, the highest ranking compliance officer shall be designated the chief compliance officer. Nothing in this regulation shall be construed to conflict with the General Counsel's responsibility to provide legal advice on ethics laws. The chief compliance officer shall not be the same individual as the chief audit executive with the exception of New College of Florida and Florida Polytechnic University who may, due to fiscal and workload considerations, name the same individual as both chief audit executive and chief compliance officer.

(5) The chief compliance officer shall report functionally to the board of trustees and administratively to the president. If the university has an established compliance program in which the chief compliance officer reports either administratively or functionally to the chief audit executive, then the university shall have five (5) years from the effective date of this regulation to transition the reporting relationship of the chief compliance officer to report functionally to the board of trustees and administratively to the president.

- (6) The office of the chief compliance officer shall be governed by a charter approved by the board of trustees and reviewed at least every three (3) years for consistency with applicable Board of Governors and university regulations, professional standards, and best practices. A copy of the approved charter and any subsequent changes shall be provided to the Board of Governors.
- (7) The Program shall address the following components:
- (a) The president and board of trustees shall be knowledgeable about the Program and shall exercise oversight with respect to its implementation and effectiveness. The board of trustees shall approve a Program plan and any subsequent changes. A copy of the approved plan shall be provided to the Board of Governors.
 - (b) University employees and board of trustees' members shall receive training regarding their responsibility and accountability for ethical conduct and compliance with applicable laws, regulations, rules, policies, and procedures. The Program plan shall specify when and how often this training shall occur.
 - (c) At least once every five (5) years, the president and board of trustees shall be provided with an external review of the Program's design and effectiveness and any recommendations for improvement, as appropriate. The first external review shall be initiated within five (5) years from the effective date of this regulation. The assessment shall be approved by the board of trustees and a copy provided to the Board of Governors.
 - (d) The Program may designate compliance officers for various program areas throughout the university based on an assessment of risk in any particular program or area. If so designated, the individual shall coordinate and communicate with the chief compliance officer on matters relating to the Program.
 - (e) The Program shall require the university, in a manner which promotes visibility, to publicize a mechanism for individuals to report potential or actual misconduct and violations of university policy, regulations, or law, and to ensure that no individual faces retaliation for reporting a potential or actual violation when such report is made in good faith. If the chief compliance officer determines the reporting process is being abused by an individual, he or she may recommend actions to prevent such abuse.

- (f) The Program shall articulate the steps for reporting and escalating matters of alleged misconduct, including criminal conduct, when there are reasonable grounds to believe such conduct has occurred.
- (g) The chief compliance officer shall:
- i. Have the independence and objectivity to perform the responsibilities of the chief compliance officer function;
 - ii. Have adequate resources and appropriate authority;
 - iii. Communicate routinely to the president and board of trustees regarding Program activities;
 - iv. Conduct and report on compliance and ethics activities and inquiries free of actual or perceived impairment to the independence of the chief compliance officer;
 - v. Have timely access to any records, data, and other information in possession or control of the university, including information reported to the university's hotline/helpline;
 - vi. Coordinate or request compliance activity information or assistance as may be necessary from any university, federal, state, or local government entity;
 - vii. Notify the president, or the administrative supervisor of the chief compliance officer, of any unresolved restriction or barrier imposed by any individual on the scope of any inquiry, or the failure to provide access to necessary information or people for the purposes of such inquiry. In such circumstances, the chief compliance officer shall request the president remedy the restrictions. If unresolved by the president or if the president is imposing the inappropriate restrictions, the chief compliance officer shall notify the chair of the board of trustees committee charged with governance oversight of the Program. If the matter is not resolved by the board of trustees, the chief compliance officer shall notify the Board of Governors through the Office of Inspector General and Director of Compliance (OIGC);
 - viii. Report at least annually on the effectiveness of the Program. Any Program plan revisions, based on the chief compliance officer's report

shall be approved by the board of trustees. A copy of the report and revised plan shall be provided to the Board of Governors;

- ix. Promote and enforce the Program, in consultation with the president and board of trustees, consistently through appropriate incentives and disciplinary measures to encourage a culture of compliance and ethics. Failures in compliance or ethics shall be addressed through appropriate measures, including education or disciplinary action;
- x. Initiate, conduct, supervise, coordinate, or refer to other appropriate offices (such as human resources, audit, Title IX, or general counsel) such inquiries, investigations, or reviews as deemed appropriate and in accordance with university regulations and policies; and
- xi. Submit final reports to appropriate action officials.

(h) When non-compliance, unethical behavior, or criminal conduct has been detected, the university shall take reasonable steps to prevent further similar behavior, including making any necessary modifications to the Program.

(8) The university shall use reasonable efforts not to include within the university and its affiliated organizations individuals whom it knew, or should have known (through the exercise of due diligence), to have engaged in conduct not consistent with an effective Program.

Authority: Section 7(d), Art. IX, Fla. Const., History: New_____.

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

November 3, 2016

SUBJECT: Public Notice of Intent to Approve New Board of Governors Regulation
4.004 Board of Governors Oversight Enforcement Authority

PROPOSED BOARD ACTION

Approve new Board of Governors Regulation 4.004 entitled Board of Governors Oversight Enforcement Authority.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution and Board of Governors Regulation
Development Procedure

BACKGROUND INFORMATION

Board of Governors Regulation 4.004 Board of Governors Oversight Enforcement Authority describes the Joint Legislative Auditing Committee and the Board of Governors' escalation procedures for repeat Auditor General audit findings and other university noncompliance. This regulation outlines the Board of Governors Inspector General's role in providing direction for, supervising, or coordinating investigations of allegations of material non-compliance with any law or Board of Governors regulations.

The Board approved the public notice of intent to promulgate this regulation at its September 22, 2016, meeting. No public comments were received during the notice period.

Supporting Documentation Included: New Regulation 4.004

4.004 Board of Governors Oversight Enforcement Authority

- (1) The Joint Legislative Auditing Committee (JLAC) of the Florida Legislature has the authority to address state universities that have failed to take full corrective action in response to audit findings included in the two (2) preceding financial or operational audit reports in accordance with section 11.45(7)(j), Florida Statutes. The JLAC may request from a board of trustees a written statement explaining why full corrective action has not been taken or, if the board of trustees intends to take full corrective action, describing the corrective action to be taken and when it will occur. If the JLAC determines that the written statement is not sufficient, it may require the chair of the board of trustees, or the chair's designee, to appear before the JLAC. If the JLAC determines that the state university has failed to take full corrective action for which there is no justifiable reason or has failed to comply with their requests made pursuant to section 11.45(7)(j), Florida Statutes, the JLAC shall refer the matter to the Board of Governors to proceed in accordance with this regulation.
- (2) The Office of Inspector General and Director of Compliance (OIGC) Charter is incorporated herein by this reference.
- (3) In addition to OIGC investigative responsibilities outlined in the OIGC charter, the chancellor may determine that allegations of material non-compliance with any law or Board of Governors regulations warrant an investigation. The Board of Governors' inspector general shall provide direction for, supervise, and coordinate such investigations. When appropriate, matters of alleged non-compliance will be forwarded to the proper university for handling. In addition, the Board of Governors' inspector general will review all instances referred to the Board of Governors by the JLAC as described in paragraph (1) above.
- (4) The Board of Governors' inspector general shall submit the investigatory findings to the chair of the university's board of trustees, or the chair's designee, who shall have twenty (20) working days from the receipt of the draft report to submit a written response to the findings. The university's response and the inspector general's rebuttal to the response, if any, shall be included in the final report presented to the Board of Governor's Audit and Compliance Committee and the chair of the university's board of trustees or the chair's designee.
- (5) The Board of Governors may require the university board of trustees to document that it has come into compliance with the law or Board of Governors regulation or that it is taking reasonable and diligent steps to come into compliance. If, after being provided the opportunity to demonstrate compliance, the university board of trustees cannot satisfactorily document that it is in compliance or will come into compliance within a reasonable period of time, the Board of Governors may order compliance within a specified timeframe.

- (6) If non-compliance is substantiated, and the Board of Governors determines that a university board of trustees is unwilling or unable to comply with any law, Board of Governors regulation, or audit recommendation within the specified timeframe, the Board of Governors may initiate any of the following actions:
- (a) Withhold the transfer of state funds, discretionary grant funds, discretionary lottery funds, or any other funds appropriated to the Board of Governors by the Legislature for disbursement to the state university until the university complies with the law or Board of Governors' regulation.
 - (b) Declare the state university ineligible for competitive grants disbursed by the Board of Governors until the university complies with the law or Board of Governors' regulation.
 - (c) Require monthly or periodic reporting on the situation related to noncompliance until it is remedied.
 - (d) Report to the Legislature that the state university is unwilling or unable to comply with the law or Board of Governors' regulation and recommend action to be taken by the Legislature.
- (7) Any actions taken by the Board of Governors pursuant to this regulation will be commensurate with, and take into account, the nature and severity of the non-compliance, the criticality of the compliance, and the reason for the university's failure to come into compliance.

Authority: Section 7(d), Art. IX, Fla. Const.; History: New_____.

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

November 3, 2016

SUBJECT: Amend Board of Governors Regulation 6.013 Military Veterans and Active Duty

PROPOSED BOARD ACTION

Consider approval of amendments to Board of Governors Regulation 6.013 Military Veterans and Active Duty

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution and Board of Governors Regulation Development Procedure

BACKGROUND INFORMATION

In order to provide consistency in the application of policies specified in s. 1004.07, Florida Statutes, Board Regulation 6.013 is amended to direct university boards of trustees to adopt a regulation to provide that any student enrolled in a college credit course shall not incur academic or financial penalties by virtue of performing military service on behalf of our country. In addition, a technical change is made to subsection (1) to be consistent with other Board of Governors regulations that provide for university boards to adopt regulations and the university administration to adopt policies and procedures. Board Regulation 7.002 subsection (10) is also being considered for approval of amendment to align with 6.013.

Preliminary regulation amendments were reviewed by the university General Counsels, Council of Academic Vice Presidents, Counsel of Student Affairs, and other state university Staff. The amendment was approved for noticing on September 22, 2016. No concerns were expressed about the language during this notice period.

Supporting Documentation Included: Amended Regulation 6.013

6.013 Military Veterans and Active Duty

(1) College Credit for Military Training and Education Courses. Each university board of trustees shall adopt a regulation that establishes a policy and process that enables students who are or were eligible members of the United States Armed Forces to earn appropriate academic college credit for college-level training and education acquired in the military.

(a) The policy and process established by regulation shall include:

1. Specification that college credit will be granted to students with military training or coursework that is recognized by the American Council on Education (ACE) subject to regular institution transfer practices or limitations on amount, level, etc. of transfer credit. The process is subject to the same treatment as any other transfer credit evaluated.
2. Utilization of the ACE Guide to the Evaluation of Educational Experiences in the Armed Services in order to determine equivalency and alignment of military coursework with appropriate university courses.
3. Specification that if the course to which the military training or coursework is equivalent fulfills a general education or major course or degree program requirement at the receiving institution, the credit should count towards graduation and meet a requirement accordingly. Otherwise, appropriate course credit including free elective course credit will be granted.
4. Articulation of credits earned via military training and coursework between state universities. Credit that was previously evaluated and awarded by a college degree granting institution, and that is appropriate to the transfer student's major at the university, should be accepted, subject to institution limit on the amount and level of transfer credit allowed for a given degree.

(b) Credit awarded for military education and training shall be noted on the veteran student's transcript and documentation of the credit equivalency evaluation shall be maintained in the student veteran's file.

(c) Each university shall provide a copy of the policy and process on the university registrar's website and within its university catalogs.

(d) Credit awarded for military education and training shall not be counted in the excess hours fee per Board of Governors Regulation 7.003 due to the credit being based on work accomplished while serving on active-duty.

(2) Priority Course Registration for Veterans

(a) Each university that offers priority course registration for a segment of the student population shall provide the same priority course registration for each veteran of the United States Armed Forces who is receiving GI Bill educational benefits and for the spouse or dependent children of a veteran to whom the GI Bill education benefits have been transferred.

(3) Student Withdrawal from Courses Due to Military Service

(a) Withdrawal Due to Military Service. Each university board of trustees shall adopt a regulation to provide that any student enrolled in a college credit course at a state university shall not incur academic or financial penalties by virtue of performing military service on behalf of our country. The regulation shall encourage withdrawal and possible eligible refund without academic penalty except in cases where the student and faculty member agree that completion is imminent and possible. If the course is no longer offered when the student seeks to resume study, an equivalent course may be selected. If the student chooses to withdraw, the student's record shall reflect that the withdrawal is due to active military service.

(b) The provisions of this subsection and related university regulations shall apply to:

1. Students who are currently on active duty with any unit of the United States Armed Forces who receive orders that require reassignment to a different duty station or absence from class for an extended period of time during the semester in which they are enrolled; and
2. Students who are members of a National Guard, Air National Guard, or other military reserve unit who receive orders calling them to active duty for operational or training purposes during the semester in which they are enrolled, excluding any regularly scheduled weekend and annual training duty; and
3. Students who are veterans of the United States Armed Forces and who are recalled to active duty during the semester in which they are enrolled; and
4. Students who enlist in any branch of the United States Armed Forces and whose induction date falls within the semester in which they are enrolled.

Authority: Section 7(d), Art. IX, Fla. Const.; Section 39.205, F.S. New: 11-08-12, Amended _____

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

November 3, 2016

SUBJECT: Amend Board of Governors Regulation 8.003 Textbook and Instructional Materials Affordability

PROPOSED BOARD ACTION

Consider approval of amendments to Board of Governors Regulation 8.003 Textbook and Instructional Materials Affordability

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution and Board of Governors Regulation Development Procedure

BACKGROUND INFORMATION

Board of Governors Regulation 8.003 has been amended and retitled Textbook and Instructional Materials Affordability to align with changes in section 1004.085, Florida Statutes. A system-wide workgroup was convened to address the new requirements in statute and to make recommendations for amending the regulation. A summary of the proposed changes to this regulation is as follows:

- Revises provisions relating to textbook affordability to include instructional materials.
- Requires state university boards of trustees to identify wide variances in the costs of, and frequency of changes in the selection of textbooks and instructional materials for certain courses.
- Requires state university system boards of trustees to send a list of such identified courses to the academic department chairs for review.
- Authorizes the state university boards of trustees to adopt policies in consultation with providers to allow for the use of innovative pricing techniques and payment options for certain textbooks and instructional materials.
- Requires postsecondary institutions to consult with school districts to identify practices that impact the cost of dual enrollment courses.
- Requires a cost-benefit analyses relating to selection of textbooks and instructional materials.
- Provides for annual reporting requirements.

Draft amendments have been reviewed by the university General Counsels, the Council of Academic Vice Presidents, and other state university staff. The regulation amendment was approved for noticing on September 22, 2016. No concerns were expressed about the language during this notice period.

Supporting Documentation Included: Amended Regulation 8.003

8.003 Textbook and Instructional Materials Adoption Affordability

(1) Each university board of trustees shall adopt a regulation that establishes textbook and instructional materials affordability policies adoption procedures to minimize the cost of required or recommended textbooks and instructional materials for students while maintaining the quality of education and academic freedom. ~~At a minimum, the~~ The regulation shall provide for the following:

(a) Selection of textbooks and instructional materials through cost-benefit analyses that enable students to obtain the highest-quality product at the lowest available price, by considering:

1. Purchasing digital textbooks in bulk;
2. Expanding the use of open-access textbooks and instructional materials;
3. Providing rental options for textbooks and instructional materials;
4. Increasing the availability and use of affordable digital textbooks and learning objects;
5. Developing mechanisms to assist in buying, renting, selling, and sharing textbooks and instructional materials;
6. The length of time that textbooks and instructional materials remain in use;
7. An evaluation of cost savings for textbooks and instructional materials which a student may realize if individual students are able to exercise opt-in provisions for the purchase of the materials.

(b) The use of innovative pricing techniques and payment options for textbooks and instructional materials in consultation with providers including bookstores. The pricing techniques and payment options must include an opt-in provision for students and may be approved only if there is documented evidence that the options reduce the cost of the textbooks and instructional materials.

~~(c)-(a)~~ A deadline for the adoption selection of textbooks and instructional materials each term that shall provide sufficient lead time for bookstores to confirm the availability of the requested materials, source lower cost options, explore alternatives with faculty, and, where possible, maximize the number availability of used textbooks and instructional materials available.

~~(d)-(b)~~ A procedure to document the intent of the course instructor or the academic department offering the course to use all items ordered, including each individual item sold as part of a bundled package, before the adoption selection is finalized.

~~(e)-(e)~~ A determination by the course instructor or academic department offering the course, before a textbook or instructional material is adopted selected, of the extent to which a new edition differs significantly and substantively from earlier versions and the value to the student of changing

- to a new edition, or the extent to which an open-access textbook or instructional material is available.
- ~~(f)~~-(d) A procedure(s) to make required and recommended textbooks and instructional materials for each course offering available to students who otherwise cannot afford the cost of the textbook: including consideration of the extent to which an open-access textbook or instructional material may be used.
- ~~(g)~~-(e) A procedure(s) by which students can obtain required textbooks and instructional materials prior to receipt of their financial aid distribution, when necessary.
- ~~(h)~~-(f) A deadline for posting a hyperlink to lists of each required and recommended textbooks and instructional materials for at least 95 percent of all courses and course sections each course offering for the upcoming term ~~on~~ in the university's course registration system and on the university's website. ~~The deadline shall be~~ The designated university official shall determine compliance with this requirement no later than ~~thirty (30)~~ forty-five (45) days prior to the first day of classes for each term, and ~~any request for an exception to the compliance deadline shall be submitted in writing to the appropriate designated university official prior to the deadline and shall provide a reasonable justification for an exception.~~ A course or section added after the notification deadline is exempt from this notification requirement. The posted list shall include the following information for each required and recommended textbook and instructional materials:
1. the International Standard Book Number (ISBN) or
 2. other identifying information which shall include, at a minimum:
 - (a) all authors listed,
 - (b) publishers,
 - (c) edition number,
 - (d) copyright date,
 - (e) published date, and
 - (f) other relevant information necessary to identify the specific textbook or instructional materials required and recommended for each course.
- (i) Consultation with school districts to identify practices that impact the cost of dual enrollment textbooks and instructional materials to school districts, including, but not limited to, the length of time that textbooks and instructional materials remain in use.
- (j) Examination, each semester, of the cost of required and recommended textbooks and instructional materials by course and course section for all general education courses identifying any variance in the cost among different sections of the same course; identification of the percentage of textbooks and instructional materials that remain in use for more than one term; submission of a list of courses that have a wide variance in costs among sections or that have frequent changes in textbook and instructional materials to the appropriate academic department chair for review.

(2) No employee of a state university may demand or receive any payment, loan, subscription, advance, deposit of money, service, or anything of value, present or promised, in exchange for requiring students to purchase a specific textbook or instructional materials for coursework or instruction. However, an employee may receive, subject to the requirements of the Florida Code of Ethics for Public Officers and Employees and the outside activity and conflict of interest requirements set forth in university regulations and collective bargaining agreements:

- (a) Sample copies, instructor copies, or instructional materials. These materials may not be sold for any type of compensation if they are specifically marked as free samples not for resale.
- (b) Royalties or other compensation from sales of textbooks or instructional materials that include the instructor's own writing or work.
- (c) Honoraria for academic peer review of course materials.
- (d) Fee associated with activities such as reviewing, critiquing, or preparing support materials for textbooks or instructional materials.
- (e) Training in the use of course materials and learning technologies.

(3) Each university board of trustees shall provide a report, by September 30 of each year, to the Chancellor of the State University System, in a format determined by the Chancellor, that details:

- (a) The selection process for general education courses with a wide cost variance and high enrollment courses;
- (b) Specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials;
- (c) Policies implemented regarding the posting of textbook and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class;
- (d) The number of courses and course sections that were not able to meet the posting deadline for the previous academic year;
- (e) Any additional information determined by the Chancellor.

The Chancellor will report to the Board of Governors a summary of the State University System's initiatives and efforts addressing textbook and instructional materials affordability by November 1 of each year.

Authority: Section 7(d), Art. IX, Fla. Const.; History: New 03-26-09.

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

November 3, 2016

SUBJECT: New College Plan for Growth

PROPOSED BOARD ACTION

Consider for approval that New College of Florida's plan for growth and the associated Legislative Budget Request be forwarded to the Board's Budget and Finance Committee for consideration.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

In the context of its 2016 University Work Plan presented in June 2016, New College of Florida was asked to consider the particular initiatives and associated resources necessary to increase its student population to 1,200. On July 29, 2016 Board staff conducted a site visit at New College of Florida, meeting with College personnel and touring facilities.

New College of Florida presented its initiative plans, needed resource estimates, and a Legislative Budget Request to the Strategic Planning Committee. The Strategic Planning Committee's Chair will provide a recommendation.

Supporting Documentation Included:

Information included in the Strategic Planning Committee materials

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

November 3, 2016

SUBJECT: Public Notice of Intent to Approve Amended Board of Governors
Regulation 7.002 Tuition and Fee Assessment, Collection, Accounting and
Remittance

PROPOSED BOARD ACTION

Approve the amended Board of Governors Regulation 7.002

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

This regulation was approved for public notice of intent to amend at the September 22, 2016 meeting. This regulation is being amended to ensure compliance with section 1004.07, Florida Statutes that provides guidance on a student's withdrawal from courses due to military service. Board Regulation 6.013 is also being considered for amendment by the Academic and Student Affairs Committee to provide more guidance to universities. A summary of the proposed changes to Regulation 7.002 is as follows:

- 1) Changes 'Involuntary call' to 'Orders' when describing when a student may receive a 100% refund of tuition and fees; and
- 2) References Board Regulation 6.013.

No public comments have been received.

Supporting Documentation Included: Amended Regulation 7.002

7.002 Tuition and Fee Assessment, Collection, Accounting and Remittance.

- (1) Each university shall establish by regulation procedures for the payment, waiver and refund of fees, fines and penalties appropriately assessed.
- (2) The university president or designee may approve deferred payment when financial aid is delayed in being transmitted to the student through circumstances beyond the control of the student or formal arrangements have been made by the student with the university for payment. Each university shall develop procedures and terms for such deferment.
- (3) For budgeting purposes, the tuition, out-of-state fee, Application Fee, a minimum of 50 percent of the Late Payment Fee, and a minimum of 50 percent of the Late Registration Fee shall be budgeted in the Student and Other Fee Trust Fund for state fundable credit hours. Fees for non-state fundable credit hours will be budgeted in the appropriate trust fund.
- (4) All proceeds from the Capital Improvement Fee, as authorized in Regulation 7.003, shall be remitted no later than the 20th of each month for the previous month's collections to the Board of Governors. Required remittance information will be provided to each university by the Chancellor or designee.
- (5) All proceeds from the student financial aid fee, as authorized in Regulation 7.003, shall be accounted for in the appropriate fund at the university. Each university may use up to 15 percent of the financial aid fees collected to pay for administrative costs associated with administration of financial aid programs.
- (6) Course Classification – Tuition and non-resident tuition shall be assessed on the basis of course classification: state fundable courses numbered through 4999 shall be assessed at the undergraduate level (all courses at New College of Florida are undergraduate and shall be assessed accordingly), state fundable courses numbered 5000-8999 shall be assessed at the graduate level, and those courses identified as medical by universities having medical programs shall be assessed as outlined in university board of trustees regulations.
- (7) Each university shall establish by regulation, procedures for the payment of tuition and associated fees. Such regulation shall provide that a student's course schedule will be canceled if payment, or appropriate arrangements for payment, has not occurred by the deadline set by each university, which shall be no later than the end of the second week of classes. Provision for reinstatement of canceled course schedules may be included in the regulation. The president or designee may extend the deadline for fee payment when payment by the student is delayed due to university actions. However, the president may choose to temporarily suspend further academic progress in lieu of canceling a student's course schedule in those cases where the student has partially paid

tuition and the university guarantees full payment from an authorized and existing fund before the submission of the final student data course file or the end of the semester, whichever is later; otherwise, the student credit hours shall not be counted for state funding purposes. Suspension of academic progress shall preclude students from receiving grades, transcripts, or a diploma and shall deny registration for future terms until the student's account has been settled in full.

(8) All or any part of the tuition and associated fees may be waived by the university when deemed appropriate provided that provisions for such waiver are included in the regulations of the Board of Governors or university boards of trustees pursuant to Regulation 7.008.

(9) Installment Payments -- The university president may establish a procedure for the payment of tuition and associated fees in installments. The fee shall be as authorized in Regulation 7.003 and shall be budgeted in the Student and Other Fee Trust Fund.

(10) Tuition Refund/Release of Liability -- Each university shall establish, by regulation, procedures for the refund or release of liability of tuition and associated fees assessed and paid pursuant to this regulation. As a minimum, such regulation shall provide for the refund/charge adjustment of the following:

(a) Refund 100 percent of the tuition and associated fees assessed, adjusted for waivers, if official withdrawal from the university occurs prior to the end of drop/add period.

(b) Refund 25 percent of the tuition and associated fees assessed, adjusted for waivers, if official withdrawal from the university occurs after the end of drop/add period and prior to the end of the fourth week of classes, or as designated by the university for summer sessions.

(c) 100% refund of the tuition and associated fees assessed, adjusted for waivers, if a student withdraws or drops one or more credit courses due to circumstances determined by the university to be exceptional and beyond the control of the student, including but not limited to:

1. Illness of a student of such severity or duration, as confirmed in writing by a physician, to preclude completion of the course(s),

2. Death of the student or death in the immediate family (parent, step-parents, spouse, child, sibling, or grandparents),

3. ~~Involuntary call to~~ Orders for active military duty in accordance with Regulation 6.013, or

4. A situation in which the university is in error. The amount of a payment in excess of the adjusted assessment will be refunded.

(11) A written appeal for a refund or other appeal action must be submitted to the University within six (6) months of the close of the semester to which the refund or other appeal action is applicable.

Authority: Section 7(d), Art. IX, Fla. Const.; History-Former 6C-7.002; Adopted 4-8-74, Amended 7-19-74, Amended and Renumbered 12-17-74, Amended 6-26-

75, 2-28-76, 11-1-76, 3-21-77, 9-28-81, 12-13-83, 10-2-84, Formerly 6C-7.02, Amended 4-9-87, 9-15-91, 11-9-92, 8-1-94, 10-2-94, 5-17-95, 4-16-96, 12-28-97, 8-3-00, Amended and Renumbered 9-25-08, Amended 6-21-12, _____.

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

November 3, 2016

SUBJECT: Public Notice of Intent to Approve Board of Governors Regulation 18.001
Purchasing

PROPOSED BOARD ACTION

Approve the amended Board of Governors Regulation 18.001

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

This regulation was approved for public notice of intent to amend at the September 22, 2016 meeting.

The first proposed revision to the regulation would retitle the regulation from "Purchasing" to "Procurement," to encompass the broader range of activities that are regulated. The next revision would provide authority for contract extensions and renewals, with time limitations, which currently do not exist in the regulation. The final revision clarifies the "advertisement" exemption to remove the purchase of media placement as an exempt service. The direct placement of an advertisement toward a targeted audience, should be exempt since these cannot be competed, but media placement services are more general and can be competitively placed.

The proposed language was developed by Board staff based on discussions with university staff.

No public comments have been received.

Supporting Documentation Included: Amended Regulation 18.001

18.001 Purchasing Procurement Regulation

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

- (a) Removing any contractor from the University's competitive vendor list that fails to fulfill any of its duties specified in a contract with the University(s) and to reinstate any such contractor when satisfied that further instances of default will not occur.
- (b) Planning and coordinating purchases in volume and negotiating and executing agreements and contracts for commodities and contractual services under which the University may make purchases.
- (c) Evaluating, approving, and utilizing contracts that are entered into after a public and open competitive solicitation ~~let~~ by any State of Florida agency or department, the Federal Government, other states, political subdivisions, ~~not for-profit~~ cooperatives or consortia, or any independent college or university for the procurement of commodities and contractual services, when it is determined to be cost-effective and in the best interest of the University, to make purchases under contracts let by such other entities. Universities shall review existing consortia and cooperative contracts to identify potential savings and, if there is the potential for savings, enter into new consortia and cooperative contracts to achieve the savings, with the goal of achieving a five-percent savings on existing contract prices.
- (d) Awarding contracts for commodities and contractual services to multiple suppliers, if it is determined to be in the best interest of the University. Such awards may be on a university, regional or State University System-wide basis and the contracts may be for multiple years.
- (e) Rejecting or canceling any or all competitive solicitations when determined to be in the best interest of the University.
- (f) Barring any vendor from doing business with the University for demonstrated cause, including previous unsatisfactory performance.
- (g) Prohibiting University employees and University direct support organization employees participating on a procurement selection committee for commodities or services from soliciting donations from responding vendors during the selection process, except for donations or other benefits expressly stated in the procurement document.
- (h) Permitting the extension(s) of a contract, entered into as a result of a competitive solicitation, for up to twelve (12) months or until completion of the competitive solicitation and award or protest, whichever is longer.
- (i) Permitting the renewal(s) of a contract, entered into as a result of a competitive solicitation, for a period that may not exceed 5 years or twice the term of the original contract, whichever is longer. This provision is not intended to apply retroactively; existing contracts entered into prior to January 1, 2017, including any specified renewal period(s) may continue in accordance with the existing contract terms.

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

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

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

- (a) Preferences for Personal Property. When a University awards a contract to purchase personal property, other than printing, by competitive solicitation pursuant to paragraph (2) of this regulation, a preference shall be provided to vendors with a principal place of business in Florida (such vendors hereinafter referred to as “Resident Vendors”) as follows:
 - 1. If the responsible and responsive vendor that submits the lowest bid, the most advantageous proposal, or the best value reply is one whose principal place of business is outside of Florida and is in a state or political subdivision thereof that grants a preference for the same purchase to a vendor in such state or political subdivision, as applicable, then the University shall grant the same preference to the responsible and responsive Resident Vendor with the lowest bid received pursuant to an Invitation to Bid, the most advantageous proposal received pursuant to a Request for Proposals, or the best value reply received pursuant to an Invitation to Negotiate.
 - 2. With respect to Invitations to Bid, if the lowest responsible and responsive bid is from a vendor whose principal place of business is in a state that does not grant a preference for the purchase to a vendor in such state, then the University shall grant a preference in the amount of five percent (5%) to the lowest responsible and responsive Resident Vendor.
 - 3. For vendors whose principal place of business is outside of Florida, such vendors must, at the time of submitting its bid, proposal or reply, provide a written opinion from a licensed attorney in its state specifying: (a) the preferences(s) granted by the state or political subdivision, as applicable, under the laws of that state to vendors whose principal place of business is in that state or political subdivision; and (b) how the preference is calculated. The failure to submit the written opinion may be waived as non-material if all vendors responding to the solicitation have principal places of business outside of Florida.
 - 4. The vendor’s principal place of business, as represented by the vendor in its bid or reply, may be relied upon by the University without further inquiry. If the University determines that a vendor has misrepresented its principal place of business, the vendor’s bid, proposal or reply shall be rejected.
 - 5. For the purpose of paragraph (3)(a), “personal property” shall be defined

as goods and commodities, but not real estate, intellectual property or services.

- (b) Preferences for Printing. When a University purchases printed materials by competitive solicitation pursuant to paragraph (2) of this regulation, a preference shall be provided Resident Vendors as follows:
 - 1. If the lowest responsible and responsive bid received pursuant to an Invitation to Bid is from a vendor whose principal place of business is outside of Florida, then the University shall grant a preference to the lowest responsible and responsive Resident Vendor in the amount of five percent (5%) if the University has determined that the printing can be performed by the Resident Vendors at a level of quality comparable to that obtainable from the vendor submitting the lowest bid whose principal place of business is outside of Florida.
 - 2. For purposes of subparagraph 3(b)(1), the level of quality shall be determined by whether a vendor satisfies the minimum specification requirements as set forth in the Invitation to Bid.
- (c) Method of Calculating Five Percent Preference.
 - 1. If the competitive solicitation is an Invitation to Bid, then an amount equal to five percent (5%) of the total base bid and any alternates shall be deducted from the base bid and alternates, as applicable, of the lowest responsible and responsive Resident Vendor's bid.
- (d) Determining a Vendor's Principal Place of Business. A vendor's "principal place of business" is determined as follows:
 - 1. If the vendor is an individual or a sole proprietorship, then its "principal place of business" is in the state where the vendor's primary residence is located.
 - 2. If the vendor is a business organization, then its "principal place of business" is in the state where the majority of the vendor's executive officers direct the management of the vendor's business affairs.
- (e) Federally Funded Projects. Purchases made to perform specific obligations under federally funded projects shall not be subject to this preference requirement to the extent the application of a preference is not allowed under applicable federal law or regulation.

(4) **Exceptional Purchases.** Each university is authorized to make exceptional purchases of commodities or contractual services as follows:

- (a) Purchase of Products with Recycled Content. Each University may establish a program to encourage the purchase and use of products and materials with recycled content and postconsumer recovered material.
- (b) Purchase of Private Attorney Services. Written approval from the Attorney General is not required for private attorney services acquired by the University.
- (c) Purchase of Insurance. Each University shall have the authority to purchase insurance as deemed necessary and appropriate for the operation and educational mission of the University.
- (d) Purchase of Printing. However, if a University determines that it is in the best interests of the University to purchase printed materials through a competitive solicitation process, the preference provision in paragraph (3)(b) shall apply.

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

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

- (a) **Emergency Purchases.** When a university president or his/her designee determines, in writing, that the delay due to the competitive solicitation process is an immediate danger to the public health or safety or the welfare of the University, including University tangible and/or intangible assets; or would otherwise cause significant injury or harm not in the best interest of the University, the University may proceed with the procurement of commodities or contractual services without a competitive solicitation.
- (b) **Sole Source Purchases.** Commodities or contractual services available from a single source may be exempted from the competitive solicitation process.
- (c) **Purchases from Contracts and Negotiated Annual Price Agreements** established by the State of Florida, other governmental entities, other Universities in the State University System, or other independent colleges and universities are not subject to further competitive solicitation.
- (d) **The following listed commodities and services are not subject to competitive solicitation:**
 1. Artistic services;
 2. Academic reviews;
 3. Lectures;
 4. Auditing services;
 5. Legal services, including attorney, paralegal, expert witness, appraisal, arbitrator or mediator services;
 6. Health services involving examination, diagnosis, treatment, prevention, medical consultation or administration. Prescriptive assistive devices for medical, developmental or vocational rehabilitation including, but not limited to prosthetics, orthotics, wheelchairs and other related equipment and supplies, provided they are purchased on the basis of an established fee schedule or by a method that ensures the best price, taking into consideration the needs of the client;
 7. Services provided to persons with mental or physical disabilities by not-for-profit corporations organized under the provisions of s. 501(c)(3) of the Internal Revenue Code or services governed by the provisions of the Office of Management and Budget Circular A-122;
 8. Medicaid services delivered to an eligible Medicaid recipient by a health care provider who has not previously applied for and received a Medicaid provider number from the Department of Children and Family Services. This exception will be valid for a period not to exceed 90 days after the date of delivery to the Medicaid recipient and shall not be renewed;
 9. Family placement services;

10. Training and education services;
11. Advertising, except for media placement services;
12. Services or commodities provided by governmental agencies, another University in the State University System, direct support organizations of the university, political subdivisions or other independent colleges and universities;
13. Programs, conferences, workshops, continuing education events or other university programs that are offered to the general public for which fees are collected to pay all expenses associated with the event or program;
14. Purchases from firms or individuals that are prescribed by state or federal law, or specified by a granting agency;
15. Regulated utilities and government franchised services;
 16. Regulated public communications, except long distance telecommunication services or facilities;
 - ~~17. Extension of an existing contract;~~
 - ~~18. Renewal of an existing contract if the terms of the contract specify renewal option(s);~~
 - ~~17~~¹⁹. Purchases from an Annual Certification List developed by each University;
 - ~~18~~²⁰. Purchases for resale;
 - ~~19~~²¹. Accounting Services;
 - ~~20~~²². Contracts or services provided by not-for-profit support and affiliate organizations of the University, direct support organizations, health support organizations and faculty practice plans;
 - ~~21~~²³. Implementation/programming/training services available from owner of copyrighted software or its contracted vendor; or
 - ~~22~~²⁴. Purchases of materials, supplies, equipment, or services for instructional or sponsored research purposes when a director of sponsored research or designee certifies that, in a particular instance, it is necessary for the efficient or expeditious prosecution of a research project in accordance with sponsored research procedures or to attain the instructional objective.

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

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

Authority: Section 7(d) Art. IX, Fla. Const.; History—New 3-27-08; amended 3-28-13; _____

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

November 3, 2016

SUBJECT: Prioritization of Legislative Budget Issues

PROPOSED BOARD ACTION

Approve the prioritization of legislative budget issues as recommended by the Budget and Finance Committee.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Budget and Finance Committee met on October 17 to review a number of budget issues recommended by the Academic and Student Affairs Committee, Health Initiatives Committee and Budget and Finance Committee during the September meeting. These issues all address a specific need that would benefit the State and students. Given the limited resources that are available to fund these issues, the Budget and Finance Committee reviewed and prioritized these issues.

Supporting Documentation Included: Information included in the Budget and Finance Committee Material

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

November 3, 2016

SUBJECT: Performance-Based Funding Model

PROPOSED BOARD ACTION

Review and approve the performance funding model issues discussed on October 17 by the Budget and Finance Committee.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Board adopted a performance funding model in January 2014 based on 10 metrics.

The Committee has reviewed the model annually to determine if any changes need to be made. On October 17, the Committee met to review potential changes to the model. The Chair will present the proposed changes to the model

Supporting Documentation Included: Information included in the Budget and Finance Committee Material