



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Agenda and Meeting Materials September 2-3, 2015

President's Room B
Emerson Alumni Hall
University of Florida
1938 West University Avenue
Gainesville, FL 32603



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

ACTIVITIES
BOARD OF GOVERNORS MEETINGS

President's Room B
Emerson Alumni Hall
University of Florida
1938 West University Avenue
Gainesville, Florida 32603
September 2-3, 2015

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

Wednesday, September 2, 2015

- | | |
|--|---|
| 11:15 a.m. –
12:00 p.m.
or upon
Adjournment of
Previous Meetings | Health Initiatives Committee
Chair: Mr. Ed Morton
Members: Beard, Carter, Doyle, Levine, Robinson |
| 12:00 – 1:00 p.m. | Lunch will be provided |
| 1:00 – 2:00 p.m.,
or upon
Adjournment of
Previous Meetings | Innovation and Online Committee
Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Ed Morton
Members: Beard, Colson, Kuntz, Link, Robinson, Stewart, Tripp |
| 2:00 – 3:00 p.m.,
or upon
Adjournment of
Previous Meetings | Strategic Planning Committee
Chair: Mr. Dean Colson; Vice Chair: Ms. Patricia Frost
Members: Beard, Doyle, Lautenbach, Morton, Robinson |
| 3:00 – 3:15 p.m. | Break |

- 3:15 - 4:30 p.m.,** **Academic and Student Affairs Committee**
or upon Chair: Mr. Norman Tripp; Vice Chair: Ms. Wendy Link
Adjournment of Members: Beard, Carter, Frost, Graham, Robinson, Stewart
Previous Meetings
- 4:30 - 5:30 p.m.,** **Facilities Committee**
or upon Chair: Mr. H. Wayne Huizenga, Jr.; Vice Chair: Mr. Dick Beard
Adjournment of Members: Carter, Doyle, Hosseini, Levine, Link, Morton, Robinson
Previous Meetings
- 5:30 - 5:45 p.m.** **Nomination and Governance Committee**
or upon Chair: Mr. Mori Hosseini; Vice Chair: Mr. Tom Kuntz
Adjournment of Members: Colson, Link, Tripp
Previous Meetings
- 5:30 - 7:00 p.m.** **Welcome Reception**

Thursday, September 3, 2015

- 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 - 8:45 a.m.,** **Select Committee on Florida Polytechnic University**
or upon Chair: Mr. Tom Kuntz
Adjournment of Members: Link, Morton
Previous Meetings
- 8:45 - 10:00 a.m.,** **Budget and Finance Committee**
or upon Chair: Mr. Tom Kuntz; Vice Chair: Mr. Ned Lautenbach
Adjournment of Members: Colson, Graham, Hosseini, Huizenga, Levine, Tripp
Previous Meetings
- 10:00 - 10:15 a.m.** **Break**
- 10:15 a.m. -** **Board of Governors - Regular Meeting**
12:00 p.m. Chair: Mr. Mori Hosseini; Vice Chair: Mr. Tom Kuntz
or upon All Board members
Adjournment of
Previous Meetings
- 12:00 p.m.** **Boxed Lunches will be available**

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
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Health Initiatives Committee Meeting

President's Room B

Emerson Alumni Hall

University of Florida

1938 West University Avenue

Gainesville, Florida 32603

September 2, 2015

11:15 a.m – 12:00 p.m.

or

Upon Adjournment of Previous Meetings

Chair: Mr. Ed Morton

Members: Beard, Carter, Doyle, Levine, Robinson

1. Call to Order and Opening Remarks Governor Ed Morton

2. **Approval of Committee Meeting Minutes** Governor Morton
Minutes, November 5, 2014
Minutes, January 21, 2015
Minutes, May 18, 2015

3. **Key Findings of the Health Initiatives Environmental Scan: Health Care Delivery, Health-related Research and Health Program Needs** **Ms. Amy Beaven**
*Director for STEM/Health
Board of Governors*

4. Concluding Remarks and Adjournment Governor Morton

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Health Initiatives Committee
September 2, 2015**

SUBJECT: Approval of Minutes of November 5, 2014; January 21, 2015; and May 18, 2015 Committee Meetings

PROPOSED COMMITTEE ACTION

Approval of the minutes of the following three meetings:

- Committee Meeting held on November 5, 2014, at Florida Atlantic University
- Committee Workshop held on January 21, 2015, at the University of North Florida
- Committee Workshop held on May 18, 2015, at the University of Central Florida

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and approve the minutes of the meetings held on November 5, 2014; January 21, 2015; and May 18, 2015.

Supporting Documentation Included: Minutes, November 5, 2014
Minutes, January 21, 2015
Minutes, May 18, 2015

Facilitators/Presenters: Governor Ed Morton

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
HEALTH INITIATIVES COMMITTEE
FLORIDA ATLANTIC UNIVERSITY
BOCA RATON, FL
NOVEMBER 5, 2014

*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

Chair Ed Morton convened the meeting at 4:15 p.m. on November 5, 2014, with the following members present and answering roll call: Governor Webster, Governor Beard, Governor Carter, and Governor Robinson. A quorum was established.

2. Meeting Minutes

Governor Carter moved that the Committee approve the minutes of the September 17, 2014 meeting, as presented. Governor Webster seconded the motion and members concurred.

3. Health-Related Research: A Survey of the State University System

Governor Morton provided a brief introduction to a presentation by Associate Vice Chancellor R. E. LeMon, noting the important role of research in the SUS.

Dr. LeMon presented highlights from the first report stemming from an environmental scan conducted in 3 broad areas: health-related research, health education, and healthcare delivery. The report on health-related research identifies common threads and themes for the 12 SUS institutions, as nearly all of the universities are engaged in health-related research of some type.

He described the report as a synthesis of university responses to a survey on health-related research. In the survey, the universities were queried as to the magnitude of their research, their top priority areas of research, their general research challenges, their facility challenges and opportunities, their technology transfer challenges and opportunities, their research compliance challenges and opportunities, their veterinary resources challenges and opportunities, their current collaboration with peer SUS institutions, their opportunities for further collaboration in areas where more research needs to be done, and their contributions to translational research.

Dr. LeMon presented on the magnitude of SUS health-related research, noting that \$431 million dollars came into the SUS from the federal Department of Health and Human Services in 2012-2013 and a total of \$600 million from all federal sources was dedicated to health-related research that year. Funding at the University of Florida and the University of South Florida represented nearly 80% of the overall SUS health-related research funding.

Dr. LeMon stated that a national comparison of medical science R&D expenditure data in 2011-2012 showed Florida ranked 6th in the nation. Governor Morton asked how those comparisons would break down on a per capita basis, considering Florida's large population.

Several themes from the report were highlighted, including:

- the need to recruit already-funded faculty and the high cost of adequate startup packages
- a range of facility needs, including a teaching hospital, renovated lab space, and some animal facility needs
- the increasingly competitive nature of grants and the need for strategic partnerships
- resource needs for tech transfer and grants for proof-of-concept studies
- existing collaboration between SUS institutions and a desire to partner more to increase competitiveness for research funding
- overlap among the universities in some high-priority research areas, including aging research
- and a role for the Board in creating shared research infrastructure that could benefit the institutions, such as organizing a streamlined IRB process and data-handling and storage capabilities for greater SUS collaboration.

On this last theme, Provost Joe Glover suggested that current data infrastructure investments such as SSERCA could benefit health researchers, but it would require better communication with the Chief Information Officers of the universities. Dr. LeMon concluded by highlighting the institutions' willingness to collaborate on grants in high-priority areas and to work together in gap areas provided that they have the expertise and resources to do so. He noted the Centers of Excellence model as one mechanism for partnership.

Governor Morton asked the Committee for questions or comments. Governor Carter said tracking the magnitude is important for gauging how the System is performing in health-related research. Governor Robinson noted the importance for translational research, going beyond generating new knowledge and putting knowledge we have to work for people in the community. It is important for students to have skills in translational research. Governor Morton agreed and offered an example of the

importance of applied knowledge in nutrition and disease prevention and management.

11. Closing Remarks and Adjournment

Chair Morton thanked members for their participation and adjourned the meeting at 4:40 p.m.

Ed Morton, Chair

Amy Beaven,
Director, STEM and Health Initiatives

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
HEALTH INITIATIVES COMMITTEE
UNIVERSITY OF NORTH FLORIDA
JACKSONVILLE, FL
JANUARY 21, 2015

*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

Chair Ed Morton convened the workshop at 8:45 a.m. on January 21, 2015, with the following members present and answering roll call: Governor Beard, Governor Carter, Governor Doyle, Governor Levine and Governor Robinson. A quorum was established.

Chair Morton introduced the workshop as a joint meeting of the Health Initiatives Committee and the Committee's Advisory Group members, who represent business and clinical perspectives in health care. He noted that the workshop agenda would be divided into three parts, beginning with a presentation from researchers at the Max Planck Institute in Munich, Germany, on medical school admission criteria, training and assessment of future healthcare professionals. The second and third items of the agenda would address supply and demand data on workforce gaps, as well as emerging and evolving trends in healthcare and ways of measuring demand.

2. Holistic Admissions for Medical School Candidates: Assessing IQ, EQ, and CQ

Governor Morton recognized Dr. Jan Woike of the Max Planck Institute for Human Development to present research on medical school and health program admission criteria, communication training, assessment, and life-long learning.

Dr. Woike presented current figures on patient care and outcomes and suggested that an improvement in communication and shared-decision making between providers and patients could improve outcomes. He suggested that educators can improve on the identification and development of these skills for their students, principally by linking program selection, training, practice outcomes, and lifelong learning in a reflective feedback loop.

Some points from his presentation were:

- Currently there is insufficient evidence to support emotional intelligence measurements as part of the admissions criteria.
- Selection should not be the only area of focus as students' attitudes and abilities, including communication skills, change during the course of study.
- There is a need for more training in statistical literacy and risk. Statistical figures are often misunderstood and misrepresented because of poor training but communicating accurately about probability can improve shared decision-making.
- Currently there is overutilization of services based on patient demand and expectations, which can lead to over-diagnosis and overtreatment. Physicians are reluctant to provide less treatment due to a desire to meet patient demand, a fear of litigation, and financial incentives to provide treatment.
- If communication is working, there is a true understanding of risks and benefits, which builds trust between the doctor and patient.
- Communication training and shared decision-making skills should be incorporated into other courses, ongoing and formative, provided incrementally and allowing for feedback, and practiced within a team of healthcare trainees.
- There is a need to improve the process for life-long learning for healthcare providers. One role for universities is the maintenance of alumni networks to support the dissemination of new knowledge in accessible and easy to understand forms.
- There is a need to re-frame physicians as health communicators rather than experts and to capture and communicate how well they are doing by using data in a learning loop.
- Universities can accumulate best practices; look at the selection process as it is and always seek to improve it; focus on training; and continue communicating with practicing physicians and feed this back to the selection process.

Governor Morton asked Dr. Woike if he is seeing changes in Germany's selection process and degree of inter-professional training. Dr. Woike responded that institutions should select medical school candidates based upon their motivation to learn and ability to benefit the most from the training, rather than selecting candidates based upon the final desired characteristics. Governor Morton also asked if there are changes to medical board certification to address the need for continuing education in Germany. Dr. Woike replied that currently any changes are in the form of initiatives and not any binding regulations that he is aware of.

Members of the Committee and Advisory Group (Dr. Andres Gil, Governor Robinson, Dr. Celeste Philip, Governor Carter, and Dr. John Fogarty) provided additional questions and comments. Governor Morton recognized Dr. Deborah German, Dean of the UCF College of Medicine, for a comment. She noted that educators see a change in the second or third year in a student's ability to communicate, and she suggested that problems actually arise when students are thrown into real-world practice settings. Dr.

Woike confirmed that a shift to much shorter patient visits could lead students to greater disillusionment with real-world practice, but he noted that communication within the confines of practice is still important. Yet, this disillusionment and disconnect with patient care should prompt reflections on the design of practice.

Governor Morton thanked Dr. Woike for his time and travel to speak on the topic.

3. Gap Analysis for Designated Health Occupations

Governor Morton provided an introduction to a presentation by Amy Beaven on the health workforce supply and demand data to be considered as part of the Committee's environmental scan.

Ms. Beaven presented two overarching questions for the Committee's health workforce gap analysis. Which health occupations are currently undersupplied? Where is the workforce supply not meeting the occupational demand in Florida? She then explained the gap analysis methods of the 2012-2013 Board of Governor's Access and Attainment Commission and noted where the health analysis overlapped and differed.

Ms. Beaven provided details on the methodology for assessing demand and supply, calculating the initial gap, and considering contextual factors. She presented several data limitations, as well as additional data sources to consider for context. She provided information on the Classification of Instructional Programs (CIP codes) and the Standard Occupational Classification (SOC codes) and how they are linked through a crosswalk of educational programs to job openings.

Governor Levine asked for clarification on the difference between the size of the demand and the size of the workforce gap. Ms. Beaven answered that the gap would be unmet demand after considering all sources of workforce supply. Governor Carter, Governor Beard, and several Advisory Group members discussed capturing the availability of medical residencies (graduate medical education) and other internships that may influence the availability of supply. Dr. Glen Finney noted that availability of physician residencies and fellowships could each influence the decision of trainees to stay in Florida for practice.

Governor Levine and Advisory Committee member Mary Lou Brunell raised concerns that the use of licensing data could overstate supply (underestimating any gap) unless license-holders who are not working in Florida, or working in a limited capacity in the occupation, were backed out of the supply estimates. Dr. Alma Little commented that healthcare is seeing transitions that may change the number and type of health professionals that are needed in the workforce. Mary Lou Brunell announced a partnership with CareerSource Florida to convene a Health Leadership Council to identify some of these shifts and their potential impact. Governor Morton agreed that

changes in reimbursement structure will change the mix of services and types of treatment from what is current practice.

The Committee and Advisory Group provided additional suggestions around contextual factors to be considered in the next round of analysis. Of particular interest were in-migration, out-migration, adequate demand estimates with consideration of retirements, and the number of medical residencies in Florida.

4. Emerging and Evolving Health Occupations

Governor Morton introduced the second half of Ms. Beaven's presentation covering emerging and evolving health occupations. He also listed three doctoral proposals in evolving health occupations that would be coming to the Board of Governors for approval in March and on which he wanted to seek comments today from the Advisory Committee members.

Ms. Beaven provided definitions for emerging occupations (few jobs currently but fast growth) and evolving occupations (existing occupation but job skills are changing). She noted the difficulty for measuring the demand for emerging and evolving occupations under the current gap analysis methodology. She suggested several resources to gauge demand for emerging and evolving occupations, including short-term demand estimates and feedback from industry partners.

Governor Morton asked about proteomics and genomics as an emerging area for the training of additional geneticists and genetic counselors. Dr. Glen Finney responded that advances in these fields show most factors are polygenetic and have complicated interactions. Therefore, the workforce may shift to require more lab professionals to do appropriate, rigorous lab studies, but a lot of the counseling will still come back to the physician to interpret the results. The future of personalized medicine requires improved quality, through research, and then increased sophistication in the knowledge of healthcare providers and computer-aided decision and risk tools.

Governor Robinson agreed there is a need to expand clinical training in epigenetics for many professionals. Mary Lou Brunell suggested the Florida Department of Economic Opportunity projections are likely behind in estimating emerging and evolving occupations and supported bringing industry leaders into the discussion.

As specific cases of potentially evolving occupations, the Committee was asked to discuss the demand for three professional practice doctorates to be considered for approval in March. Each of the three proposed professional doctorates was an education level above what was currently required for licensure and practice in the occupation. Therefore, demand estimates using the Bureau of Labor Statistics established typical education level did not necessarily represent the demand for the doctorally-prepared students. The Committee was asked to consider whether there is

evidence of hiring preference, promotion potential, or higher earnings with the advanced degree and if the program would be sustainable given student demand.

Amy Beaven introduced each of three professional doctorates: a Doctorate in Clinical Nutrition at UNF, a Doctor of Nursing Practice at FGCU, and a Doctor of Social Work at FAU. Governor Levine asked if Florida needs doctorally-prepared professionals to train others and fill the need for clinical faculty. He also asked if the professional organizations are driving the higher degree options to drive up pay and noted that for some occupations he is not seeing the demand for providers with this high degree level. He expressed concerns that supply is driving the demand rather than the demand driving the supply. Governor Morton asked how we measure the marginal utility of moving to the higher degree level.

Representatives from each of the three universities noted the design of their programs in response to regional demand and the ability to fill clinical faculty positions in the future. Dr. Celeste Philip noted that advanced dietitian education would be beneficial and appeal to hospitals, health departments, and public health wellness programs. Governor Robinson said a range of degrees are needed in the workforce, but this advanced professional would be able to apply and interpret the latest knowledge into the practice setting in a way that professionals at other degree levels are not trained to do. Governor Cavallaro added that, from a student perspective, the Board and the programs have a responsibility to make sure that students who invest in the program will actually see a return in the marketplace.

Dr. Andres Gil asked to what extent this demand can be filled by existing programs and suggested looking at where graduates, including PhD graduates, are going to see if they currently fill clinical demand. Governor Morton and other Committee members continued to express general concern that increases in degree requirements, once formalized by licensing, would only constrain the supply of healthcare practitioners.

5. Closing Remarks and Adjournment

Chair Morton thanked members for their participation and adjourned the meeting at 12:23 p.m.

Ed Morton, Chair

Amy Beaven,
Director, STEM and Health Initiatives

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
HEALTH INITIATIVES COMMITTEE WORKSHOP
UNIVERSITY OF CENTRAL FLORIDA
ORLANDO, FL
MAY 18, 2015

*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

Chair Ed Morton convened the workshop at 1:07 p.m. on May 18, 2015, with the following members present and answering roll call: Governor Beard, Governor Carter, Governor Levine and Governor Robinson. A quorum was established.

2. Gap Analysis for Health Occupations

Governor Morton introduced a presentation by Amy Beaven on an update to the findings of a health-related gap analysis for the state of Florida. The presentation was a summary of a 165 page report covering 23 occupations and their aligned health programs.

Ms. Beaven informed the Committee that feedback on contextual factors at the January 2015 workshop had guided further analysis. The updated results had also been reviewed by the Committee's Advisory Group members in the previous weeks of May 2015 and their suggestions had been incorporated into the latest draft report. The findings of the report could be grouped into four categories of occupations: occupations most likely undersupplied, occupations sufficiently supplied by annual license-holders, occupations sufficiently supplied by new or overlapping sources of supply, and occupations sufficiently supplied by Florida's graduates.

Governor Robinson asked if the new findings accounted for out-migration. Ms. Beaven responded that FETPIP data was included in the report to show the number of graduates found working in the state within one year of graduation or continuing education. Those not found were assumed to be not working or to have moved out of the state. As another source of out-migration data, the status change for license-holders was evaluated for multiple years to assess how many professionals no longer hold a Florida practice address and are assumed to move out of state each year.

Ms. Beaven presented the occupations grouped into each of the four categories. Physicians and nurses (including registered nurses, nurse practitioners, and nurse anesthetists) are most likely undersupplied. Ms. Beaven noted that the supply estimates for nursing were refined with data provided by Mary Lou Brunell from the Florida Center for Nursing and with surveys to the SUS nursing programs. However, questions remain about the accuracy of the nursing demand estimates without the consideration of additional contextual factors. The Florida Center for Nursing will convene healthcare industry leaders over the next year and will produce reports that offer finer detail on the nursing demand.

Governor Morton commented that shifts in healthcare will require additional skills and critical thinking qualifications and demand for the Bachelor of Science in Nursing. Currently the preponderance of nursing graduates comes from colleges and private schools and earn degrees at the associates degree level.

Ms. Beaven referenced information gathered on physician supply and demand and the conclusions of a report by IHS Global on behalf of the Florida Safety Net Hospital Alliance. The Committee discussed these conclusions and the implications for additional graduate medical education (GME). Governor Beard asked how the Board can influence the availability of GME in the state. Dr. Alma Little provided information on the match rate for this year's medical school graduates, and she noted that Florida's medical schools are key resources and can offer infrastructure assistance to hospitals who have never before offered GME. President Hitt of UCF agreed that UCF's medical school was serving that role by providing structure, administration, and faculty support in efforts to create 200 new residency positions.

Ms. Beaven identified pharmacists, physical therapists, occupational therapists, and veterinarians as the occupations sufficiently supplied by annual license-holders. Currently, the number of licenses issued each year to Florida's graduates as well as to professionals migrating into the state exceeds the projected annual openings for each of those occupations. Slightly less in-migration or increased demand could mean an under-supply in physical therapy or occupational therapy and these occupations should be monitored over the next few years.

The third category includes occupations with sufficient supply due to the establishment of new programs, which significantly increase the number of graduates, such as dentists. Some occupations also draw professionals from overlapping sources of supply, such as therapists and counselors. Eleven occupations fell into the last category and had a sufficient number of program graduates in Florida to meet the projected number of job openings.

Several Committee members commented on the regional distribution of healthcare occupations and the geographic and financial barriers to access of some practitioners,

especially dentists. Dr. Jan Ignash commented that these questions came up during the Access and Attainment Commission's work. Specifically, are we producing enough, not keeping them, or not keeping them where they are needed? The Health Initiatives Committee can consider these questions as part of the second year's work. Are the occupations of interest sufficiently supplied everywhere and what can we do about it? Dr. Ignash also noted that the gap analysis was a large effort to go through but it sets a foundation for good policy. The findings of being sufficiently supplied for many of the health occupations means we may be right-sized in many areas and the SUS has done a good job in meeting demand.

Governor Tripp expressed interest in the inequality of care across the state and looking at program incentivizes to get graduates to fill unmet needs in underserved areas. Governor Morton and Governor Levine suggested that the gap analysis be revisited in the future and incorporate workforce shifts that are due to changes in healthcare delivery.

3. Closing Remarks and Adjournment

Chair Morton thanked members for their participation and adjourned the meeting at 2:20 p.m.

Ed Morton, Chair

Amy Beaven,
Director, STEM and Health Initiatives

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Health Initiatives Committee
September 2, 2015**

SUBJECT: Key Findings of the Health Initiatives Environmental Scan: Health Care Delivery, Health-related Research, and Health Program Needs

PROPOSED COMMITTEE ACTION

For Information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

In August 2013 the Board of Governors Health Initiatives Committee was established to provide leadership for the development of system-level policy regarding health initiatives. The Committee has since concluded the first phase of its work by conducting a year-long environmental scan encompassing three areas: health-related education, health care delivery impacted by the health care academic experience, and health-related research. The Committee's findings from the environmental scan will lead to the development of a strategic plan that will guide the State University System in both the foreseeable future as well as in the long-term when Florida is expected to experience even more stress on its health care delivery system.

The Health Initiatives Committee will meet to consider themes that emerged from university responses to a survey on healthcare delivery, as well as feedback from its Advisory Group on the topic. The SUS themes have been incorporated with a wider context of state and national trends, which were presented to the Committee in September 2014, and make up the Committee's third environmental scan report.

The Committee will hear a presentation on highlights from the report, Board of Governors Health Initiatives Committee Report on Issues in Healthcare Delivery in the State University System, along with the key findings from the Committee's reports on health education and research. A summary of findings from the completed environmental scan are included in a brochure featuring the Health Initiatives Committee's work to date.

Supporting Documentation Included:

1. Board of Governors Health Initiatives Committee Report on Issues in Healthcare Delivery in the State University System
2. Brochure of Key Findings of the Health Initiatives Environmental Scan

Facilitators/Presenters: Ms. Amy Beaven



Board of Governors Health Initiatives Committee
Report on Issues in Health Care Delivery
in the State University System

September 2, 2015

Table of Contents

Executive Summary	3
Introduction	10
Purpose of the Report.....	10
Description of the Survey	11
Survey Methods.....	11
Question One: What are the emerging and evolving trends in health care delivery? How will they affect the State University System?	12
Question Two: What health care delivery is currently provided within the State University System? What factors affect that delivery?	17
Question Three: How is the delivery of health care emerging and evolving in ways that will have an impact on the preparation of health care workers by Florida universities?	22
Question Four: How, if at all, are accrediting bodies for health care programs altering their standards to align with emerging and evolving changes to health care delivery?	24
Question Five: Given that health care delivery is changing, should the current mix of didactic versus clinical in health-related curricula be modified?.....	25
Question Six: What technological changes in health care delivery will require concomitant changes in health care education?	27
Conclusion.....	28
Appendix: Board of Governors Health Initiatives Committee Survey on Health Care Delivery	30

Executive Summary

In 2015 the Board of Governors Health Initiatives Committee undertook an Environmental Scan in order to better understand the status of health care as it pertains to the twelve institutions of the State University System (SUS). Prior to initiating the Environmental Scan, the Health Initiatives Committee agreed on a Work Plan that would focus on three health-related areas: health education, health care delivery and health-related research. This report focuses on health care delivery. It documents the results of a review of several reports regarding current and future health care practices, incorporates the advice and counsel of the Health Initiatives Committee Advisory Group, and presents the results of a survey administered to each of the twelve SUS institutions regarding health care delivery.

It should be noted that the majority of the responses to the survey of the SUS institutions came from the six institutions with a medical school, and were focused on activities of the colleges of medicine in those institutions, even when other colleges within the institutions may be providers of health care.

This report attempts to answer six key questions with regard to health care delivery. The questions and the key findings from the body of the report are provided below.

Question One: What are the emerging and evolving trends in health care delivery? How will they affect the State University System?

A review of the literature on emerging and evolving health care, combined with input from the survey results from the SUS institutions and counsel from the Health Initiatives Committee Advisory Group, suggests that there are at least eight key trends: (1) an increase in collaborative models of practice that require a patient-centered, team-based approach; (2) a change in training settings from traditional hospital-based to community settings; (3) a greater employment of physicians in practices owned or managed by hospitals or other organizations; (4) a greater emphasis on values-based care and less on the fee-for-service model of reimbursement; (5) an expanded role for Advanced Registered Nurse Practitioners, physicians' assistants, and other health care delivery personnel other than physicians; (6) an expanded role of technology in the delivery of health care services; (7) the increasing acknowledgement of dental health as a key contributor to the overall health of the community and (8) the emergence of personalized medicine and pharmacogenomics. In addition, payment reform is an underlying theme for each of these health care delivery trends.

Health care in the United States has evolved from the days of the solo physician practice to more collaborative models of practice. Advances in technology, the complexity and prevalence of chronic disease management, and the complicated health care reimbursement process have all led to the need for a more systematic approach to the provision of health care. Almost all of the new models of care require a more values/outcomes-based, patient-centered, team-based approach to health care, using emerging technologies. More and more physicians are employed in practices owned and/or managed by hospitals, managed care organizations, or some other entity.

Areas of change among SUS institutions included greater use of electronic health records, the use of telemedicine, increasing opportunities for inter-professional/interdisciplinary training and care, new faculty practice plan development, and the expansion of primary and specialty care services. Electronic health records, which may be shared among those with a need to know, improve the coordination and delivery of efficient, cost-effective and quality care. SUS institutions identified a wide array of changes or planned changes to their educational programs to better prepare graduates for the changing health care delivery system.

Question Two: What health care delivery is currently provided within the State University System? What factors affect that delivery?

In the 2013-14 fiscal year, universities reported nearly 3,000,000 inpatient and outpatient visits. Approximately 2.6 million were outpatient visits, and nearly 300,000 were inpatient visits. This number is likely to grow as the newer medical schools expand their health care services. Another reason for growth is that the health care delivery model is changing to one based on preventative and preemptive care (i.e., chronic disease management). Half of the institutions reported having a faculty practice plan, which is the entity that serves as the structure for receiving clinical practice revenues generated from services provided by faculty clinicians. Two schools currently with neither faculty practice plans nor medical schools reported that they are having preliminary discussions or are considering starting a faculty practice plan.

Regarding the health care delivery services, SUS institutions tend to provide health care services close to home; extending services beyond the local area is the exception rather than the rule. Health care services are provided in a number of settings in close vicinity to the parent institution, as well as in the towns, cities, and communities immediately surrounding the institution. Some institutions extend services statewide and even out-of-state. Sites of services exhibit a wide variety of settings, including outpatient clinics, federally qualified health centers, county health departments, private physician practices, community hospitals,

correctional facilities, academic health centers, VA hospitals and clinics, nursing homes, rehabilitation centers, and student health centers.

When asked to identify the top five areas of specialized health care delivery they provide, the institutions identified a diverse group of specialized services ranging from those with state, national, or international reputations for excellence; those with the greatest success in generating clinical revenues; and those identified as most urgently needed. When asked to describe the greatest areas of health care needs, access to care was the area most often identified. Other needs identified included preventive and acute health care services to the underserved, mental health care/substance abuse services, primary and specialty care physicians, and population health. In addition, two institutions referenced dental care. The latter is particularly important because of its role as a causative or contributing factor in several health conditions. According to the Florida Department of Health's website,

Oral health is vitally important to overall health and well-being. Research has shown a link to diabetes, heart and lung disease, stroke, respiratory illnesses and conditions of pregnant women including the delivery of pre-term and low birth weight infants. Dental disease is largely preventable through effective health promotion and dental disease prevention programs. Collaboration with medical partners to provide compelling messaging and preventive care is key to improving the overall health of all Floridians.¹

The most often identified perceived barriers to patient care delivery were lack of adequate numbers of clinical faculty, increased workload requirements, Graduate Medical Education funding, and the availability of preceptors for health care programs. The most often cited critical areas of health care delivery that are not currently or sufficiently addressed by Florida universities were mental health, access to affordable health care and physician shortages, lack of residency positions, care of the elderly, and access to dental care for the uninsured.

Question Three: How is the delivery of health care emerging and evolving in ways that will have an impact on the preparation of health care workers by Florida universities?

With the passage of the Affordable Care Act, the concepts of Accountable Care Organizations (ACO) and Patient-Centered Medical Homes (PCMH) became much more widespread. The Patient-Centered Medical Home is a model of

¹ Dental Health (n.d.). Retrieved August 13, 2015 from the Florida Dept. of Health, <http://www.floridahealth.gov/programs-and-services/community-health/dental-health/index.html>

primary care that is patient-centered, comprehensive, team-based, coordinated, accessible, and focused on quality and safety. An Accountable Care Organization is a network of doctors and hospitals that share financial and medical responsibility for providing coordinated care to patients in hopes of limiting unnecessary spending. There has been significant growth in the number of practices that qualify as Patient-Centered Medical Homes as well as the number of Accountable Care Organizations over the past three to four years. Orlando has 17 Accountable Care Organizations. Only two institutions (UF and UCF) indicated that they are currently a Patient-Centered Medical Homes model, and only one (UF) indicated that it is part of an Accountable Care Organization. However, an additional five institutions indicated that they plan to become Patient-Centered Medical Homes models, and three institutions plan to become part of Accountable Care Organizations in the next five years. It is possible that the delayed response of SUS institutions in entering this health care delivery model is because the traditional structure of academic health centers already had some of the elements of Accountable Care Organizations (network of doctors and hospitals that share financial and medical responsibility for providing coordinated care to patients). Six institutions are already using electronic health records and an additional institution plans to begin use in the coming years.

With the increasing focus on prevention and health of the population, Florida's SUS institutions are well-positioned to research and promote the ways to address health disparities and chronic disease prevention. The SUS institutions can potentially benefit from the successes in this area by other entities in the United States, such as the Centers for Disease Control. As noted by Lee and Paxman,

The three main determinants of health include: behavior and lifestyle, environmental exposure, and health care. It has been noted behavior and lifestyle accounts for 80 percent of premature mortality, environmental exposure for 20 percent and health care for 10 percent.²

Another trend that should be noted is the call from several health care organizations to eliminate unnecessary procedures and treatments in the name of "defensive medicine." The American Board of Internal Medicine Foundation's "Choosing Wisely" program is one such initiative. It "aims to promote conversations between clinicians and patients by helping patients choose care that is: (1) Supported by evidence, (2) Not duplicative of other tests or procedures already received, (3) Free from harm and (4) Truly necessary."³ There is evidence that employing these behaviors reduces cost and reduces morbidity from unnecessary medical interventions; however, the risk and fear of malpractice are barriers to full acceptance of these initiatives.

² Lee P. & Paxman D. 1997. Reinventing Public Health. Annual Review of Public Health 18:135.

³(n.d.). Retrieved August 13, 2015 from <http://www.choosingwisely.org/about-us/>

Question Four: How, if at all, are accrediting bodies for health care programs altering their standards to align with emerging and evolving changes to health care delivery?

Among the ways in which accrediting bodies are aligning their standards with emerging and evolving changes in health care delivery are the addition of standards requiring inter-professional collaborative training for students, changes in curriculum and pedagogy that affect the way faculty teach, an emphasis on outcomes measures in student evaluation over process, and the provision of faculty development and support for student evaluation.

The Liaison Committee on Medical Education (LCME) now has a standard requiring inter-professional training within the medical education program of accredited medical schools. SUS medical schools referenced several Liaison Committee on Medical Education standards that directly relate to changes being made in the curriculum. These include Standard 7.9 on Inter-professional Collaborative Skills, as well as the standards regarding curriculum content, specific skills, attitudes and behaviors students must demonstrate, types of patients and clinical settings students must encounter, and faculty qualifications. Also mentioned are standards that directly impact faculty members, such as the move to more small group learning, incorporation of quality improvement and safety education into the curriculum, and the increasing use of simulation.

Question Five: Given that health care delivery is changing, should the current mix of didactic versus clinical in health-related curricula be modified?

The quick answer is “yes.” The reasons why include changes in curricula and its delivery, the needs of a more diverse student body, and the eventual placement of graduates in a variety of communities and settings that will require understanding of the needs of underserved populations. Curriculum reform is prevalent throughout the country, and Florida schools are part of the trend. Review of the medical school curricula in the state reveals that more education is occurring in small groups, clinical learning centers, simulation centers, and in clinical preceptorships in the community. Therefore, the question is no longer “should,” but “how quickly” curricular modification is occurring and what the improved outcomes of the changes will be.

Question Six: What technological changes in health care delivery will require concomitant changes in health care education?

It is well recognized that greater inter-operability of electronic health records is needed to allow increased sharing of medical information with teams of health professionals in order to facilitate data retrieval for quality and billing purposes,

and to help alleviate patient safety concerns. Increased use of telemedicine allows interactive communication between the patient and the physician or practitioner at a distant site. This type of interaction can lead to greater efficiencies, including improved access to care and overall health. Telemedicine represents a change in the health care delivery method, but not necessarily in how physicians practice. The lack of reimbursement has limited the use of telemedicine services in Florida. It is premature at this time to know how much of an emerging or evolving influence telemedicine will have in Florida. Four institutions are already using telemedicine, and three others plan to begin using it in the next five years.

Summary

Health care is provided by SUS faculty members in academic health centers, community hospitals, VA hospitals, outpatient clinics and physician offices, health departments, and community health centers. Each medical school has a faculty practice plan. The structure of these plans differs based on the nature of affiliated partnerships (VA hospitals, private hospitals, public hospitals, and community health centers) and stage of development. The newer medical schools are still developing practice plans, while the older schools have mature plans which contribute significantly to the education of students and residents, as well as to the revenue streams of the medical schools. The practice plans within the SUS face the same challenges as practices in the community. Combining the increased use of teams to provide care, expanding the use of technology (electronic health records, telemedicine), and providing care to more groups and underserved populations will likely shift the types of providers, setting of services, and payment structure for health care in the future.

Florida's particular demographics will, in and of themselves, affect health care delivery in the future. First and foremost, Florida is continuing to grow, and this growth will increase the stress on Florida's health care infrastructure. Florida's demographics are not expected to stabilize or to decrease, as other states project. Instead, all projections show continued increases in population as far out as these projections are made. Further, while the historical trend of retirees moving to Florida is continuing, pre-retirees are now also moving to Florida in greater numbers. Florida is trending toward a population that is bimodal, with large percentages of the population aged 24 and below, and large percentages aged 65 and above. In addition, Florida's health care needs are not evenly distributed throughout the state. Rural areas, in particular, can be under-supplied, even though the state as a whole may have a sufficient supply in any given health care occupation. Florida's health care delivery infrastructure will be challenged by these demographics in the years to come, and it will be imperative that the SUS

institutions best position themselves as part of the solution to the challenges ahead.

Introduction

In 2015 the Board of Governors Health Initiatives Committee undertook an Environmental Scan in order to better understand the status of health care as it pertains to the twelve institutions of the State University System (SUS). Prior to initiating the Environmental Scan, the Health Initiatives Committee agreed on a Work Plan that would focus on three health-related areas: health education, health care delivery, and health-related research. This report focuses on health care delivery.

There are various models for health care delivery within the SUS. While acknowledging that the environment of health care delivery SUS graduates enter will have an impact on their practices, there are some best practices that should be shared among the SUS institutions. As graduates of SUS programs move into the workforce, these practices should follow them.

Purpose of the Report

The purpose of this report is to document the results of a review of several reports regarding current and future health care practices, to incorporate the advice and counsel of the Health Initiatives Committee Advisory Group, and to present the results of a survey administered to each of the twelve SUS institutions regarding health care delivery.

To inform the report and survey as part of the Environmental Scan, the following questions were developed for exploration:

1. What are the emerging and evolving trends in health care delivery? How will they affect the State University System?
2. What health care delivery is currently provided within the State University System? What factors affect that delivery?
3. How is the delivery of health care emerging and evolving in ways that will have an impact on the preparation of health care workers by Florida universities?
4. How, if at all, are accrediting bodies for health care programs altering their standards to align with emerging and evolving changes to health care delivery?
5. Given that health care delivery is changing, should the current mix of didactic versus clinical in health-related curricula be modified?

6. What technological changes in health care delivery will require concomitant changes in health care education?

Description of the Survey

The purpose of the survey was to assist in the Environmental Scan conducted this year to inform the Board of Governors' Health Initiatives Committee about the opportunities and challenges associated with health care delivery in the State University System. For the purpose of the survey, emphasis was placed on health care services provided by faculty and staff of the twelve SUS institutions. This included those services provided within, but not necessarily limited to, academic health centers, community hospitals, faculty practice plans, affiliated physician practices, health departments, community health centers, and surgery centers.

Survey Methods

To gauge the level of health care delivery currently being provided by faculty members in the State University System, a 16 question survey was sent to each of the 12 SUS institutions. Of the 11 schools responding to the survey, five reported none to very limited activity in the area of health care delivery (University of West Florida, New College, Florida Gulf Coast University, University of North Florida, Florida Agricultural and Mechanical University). Florida Polytechnic University did not respond, given its short time of existence.

It should be noted that the majority of the responses to the survey came from the six SUS institutions with a medical school, and were focused on activities of the Colleges of Medicine in those institutions, even when other colleges within the institutions may be providers of health care. Four of the universities reporting have relatively new or very small practice plans, mainly due to the fact that their medical schools have been in existence 15 years or less (Florida Atlantic University, Florida International University, University of Central Florida, Florida State University). Two of the universities have very mature faculty practice plans and reported significant activity (University of South Florida, and the University of Florida – Gainesville and Jacksonville campuses).

Because of the evolving nature of health care delivery in the nation, state, and within the SUS, the survey questions did not flow directly from the questions developed for the Environmental Scan. Summarized results from the survey are included in the information presented below. An appendix including summary

data tables and individual responses from the institutions is included at the end of this report. Although there is overlap between the subject matter in several of the sub-questions, an attempt was made to address each question individually.

Question One: What are the emerging and evolving trends in health care delivery? How will they affect the State University System?

A review of the literature on emerging and evolving health care suggests that there are at least eight key trends:

- An increase in collaborative models of practice that require a patient-centered, team-based approach
- A change in training settings from traditional hospital-based to community settings
- A greater employment of physicians in practices owned or managed by hospitals or other organizations
- A greater emphasis on values-based care and less on the fee-for-service model of reimbursement
- An expanded role for Advanced Registered Nurse Practitioners, physicians' assistants, dentists, physical therapists, occupational therapists, pharmacists, social workers, Certified Nurse Midwives, Certified Registered Nurse Anesthetists, and patient navigators
- An expanded role of technology in the delivery of health care services
- The increasing acknowledgement of dental health as a key contributor to the overall health of the community
- The emergence of personalized medicine and genomics. Table 8 in the SUS Survey Summary shows that two institutions responded that they are currently using personalized medicine and three others are planning to use it in the next five years.

Health care in the United States has evolved from the days of the solo physician practice to more collaborative models of practice. Advances in technology, the complexity and prevalence of chronic disease management, and the complicated health care reimbursement process have all led to the need for a more systematic approach to the provision of health care. Almost all of the new models of care require a more patient-centered, team-based approach to health care, using emerging technologies. Typically, training of physicians and other health care professionals tends to lag behind practice reform, partly because their training is focused in traditional hospital-based settings. In 2001, Green, et al. highlighted the fact that most health care is provided in the community setting. Green's article pointed out that, in a given month, only 8 of 1,000 patients will be hospitalized, and less than one of them will be hospitalized in an academic

health center. The other patients who seek treatment do so in community settings.⁴

Trends show that the practice style of physicians is changing significantly. More and more physicians are employed in practices owned and/or managed by hospitals, managed care organizations, or some other entity. In 2010, Medical Group Management Association found that more than 65 percent of established physicians and 49 percent of physicians coming out of training were placed in hospital-owned practices. Health care delivery has become more and more complex over time. Reasons suggested include the fact that inpatients tend to be much sicker and there is an increased burden of chronic disease.

An emphasis on quality is linked to changes in technology that are (1) giving patients more access to medical information, including their own records as well as vast internet resources, and (2) increasing transparency around care outcomes (via such tools as provider report cards). The quality of one's care can increasingly be gauged by the health outcomes across a population (population health). As a result, the health care industry will continue to see growth in the patient-centered medical home, need for patient navigators to help get them through the system, and the need to measure and report health outcomes. Students need to be prepared to practice in a climate where patients and their families demand access to information, shared decision-making, and transparency. Physicians will be operating in a world of many experts and will need to coordinate and communicate with providers at different levels, as well as patients and their families. As technology improves the ability to compare and contrast outcomes, formalize best practices, and establish more standardization of care, providers will not be able to hide or continue poor practices. Providers will need to better understand population health, to understand and respect the need for communication, and to have the ability to coordinate, advocate, and manage patient care.

Addressing the impact of electronic communications also requires a focus on the pros and cons of such communication. The role of privacy and what it will mean in the future has to be considered. On the "pro" side, platforms like Facebook, Twitter, and Instagram can provide a means of efficient communication with patients. In addition, examples are emerging of the formation of worldwide communities of patients with rare chronic diseases. Examples also exist of patients who are having rare diseases diagnosed on social media simply by posting pictures or listing of symptoms and receiving feedback from others. On the "con" side, the risk and fear of medical malpractice have to be part of the

⁴ L.A. Green, G.E. Fryer, Jr., B.P. Yawn, D. Lanier, and S.M. Dovey - The Ecology of Medical Care. NEJM. 344(26):2021 NEJM. 2021-5, 2001 Jun 28.

equation with increased use of electronic communication. Also, adherence to the patient's and society's definition of privacy and confidentiality must be maintained.

The expanded roles of Advanced Registered Nurse Practitioners and physician assistants in patient care are much better recognized as key providers in the delivery of patient care. The roles of other health care personnel (physical therapists, occupational therapists, pharmacists, dentists, social workers, patient navigators, Certified Nurse Midwives, and Certified Registered Nurse Anesthetists) are also essential.

In addition to the role of new technologies in communicating with patients and other providers, advanced technologies in the direct treatment of patients will also impact health care delivery in the future. Use of new devices and technology such as robotics is leading to shorter hospital stays, and in some cases (e.g. orthopedic procedures) is moving treatments from inpatient to outpatient settings.

Pharmacogenetics is also part of an emerging trend in the provision of health care called Personalized or Precision Medicine. This technology will allow health care providers to direct diagnostic and therapeutic modalities to the individual patient. With the knowledge of the specific genetic make-up of the patient, it is possible to target diagnostic decisions, devise treatment options and monitor the effects of treatment in a much safer, efficient and cost-effective manner. As Dr. Francis Collins describes in the *Journal of the American Medical Association*, this “moves clinicians away from making patient care decisions based on the experiences of the average patient to more precise decisions based on the individual patient.”⁵ Early work using pharmacogenomics has focused on cancer diagnosis and treatment. In addition, the costs of genetic testing and the lack of insurance coverage for it put this technology out of reach for most patients in the early stages. However, the price of testing has been steadily declining, and this statement from the Mayo Clinic sums up the current status of pharmacogenomics:

Although pharmacogenomics has much promise and has made important strides in recent years, it's still in its early stages. Clinical trials are needed not only to identify links between genes and treatment outcomes but also to confirm initial findings, clarify the meaning of these associations and translate them into prescribing guidelines. Nonetheless, progress in this

⁵ Collins, FS. View From the National Institutes of Health. JAMA. 2015;313(2):131-132. doi:10.1001/jama.2014.16736.

field points toward a time when pharmacogenomics may be part of routine medical care.⁶

The SUS institutions will need to ensure that they are producing the professionals with the appropriate skill sets to meet the demands of the future health care delivery system.⁷ Five institutions responded that the delivery of health care in their facilities had changed in recent years. Areas of change among the five institutions included:

- greater use of electronic health records, including Computerized Physician Orders;
- expanded use of telemedicine;
- increasing opportunities for inter-professional/interdisciplinary training and care;
- expanded and enhanced relationships with community partners;
- new faculty practice plan development;
- expanded clinical training sites, including community health centers;
- expansion of primary and specialty care services;
- increased emphasis on metric-driven continuous improvement in clinical quality and service outcome; and
- increased emphasis on value, i.e., optimal care without unnecessary costs.

Institutions were also asked if they had changed or planned to change any of their educational programs to better prepare graduates for the changing health care delivery system. Responses included:

- more opportunities for inter-professional training and care teams;
- implementation and/or expansion of telemedicine services;
- promotion of values-based, patient-centered care;
- renewed emphasis on quality and safety and including residents in the initiative;
- the need to expand experiences in geriatrics, rehabilitative medicine, and primary care; and
- formal training in the use of the electronic health records and medical informatics;

⁶How does pharmacogenetics work in practice. (n.d.). Retrieved August 13, 2015 from the Mayo Clinic, <http://www.mayoclinic.org/healthy-lifestyle/consumer-health/in-depth/personalized-medicine/art-20044300?pg=2>

⁷ For additional information on gaps in the health care workforce, see “Supply/Demand Workforce Gap Analysis on Health-Related Programs as Part of the Environmental Scan of the Board of Governors Health Initiatives Committee,” available at <http://www.flbog.edu/about/doc/health-initiative-committee/Gap-Analysis-Report.pdf>

- expanded educational focus in the areas of population health, personalized and precision medicine, and health policy;
- more emphasis on boot camps at the end of third and fourth years to prepare students for their residencies;
- the need to incorporate more content regarding patient safety, epidemiology, and practice of medicine within the educational program;
- more opportunities to practice in a patient-centered medical home environment; and
- for nursing education, the addition of community-based care in the curriculum, partnering for service delivery, consideration of new concentrations in the Master of Science in Nursing program, the purchase of electronic health records for student use, the addition of residencies for Doctorate of Nurse Practitioner students, and more evidence-based practice projects for undergraduates.

Payment reform is of significance in each of these trends. As alternative payment models are deployed, providers of health care, including those in the SUS, must ensure that their practice structure meets the requirements to participate in these new models. These new payment reforms are based on provider performance, particularly in the areas of quality care, patient safety, efficiency and reduction of unnecessary spending. According to the Agency for Health Care Research and Quality, “eighty-six percent of all health care spending in 2010 was for people with one or more chronic medical conditions.”⁸ Preventive care and early diagnosis will be critical in managing chronic diseases and in managing resources. Advanced practice nurses, physician assistants and other health care professionals will be part of the teams providing this care.

Florida’s medical schools play a vital role in caring for patients served by Florida’s Medicaid program. Faculty physicians and practitioners provide essential primary and specialty medical care in clinics, teaching hospitals, health departments and other health care facilities, providing annually more than two million office visits and encounters to patients served by the Medicaid program. Florida’s medical school physicians and practitioners have received Medicaid supplemental funding since 2004-05. As reflected in the Agency for Health Care Administration’s April 20, 2015 Low Income Pool (LIP) Amendment Request,⁹

⁸ Gerteis, J.; Izrael, D.; Deitz D.; LeRoy. L.; Ricciardi, R.; Miller, T.; & Basu, J. Multiple Chronic Conditions Chartbook. AHRQ Publications No, Q14-0038. Rockville, MD: Agency for Healthcare Research and Quality. April 2014. Accessed November 18, 2014.

⁹ Florida Managed Medical Assistance Program. 1115 Research and Demonstration Waiver Public Notice Document. Low Income Pool Amendment Request. Retrieved August 13, 2015 from the Florida Agency for Healthcare Administration, http://ahca.myflorida.com/medicaid/statewide_mc/pdf/mma/Public_Notice_Document_LIP_Amendment_Req.pdf.

teaching physicians and practitioners employed or under contract with Florida's medical schools were added to the Low Income Pool (LIP) program for the period July 1, 2014 to June 30, 2015. Budget authority for medical school physicians is currently provided in the amount of \$204.5 million under the physician supplemental payment program.

Florida's medical schools contribute a substantial amount of medical resources to care for underserved, uninsured, underinsured, rural and inner-city patients. Medical schools further provide significant services for high-risk patients, including high-risk neonates, the elderly, and other persons having complex medical needs. Appropriate Medicaid funding is key to the ability of the medical schools to continue providing care that is needed. Services to the state's Medicaid population by medical schools having well-established faculty practice plans have continued to grow, and medical schools with new and emerging faculty practice plans are building additional programs that can enhance the state's capability to provide access and serve patients in the Medicaid program.

Question Two: What health care delivery is currently provided within the State University System? What factors affect that delivery?

A number of models of health care delivery exist in the SUS. To specify the scope of these models, SUS institutions were asked to (1) describe the nature of their faculty practice plans if they had one; (2) define their health care delivery service area; (3) describe the communities they serve; (4) describe the settings in which they provide health care services; (5) identify the top areas of specialized health care delivery they provide; (6) provide the number of outpatient and inpatient visits to institutions served by the institution's health care providers; (7) describe the greatest health care delivery needs in their service area and statewide; (8) describe their perceived barriers to patient care delivery; (9) state the biggest challenges/opportunities with regard to health care delivery; (10) provide a list of resources they use to track health care delivery needs in their service area, as well as resources they plan to use in the future; and (11) describe critical areas of health care delivery that are not currently or sufficiently addressed by Florida universities or their affiliated partners, and should be. The results of the survey indicated that:

- Half of the institutions reported having a faculty practice plan, which is the entity that serves as the structure for receiving clinical practice revenues generated from services provided by faculty clinicians. These plans are set up as 501C.3 not-for-profit entities per Florida Statutes Section 1004.28, and are under the control of the Boards of Trustees of the universities. Of the six schools with a faculty practice plan, three of them only serve the Colleges of Medicine, while the other three include other

units within the university. All six of the universities with Colleges of Medicine have faculty practice plans. Two of the universities that currently have neither a faculty practice plan nor a medical school reported that they are having preliminary discussions or are considering starting a faculty practice plan. FGCU reports that it has “begun preliminary discussions on establishing a faculty practice plan that would focus in the areas of physical therapy, occupational therapy, and athletic training, and would represent an integrative partnership between the identified Department, College and the University’s central administration. No specific timeline has been identified for developing this initiative.” FAMU reports that the “Division of Physical Therapy in the School of Allied Sciences is exploring opportunities to establish a faculty practice plan in 2017-18. Initial conversations have begun between the University/Division of Physical Therapy and Bond Community Health Specialty Clinic and Outdoors Disabled Association/Goodwill Industries to offer physical therapy services at their Tallahassee locations.”

Regarding health care delivery services, SUS institutions tend to provide health care services very close to home; extending services beyond the local area is the exception rather than the rule. Health care services are provided in a number of settings in close vicinity to the parent institution, as well as in the towns, cities, and communities immediately surrounding the institution. Some institutions extend services statewide and even out-of-state. Sites of services exhibit a wide variety of types of settings, including outpatient clinics, federally qualified health centers (FQHC), county health departments, private physician practices, community hospitals, correctional facilities, academic health centers, VA hospitals and clinics, nursing homes, rehabilitation centers, and student health centers. Table Five in the Appendix indicates the settings and services included in the provision of health care in the universities.

- In describing the communities they serve, the SUS sites of care noted above are located in urban, inner-city, suburban and rural areas of the state. There was little distinction among the institutions in this regard, as each of them reported providing services in multiple geographic areas with diverse populations served. It should be noted, however that FIU’s Green Family Foundation NeighborhoodHELP program places students in interdisciplinary, community-based outreach teams, supervised by faculty members, where they participate in home visits and work with families to implement a household-centered approach to clinical care. In addition, FSU faculty and students provide care to patients in community settings with a focus on primary care, underserved and rural populations.

- When asked to identify the top five areas of specialized health care delivery they provide, the institutions identified a diverse group of specialized services ranging from those with state, national, and international reputations for excellence; those with the greatest success in generating clinical revenues; and those identified as most urgently needed. Table Four in the Appendix shows the range of these services as reported by the institutions.
- The universities were asked to provide the number of outpatient and inpatient visits to institutions served by the institution's health care providers. For the 2013-14 fiscal year, universities reported a total of 294,304 inpatient visits with a range of 0 to 213,257 visits, and 2,601,067 total outpatient visits, with a range of 981 visits to 1,915,931 visits. Visits to other sites numbered 29,712. The grand total of all visits was close to three million-- 2,925,083. The majority of this health care provision is associated with the University of Florida and the University of South Florida. In sum, nearly 3,000,000 visits is a formidable number, and one that is likely to grow as the newer medical schools expand their health care services.
- In describing the greatest areas of health care needs, the results were as follows:
 - Six institutions identified access to care.
 - Five institutions identified preventive and acute health care services to underserved and mental health care/substance abuse services.
 - Three institutions identified primary care physicians, specialty care physicians, and population health.
 - Two institutions identified chronic disease management, affordable care, dentists/dental care, and health literacy.
 - Only one institution among the eleven respondents identified nurses, physicians assistants, therapists, health disparities, health care for the elderly, system of care for patients on Medicaid/uninsured, interoperability of health information systems, telemedicine, diabetes, Alzheimer's disease, HIV/AIDS, breast cancer, prostate cancer, musculoskeletal care, and rehabilitative services.
- The most commonly perceived barriers to patient care delivery identified by the institutions or by faculty members were:
 - lack of adequate numbers of clinical faculty (8 institutions),
 - increased workload requirements (6 institutions),
 - Graduate Medical Education funding (6 institutions),

- availability of preceptors for health care programs (6 institutions),
 - need for more technologically advanced equipment (5 institutions),
 - need for more cultural diversity among faculty (4 institutions),
 - increasing numbers of under-insured and uninsured patients (4 institutions), and
 - competing needs of clinical faculty (4 institutions).
- With regard to other barriers, the passage of legislation creating a permanent fix to the Sustainable Growth Rate in the Medicare program in 2015 was a welcomed relief to the Colleges of Medicine and to practicing physicians in the state because the lack of that fix had a negative impact on faculty practice plans that rely upon the Medicare program for reimbursement for services to elderly patients in the state. In addition, medical schools in the SUS worked hard to maintain the Supplemental Physician Payment Program, a Florida Medicaid enhanced payment program which began in 2004. The program was jointly funded through federal matching funds in the form of enhanced payments for services provided by faculty physicians to patients in the Medicaid program, in the fee for service model. With the move of the overwhelming majority of Medicaid payments to a managed care system, this program has been placed in jeopardy. While this funding remains intact for the 2015-16 fiscal year, there is no assurance that it will remain beyond that time. The expansion of Medicaid eligibility would result in hundreds of millions of additional dollars for the SUS.
 - Institutions were asked to state their biggest challenges/opportunities with regard to health care delivery. Five institutions listed access to care, while two listed telemedicine. All other items were checked by only one institution. Table 10 in the Appendix indicates the entirety of responses by SUS institutions.
 - When asked to provide a list of resources to track health care delivery needs in their service area, as well as resources they plan to use in the future, universities listed the following sources:
 - Florida statistics from state agencies,
 - Florida statistics from national agencies,
 - hospital surveys, and
 - independent surveys to institutions.

Regarding university responses to independent surveys, the University of Florida, in particular, provided a detailed listing of key health data resources utilized to track health care delivery, including UF Health internal data to

identify patterns and trends among patients from the community treated at its facilities.

- In response to the question regarding critical areas of health care delivery that are not currently or sufficiently addressed by Florida universities or their affiliated partners, and should be, institutions responded as follows:
 - Four institutions identified mental health, access to affordable health care, and physician shortages.
 - Three institutions identified lack of residency positions, and care of the elderly.
 - Two institutions identified funding for uninsured/indigent patients, public/population health, telemedicine, dental care and primary care.
 - Among the eleven respondents, single institutions identified veteran's health, the Affordable Care Organization model, health care literacy, wellness and disease prevention, chronic disease management, health disparities, supply of nurses, rural medicine, infectious disease, FQHC affiliations, threat to children's medical services funding, home health programs, occupational therapy, physical therapy, and home health programs.

- One area of critical health care delivery that is not currently sufficiently addressed by Florida universities or their affiliated partners bears special mention. Funding for Graduate Medical Education represents a substantial revenue source for SUS institutions, and has been among the top three legislative issues for the Florida Council of Medical School Deans for the past eight years. Growth in Graduate Medical Education programs and funded positions was significantly halted with the passage of the Balanced Budget Act of 1997, which capped Medicare reimbursements for Direct and Indirect Medical Education (DME and IME) at the number of residents in training as of December 31, 1996. Additionally, the amount of Indirect Medical Education funding has decreased since that time. Although there has been some growth in both Graduate Medical Education programs and slots due to several factors, including a small number of redistributed residency slots, a few programs established in new settings that had no previous Graduate Medical Education of any kind, a limited number of VA-funded positions, and some above-the-cap hospital funded-programs, many believe that the increases have not been sufficient to meet the projected physician workforce needs for the country. As part of the survey, institutions were queried regarding past, current, and future plans for Graduate Medical Education programs or positions within existing programs. Results of the survey showed that since 2012-13, only two programs were discontinued,

a Transitional Internal Medicine program and a Geriatrics program. None of the institutions had plans for any further discontinuation of programs. On the other hand, as noted in Table 7 in the Appendix, several new programs have been developed, with some increase in positions in existing programs at certain of the schools. Also, as noted in Table 8 in the Appendix, several institutions, particularly the ones with newer medical schools, have plans to start additional programs in the near future. Notwithstanding these additions, an adequate number of residency slots is apt to remain an issue due to the magnitude of the current shortage.

Question Three: How is the delivery of health care emerging and evolving in ways that will have an impact on the preparation of health care workers by Florida Universities?

In order to better understand the universities' responses that were given to the above survey question, some additional information regarding a major new development, the passage of the Affordable Care Act, and its effect upon health care delivery needs to be provided.

With the passage of the Affordable Care Act, the concepts of Accountable Care Organizations and Patient-Centered Medical Homes became much more widespread. A study in the June 3, 2014 issue of the *Annals of Internal Medicine*¹⁰ shows that when practices use a Patient-Centered Medical Home model that relies on electronic health records, they achieve a higher quality of care than non-Patient-Centered Medical Home models that use electronic health records or those that use paper health records. The Patient-Centered Medical Home is a model of primary care that is patient-centered, comprehensive, team-based, coordinated, accessible, and focused on quality and safety. An Accountable Care Organization is a network of doctors and hospitals that share financial and medical responsibility for providing coordinated care to patients in hopes of limiting unnecessary spending. Each patient's care is directed by a primary care physician. The Accountable Care Organization is eligible for bonuses when its members deliver care more efficiently and is liable for penalties when they do not.

There has been significant growth in the number of practices that qualify as Patient-Centered Medical Homes as well as the number of Accountable Care

¹⁰ Kern, L.M.; Edwards, A.; & Kaushal, R. (2014, June 3). The Patient-Centered Medical Home, Electronic Health Records, and Quality of Care. *Ann Intern Med.*: 160(11): 741-749.

Organizations over the past three to four years. According to Leavitt Partners Center for Accountable Care Intelligence, in July 2012:¹¹

- California led all states with 58 Accountable Care Organizations followed by Florida with 55 and Texas with 44.
- Accountable Care Organizations are primarily local organizations, with 538 having facilities in only one state.
- At the Hospital Referral Region level, Accountable Care Organizations now are present throughout much of the United States, though some regions, primarily rural areas in the northern Great Plains and Southeast still have limited Accountable Care Organizations activity.
- Los Angeles (26), Boston (23) and Orlando (17) have the most Accountable Care Organizations.

The Leavitt Partners Center for Accountable Care Intelligence report indicated that 88 more medical groups had been added to the Accountable Care Organizations list all over the nation, including ten groups from Florida. Health care providers in Florida, most of them physicians, totaled nearly 1,300 doctors who earned the Accountable Care Organizations designated title by the federal government. Given the involvement of this many providers throughout the state, it is likely that many more Medicare beneficiaries in Florida will be using this kind of care.

SUS institutions were asked to describe the settings or services included in the provision of care in the organization and their perceived importance now and over the next five years. As described above, the passage of the Affordable Care Act is a major influence upon evolving and emerging trends in settings and services:

- Only two institutions (UF and UCF) indicated that they are currently a Patient-Centered Medical Home model, and only one (UF) indicated that it is part of an Accountable Care Organization. However, an additional five institutions indicated that they plan to become a Patient-Centered Medical Home model, and three institutions plan to become part of Accountable Care Organizations within the next five years.
- Each institution that was or was planning to become a Patient-Centered Medical Home model or part of an Accountable Care Organization placed a high importance on these organizational structures.
- Six institutions are already using electronic health records and an additional institution plans to start using one within the next five years.

¹¹ Muhlestein, D. (2014, January 29). Leavitt Partners Center for Accountable Care Intelligence. Accountable Care Growth In 2014: A Look Ahead. *Health Affairs Blog*. Available at <http://healthaffairs.org/blog/2014/01/29/accountable-care-growth-in-2014-a-look-ahead/>

Question Four: How, if at all, are accrediting bodies for health care programs altering their standards to align with emerging and evolving changes to health care delivery?

Among the ways in which accrediting bodies are aligning their standards with emerging and evolving changes in health care delivery are the addition of a standard requiring inter-professional collaborative training for students, changes in curriculum and pedagogy that affect the way faculty teach, an emphasis on outcomes measures over process in student evaluation, and the provision of faculty development and support for student evaluation.

In addition to hands-on clinical care delivery, learners must also be trained in the system of health care delivery. The Liaison Committee on Medical Education (LCME) now has a standard requiring inter-professional training within the medical education program of accredited medical schools. LCME Standard 7.¹² on inter-professional collaborative skills states that:

The faculty of a medical school ensure that the core curriculum of the medical education program prepares medical students to function collaboratively on health care teams that include health professionals from other disciplines as they provide coordinated services to patients. These curricular experiences include practitioners and/or students from the other health professions (p. 11).

Similarly, the Commission on Osteopathic College Accreditation's Standard 6.4¹³ states that:

The COM [College of Medicine] must help to prepare students to function on health care teams that include professionals from other disciplines. The experiences should include practitioners and/or students from other health professions and encompass the principles of collaborative practices (p. 21).

¹² Liaison Committee on Medical Education. (2015, April). Functions and Structure of a Medical School. Standards for Accreditation of Medical Education Programs Leading to the M.D. Degree. Retrieved August 13, 2015 from Liaison Committee on Medical Education, <http://www.lcme.org/publications.htm#standards-section>

¹³ Commission on Osteopathic College Accreditation. (2015, July). *Accreditation of Colleges of Osteopathic Medicine: COM Accreditation Standards and Procedures*. Retrieved August 13, 2015 from Commission on Osteopathic College Accreditation, <https://www.osteopathic.org/inside-aoa/accreditation/predoctoral%20accreditation/Documents/COM-accreditation-standards-current.pdf>

Review of accreditation standards of other health care programs reveals similar language addressing emerging and evolving changes to health care delivery.

When asked about the impact of educational accrediting bodies on the care provided by faculty members, medical schools mentioned several Liaison Committee on Medical Education standards that directly relate to changes being made in the curriculum. These include Standard 7.9 on inter-professional collaborative skills, as well as the standards regarding curriculum content, specific skills, attitudes and behaviors students must demonstrate, types of patients and clinical settings students must encounter, and qualifications of faculty. Also mentioned are standards that directly impact faculty members such as the move to more small group learning, incorporation of quality improvement and safety education into the curriculum, and the increasing use of simulation. They also mentioned Accreditation Council on Graduate Medical Education standards emphasizing outcomes over process measures, and the need for Graduate Medical Education to occur in an atmosphere of continuous quality improvement. In addition, survey respondents noted that there is an opportunity for universities and academic medical centers to play a role in the maintenance of certification process for physicians after residency. One institution mentioned that accrediting bodies had also impacted the care provided by its faculty members by helping the College of Medicine utilize input from faculty members to enhance faculty development, helping to ensure that core faculty understands evaluation processes, and ensuring that residency program directors have protected time and are compensated for their role as program leaders.

Two years ago, through its ACE initiative (Accelerating Change in Medical Education), the American Medical Association provided \$1 million to each of 11 schools to focus on reforming the current medical education system to one that would better prepare physicians for future practice. The AMA just announced an additional \$1 million dollars to be split among 20 additional schools (\$75,000 each) to join the initiative.

In another important accreditation move, as of 2020, all nursing schools in Florida will be required to undergo accreditation by a national body.

Question Five: Given that health care delivery is changing, should the current mix of didactic versus clinical in health-related curricula be modified?

The quick answer is “yes.” The reasons why include changes in curricula and its delivery, the needs of a more diverse student body, and the eventual placement

of graduates in a variety of communities and settings that will require understanding of the needs of underserved populations.

Just as accreditation standards regarding the need for inter-professional education have increased over the past few years, it has also been recognized that a more integrated, developmentally-appropriate structure to health care education is needed. Curriculum reform is prevalent throughout the country and Florida schools are part of the trend. Review of the medical school curricula in the state reveals that more education is occurring in small groups, clinical learning centers, simulation centers, and clinical preceptorships in the community. Therefore, the question is no longer “should,” but “how quickly” curricular modification is occurring and what the improved outcomes of the changes will be.

In addition, university respondents were asked to describe health care delivery or educational programs, including student recruitment strategies, at their institutions designed to fill gaps in delivery for underserved areas and populations. They described a number of pre-matriculation pipeline programs as well as programs within their current curriculum that are designed specifically to meet the needs of underserved populations. Some institutions also noted plans for new programs specifically to address this issue. Several examples are provided below.

UNF noted that its nursing program specializes in community health care delivery, which focuses on underserved areas and populations. FGCU offers a Nurse Practitioner program that focuses on primary care, particularly in underserved areas. FGCU is also planning on starting a Physician Assistant Studies program that will prepare graduates who will serve in primary care settings as well as contribute to specialty areas in critical need in southwest Florida. FAMU’s School of Allied Health and College of Pharmacy have a number of programs focused on filling gaps in delivery of health care services to underserved populations. FAMU also noted that it recruits and graduates significant numbers of under-represented students in pharmacy, with its College of Pharmacy being the number one producer of African-American pharmacists in the nation.

FIU described the Green Family Foundation NeighborhoodHELP program, which is a community classroom for applying ethical, social, and clinical competencies to educate medical students on non-biological factors in the diagnosis, treatment, and care of underserved households. During these home visits, students work with their household members to implement a household-centered approach to clinical care. FAU described a number of programs where its medical students provide services to underserved populations and noted that

its College of Nursing is redesigning clinical practicums for nurse practitioner education to more underserved areas. FSU described its SSTRIDE (Science Students Together Reaching Instructional Diversity and Excellence) program, designed to assist in identifying, nurturing, and recruiting qualified students from backgrounds traditionally under-represented in medical school. FSU also noted several areas in its curriculum where students are exposed to caring for underserved populations, including minority, geriatric populations and individuals from rural areas. USF noted that all courses and clerkships in its curriculum address concepts that pertain to the care of underserved populations. In addition, USF described the SELECT program, which consists of professional development courses that offer conceptual and skills-based instruction on cross-cultural health care. USF also described a number of targeted outreach, pipeline, and development programs already in place and their efforts to expand the number of applicants to these programs of emphasis. UF, likewise, has a number of pre-matriculation pipeline programs, along with a holistic admissions process that values students' diverse backgrounds and personal life experiences, including those who grew up in rural areas or around medically underserved populations. UF also has a number of curricular elements that address population health concepts and emphasize the importance of health care access and delivery across socio-demographic groups as well as early primary care clinical opportunities in settings serving the underserved.

Question Six: What technological changes in health care delivery will require concomitant changes in health care education?

It is well recognized that greater inter-operability of electronic health records is needed to allow increased sharing of medical information with teams of health professionals in order to facilitate data retrieval for quality and billing purposes, and to help alleviate patient safety concerns. The Office of the National Coordinator for Health Information Technology has issued a roadmap for shared nationwide interoperability

(<http://www.healthit.gov/sites/default/files/nationwide-interoperability-roadmap-draft-version-1.0.pdf>).

Increased use of telemedicine allows interactive communication between the patient and the physician or practitioner at a distant site. This type of interaction can lead to greater efficiencies, including improved access to care and overall health. Telemedicine represents a change in the health care delivery method, but not necessarily in how physicians practice. The lack of reimbursement for telemedicine services has limited its use in Florida. Legislation was introduced in the Florida Legislature for the past two years to alleviate this barrier; it failed

to pass in either session. It is premature at this time to predict how much of an emerging or evolving influence telemedicine will have in Florida.

The survey of SUS institutions revealed that four institutions are already using telemedicine and three others plan to begin using it in the next five years. Electronic health records use in the SUS institutions has already been noted. Simulation is also playing a greater role in SUS colleges of medicine.

Conclusion

The results of the survey presented in this report were primarily provided by Colleges of Medicine within the SUS. Future surveys of similar information should specifically request input from other colleges participating in health care delivery.

Health care is provided by SUS faculty members in academic health centers, community hospitals, VA hospitals, outpatient clinics and physician offices, health departments, and community health centers. Each medical school has a faculty practice plan. The structure of these plans differs based on the nature of affiliated partnerships (VA hospitals, private hospitals, public hospitals, and community health centers) and stage of development. The newer medical schools are still developing practice plans, while the older schools have mature plans which contribute significantly to the education of students and residents, as well as to the revenue streams of the medical schools. The practice plans within the SUS face the same challenges as practices in the community. Combining the increased use of teams to provide care, expanding the use of technology (electronic health records, telemedicine), and providing care to more groups and underserved populations will likely shift the types of providers, setting of services, and payment structure for health care in the future.

Health care provision by SUS institutions is only likely to grow, particularly as its newer medical schools expand their services. Top areas of health care delivery are identifiable by institution, and the institutions are cognizant of barriers and opportunities in the provision of quality health care. Changes to accreditation standards have favorably impacted health education and, thus, health care delivery. Curriculum reform is prevalent in the health-related programs in the SUS.

Finally, Florida's particular demographics will, in and of themselves, affect health care delivery in the future. First and foremost, Florida is continuing to grow, and this growth will increase the stress on Florida's health care

infrastructure. Florida's demographics are not expected to stabilize or to decrease, as other states project. Instead, all projections show continued increases in population as far out as these projections are made. Further, while the historical trend of retirees moving to Florida is continuing, pre-retirees are now also moving to Florida in greater numbers. Florida is trending toward a population that tends to be bimodal, with large percentages of the population aged 24 and below, and large percentages aged 65 and above. In addition, Florida's health care needs are not evenly distributed throughout the state. Rural areas, in particular, can be under-supplied, even though the state as a whole may have a sufficient supply in any given health care occupation. Florida's health care delivery infrastructure will be challenged by these demographics in the years to come, and it will be imperative that the SUS institutions best position themselves as part of the solution to the challenges ahead.



Appendix: Board of Governors Health Initiatives Committee Survey on Health Care Delivery

Introduction

The purpose of the survey was to assist in the third component of this year's environmental scan to inform the Health Initiatives Committee as to the opportunities and challenges associated with health care delivery in the State University System.

Health Care Delivery: Description

For the purpose of this survey, we focused on health care services provided by faculty and staff of the twelve SUS institutions. This included those services provided within, but not necessarily limited to, academic health centers, community hospitals, faculty practice plans, affiliated physician practices, health departments, community health centers, and surgery centers.

Methods

To gauge the level of health care delivery currently being provided by faculty members in the State University System, a 16 question survey was sent to each of the SUS institutions. Of the 11 schools responding to the survey, five reported none to very limited activity in the area of health care delivery (University of West Florida, New College, Florida Gulf Coast University, University of North Florida, Florida A & M University). Although Polytechnic University did not respond, given their short time of existence and the focus of their educational programs, we believe they would also fall in this category. Four of the universities reporting have relatively new or very small practice plans, mainly due to the fact that their medical schools have been in existence 15 years or less (Florida Atlantic University, Florida International University, University of Central Florida, Florida State University). Two of the universities have very mature faculty practice plans and reported significant activity (University of South Florida, University of Florida – Gainesville and Jacksonville campuses).

Results

Scope of Health Care Delivery

1. How do you define the health care delivery service area for your institution?

The institutions that provide health care services do so in a number of settings in close vicinity to the parent institution, as well as in the towns, cities, communities immediately surrounding the institutions and several extend services statewide and even out-of-state. Sites of services include outpatient clinics, federally qualified health centers (FQHC), county health departments, private physician practices, community hospitals, correctional facilities, academic health centers, VA hospitals and clinics, nursing homes, rehabilitation centers and student health centers.

2. How would you describe the communities served by your health care providers, in terms of primary geography (urban, rural, suburban, inner city) and/or specific populations?

The sites of care noted in question #1 are located in urban, inner-city, suburban and rural areas of the state. There was little distinction among the institutions in this regard, as each of them reported providing services in multiple geographic areas with diverse populations served.

3. Does your institution have a faculty practice plan? Please provide any clarifying details on (1) the ownership structure, (2) the extent of participation of the colleges/schools/programs or (3) anticipated changes in the institution's faculty practice plan.

Half of the schools reported having a faculty practice plan, the entity that serves as the structure for receiving clinical practice revenues generated from services provided by faculty clinicians. These plans are set up as 501C.3 not-for-profit entities per Florida Statutes Section 1004.28, and are under the control of the Boards of Trustees of the universities. Of the six schools with a faculty practice plan, three of them only serve the Colleges of Medicine, while the other three include other units within the university. Two of the schools currently with neither a faculty practice plan nor a medical school reported that they are having preliminary discussions or are considering starting a faculty practice plan. FGCU reports that they have "begun preliminary discussions on establishing a faculty practice plan that would focus in the areas of physical therapy, occupational therapy, and athletic training, and would represent an

integrative partnership between the identified Department, College and the University's central administration. No specific timeline has been identified for developing this initiative." FAMU reports that the "Division of Physical Therapy in the School of Allied Sciences is exploring opportunities to establish a faculty practice plan in 2017-18. Initial conversations have begun between the University/Division of Physical Therapy and Bond Community Health Specialty Clinic and Outdoors Disabled Association/Goodwill Industries to offer physical therapy services at their Tallahassee locations."

4. What do you perceive to be the greatest health care delivery needs in your service area and statewide?

Table One: Greatest Health Care Delivery Needs	
Area of Greatest Health Care Need	# of Institutions Listing this Area of Need
Access to Care	6
Chronic Disease Management	2
Affordable Care	2
Primary Care Physicians	3
Specialty Care Physicians	3
Dentists/Dental Care	2
Nurses	1
Physician's Assistants	1
Therapists	1
Preventive and Acute Health care Services to Underserved	5
Mental Health care/Substance Abuse Services	5
Health Disparities	1
Health Care for the Elderly	1
Population Health	3
Health Literacy	2
System of Care for Patients on Medicaid/Uninsured	1
Interoperability of Health Information Systems	1
Telemedicine	1
Diabetes	1
Alzheimer's Disease	1
HIV/AIDS	1
Breast Cancer	1
Prostate Cancer	1
Musculoskeletal Care	1
Rehabilitative Services	1

5. How do you track health care delivery needs in your service area currently, or plan to do so in the future?

Table Two: Tracking of Health Care Needs		
Resources	Currently Use	Plan to Use
Florida Statistics from National Agencies	6	3
Florida Statistics from State Agencies	7	2
Hospital Surveys	6	3
Your Institution's Independent Survey(s)	6	3
Other (Please describe)	4	1

Please provide greater detail on the most significant reports and resources on health care needs used by your institution.

6. For fiscal year 2013-14, please fill out the table below "Number of Patient Visits to Institutions Served by your Health care Providers" broken out by inpatient and outpatient visits. Please include additional rows for each of the affiliated institutions or facilities.

Table Three: Number of Patient Visits to Institutions Served by SUS Health Care Providers				
Institution or Facility	Inpatient Visits	Outpatient Visits	Other	Total # of Visits
	294,304	2,601,067	29,712	2,925,083
	0 - 213,257	981 - 1,915,931	29,712	

7. In layman's terms, please identify the top areas (up to five) of specialized health care delivery provided by your institution. These may be defined by (a) their state/national/international reputations for excellence, (b) their greatest success in generating clinical revenues, or (c) their status as most urgently needed.

Table Four: Top Areas of Specialized Health Care Delivery							
	UF	USF	FSU	FAMU	UCF	FIU	FAU
Cancer Care	X	X					
Cardiovascular Disease	X	X				X	
Children's Care	X						
Neuromedicine	X	X					
Trauma/Transplantation/Critical Care	X						
Allergy/Immunology/Infectious Disease		X					

Diabetes		X		X			
Preventive Care			X				X
Primary Care			X			X	X
Geriatrics			X				
Care of Underserved Populations			X	X	X		
Rural Health Care			X				
Medication Management				X			
HIV Care				X			
Health Information Technology					X		
Emerging Models of Health Care					X		
Improving Quality					X		
Cost-effective Health Care					X		
Dermatology							
Rheumatology						X	
Pain Management						X	X
Travel Medicine						X	
Dementia Care							X
Mental Health Care							X

Trends in Health Care Delivery

8. Which of the following describe the settings or services included in the provision of care in the organization? What is their perceived importance?

Table Five: SUS Settings and Services								
	UF: G/J	USF	FSU	FAMU	UCF	FIU	FAU	FGCU
Currently								
Patient-Centered Medical Home (PCMH)	X/X				X			
Part of an Accountable Care Organization (ACO)	X/							
Telemedicine	X/X	X				X	X	
Personalized Medicine	X/	X						
Electronic Health Records	X/X	X	X		X	X	X	
Direct Primary Care	/X	X		X	X	X	X	
Chronic Care Management	X/	X	X	X	X	X	X	
Team-based, Interprofessional Care	X/X	X		X	X	X	X	
Graduate Medical Education	X/X	X	X		X	X	X	
Starting in Next 5 Years								
Patient-Centered Medical Home		X	X		X	X	X	

(PCMH)								
Part of an Accountable Care Organization (ACO)	/X	X			X	X		
Telemedicine			X	X	X		X	
Personalized Medicine	/X		X	X	X			
Electronic Health Records					X		X	X
Direct Primary Care	X/		X		X		X	
Chronic Care Management					X		X	X
Team-based, Interprofessional Care	/X		X		X			X
Graduate Medical Education					X			

9. What barriers do you perceive to patient care delivery in your institution or by your faculty members?

Table Six: Perceived Barriers to Health Care Delivery	
Barriers	# of Indicating Institutions
Lack of adequate numbers of clinical faculty	8
Increased workload requirements	6
Need for more cultural diversity among faculty	4
Need for more technologically advanced equipment	5
Increasing numbers of under and uninsured patients	4
Competing needs of clinical faculty	4
Availability of preceptors for health care programs	6
Graduate Medical Education funding	6
Other (Please describe with additional narrative)	2

10. Has the delivery of health care changed at your institution in recent years?
Five institutions reported changes in the delivery of health care in recent years.

- a. How has it changed?

Areas of change among the five institutions included:

- Greater use of EHR's, including CPO (Computerized Physician Orders)
- Telemedicine
- Increasing opportunities for interprofessional/interdisciplinary training and care

- Expanded and Enhanced relationships with community partners
 - New Faculty Practice Plan development
 - Expanded clinical training sites, including community health centers
 - Expansion of primary and specialty care services
 - Increased emphasis on metric-driven continuous improvement in clinical quality and service outcomes
 - Increased emphasis on value
- b. What have you changed or plan to change with regards to any of your educational programs to better prepare graduates for the changing health care delivery systems?
- Planned changes to better prepare graduates for the changing health care delivery systems included:
- More opportunities for interprofessional training and care teams
 - Implement and/or expand telemedicine services
 - Values-based, patient-centered care
 - Renewed emphasis on quality and safety and including residents in the initiative
 - Expand experiences in geriatrics, rehabilitative medicine, and primary care
 - Formal training in use of the EHR and medical informatics
 - Expanded educational focus in the areas of population health, personalized and precision medicine; and health policy
 - More emphasis on boot camps at end of third and fourth years to prepare students for their residencies
 - Incorporate more patient safety, epidemiology, and practice of medicine content within the educational program
 - Provide opportunities to practice in a patient-centered medical home environment
 - For nursing education, add community-based care in curriculum, partner for service delivery, consider new concentrations in MSN program, purchase EHR for student use, add residencies for DNP students, and evidence-based practice projects for undergraduates
- c. What impact has your educational accrediting bodies had on the care provided by your faculty members?

Medical schools mentioned several LCME standards that directly relate to changes being made in the curriculum. These include Standard 7.9 on Interprofessional Collaborative Skills, as well as the standards regarding curriculum content, specific skills, attitudes and behaviors students must demonstrate, types of patients and clinical settings students encounter and qualifications of faculty. Also mentioned are standards that directly impact faculty members such as the move to more small group learning, incorporation of quality improvement and safety education into the curriculum and the increasing use of simulation. They also mention ACGME standards emphasizing outcomes over process measures, and the need for Graduate Medical Education to occur in an atmosphere of continuous quality improvement. It was also noted that there is an opportunity for universities and academic medical centers to play a role in the Maintenance of Certification process for physicians after residency. One institution mentioned that accrediting bodies had also impacted the care provided by its faculty members by helping the college of medicine utilize input from faculty members, while enhancing faculty development; helping to ensure that core faculty understand evaluation processes; and ensuring that residency program directors have protected time and are compensated for their role as program leaders.

11. How has Graduate Medical Education at your institution changed since 2012-2013 in terms of additional or terminated positions or programs?

Table Seven: Graduate Medical Education Expansion and Closure Since 2012-13						
	UF	USF	FSU	UCF	FIU	FAU
Added						
Family Medicine			X		X	
Internal Medicine			X	X		X
Internal Medicine, Hospitalist		X				
Advanced Heart Failure and Transplant Cardiology	X					
General Surgery	X		X			X
Geriatric Psychiatry	X					
Child Neurology	X					
Emergency Medical Services	X					
Pediatric Rheumatology	X					
Integrated Plastic Surgery	X					
Emergency Medicine						X
Procedural Dermatology Fellowship			X			

Pediatrics	X					
Pediatric GI Fellowship	X					
Psychiatry					X	
New Positions	23		55			
Closed						
Internal Medicine, Transitional		X				
Geriatrics		X				

12. Regarding Graduate Medical Education, are there plans in the near future to add or terminate positions or programs under the institution's sponsorship?

Table Eight: Planned Graduate Medical Education Expansion						
	UF	USF	FSU	UCF	FIU	FAU
Family Medicine	X (expand)	X				X
Internal Medicine			X		X	
Pediatrics					X	X
Obstetrics/Gynecology					X	X
General Surgery					X	X
Psychiatry					X	X
Orthopedic Surgery					X	
Emergency Medicine	X (expand)				X	X
Vascular Surgery						X
Neurology						x
Physical Medicine and Rehabilitation	X					x
Dermatology			X			
Anesthesiology		X				
Clinical Informatics Fellowship		X				
Hospice and Palliative Care	X					
Pediatric Anesthesiology	X					
Preventive Medicine	X					
Unspecified			X	X		

13. Please describe health care delivery or educational programs, including student recruitment strategies, at your institution designed to fill gaps in delivery for underserved areas and populations.

Institutions described a number of pre-matriculation pipeline programs as well as programs within their current curriculum that are designed

specifically to meet the needs of underserved populations. Some of them also noted plans for new programs specifically to address this issue.

UNF noted that its nursing program specializes in community health care delivery, which focuses on underserved areas and populations. FGCU offers a Nurse Practitioner program that focuses on primary care, particularly in underserved areas. FGCU is also planning on starting a Physician Assistant Studies program that will prepare PA's who will serve in primary care settings as well as contribute to some specialty areas in critical need in southwest Florida. FAMU's School of Allied Health and College of Pharmacy have a number of programs focused on filling gaps in delivery of health care services to underserved populations. They also note that they recruit and graduate significant numbers of underrepresented students in Pharmacy, with COPPS being the #1 producer of African-American Pharmacists in the nation.

FIU described the Green Family Foundation NeighborhoodHELP program, which is a community classroom for applying ethical, social, and clinical competencies to educate medical students on non-biological factors in the diagnosis, treatment, and care of underserved households. FAU described a number of programs where its medical students provide services to underserved populations, and noted that its College of Nursing is redesigning clinical practicums for NP education to more underserved areas. FSU describes its SSTRIDE (Science Students Together Reaching Instructional Diversity and Excellence) program, designed to assist in identifying, nurturing and recruiting qualified students from backgrounds traditionally underrepresented in medical school. FSU also notes several areas in its curriculum where students are exposed to caring for underserved populations, including minority, geriatric populations and individuals from rural areas. USF notes that all courses and clerkships in its curriculum address concepts that pertain to the care of underserved populations. USF also describes the SELECT program which has professional development courses that offer conceptual and skills-based instruction on cross-cultural health care. USF also described a number of targeted outreach, pipeline, and development programs already in place and their efforts to expand the number of applicants to these programs of emphasis. UF, likewise, has a number of pre-matriculation pipeline programs, along with a holistic admissions process that values students' diverse backgrounds and personal life experiences, including those who grew up in rural areas or around medically underserved populations. UF also has a number of curricular elements that address population health concepts and emphasize the importance of health care access and delivery

across sociodemographic groups, and early primary care clinical opportunities in settings serving the underserved.

14. Please describe any critical areas of health care delivery that are not currently or sufficiently addressed by Florida universities, or their affiliated providers, and should be.

Table Nine: Areas of Health Care Delivery that Need to Be Addressed

Note: Numbers in parentheses indicate the number of institutions who cited an area.

Lack of Residency Positions (3)	Funding for Uninsured/Indigent Patients (2)
Mental Health (4)	Veteran's Health (1)
Public/Population Health (2)	Telemedicine (2)
Affordable Care Organization Model (1)	Access to Affordable Care (4)
Physician Shortages (4)	Dental Care (2)
Wellness and Disease Prevention (1)	Care of the Elderly (3)
Health Care Literacy (1)	Chronic Disease Management (1)
Health Disparities (1)	Nurses (1)
Rural Medicine (1)	Physical Therapy (1)
Primary Care (1)	Home Health Programs (1)
Infectious Disease (1)	Occupational Therapy (1)
FQHC Affiliations (1)	Threat to Children's Medical Services Funding (1)

15. What are your biggest challenges/opportunities with regard to health care delivery?

Table Ten: Health Care Delivery Major Challenges and Opportunities								
	UF	USF	FSU	FAMU	UCF	FIU	FAU	FGCU
Access to Care	X	X			X	X	X	
Inadequate Support for Wellness and Disease Prevention	X							
Shortage of Mental Health Services	X							
Balancing Multiple Strategic Challenges	X							
Need for Improved Funding of Medical Education	X							
Need for Stable GME Funding	X							
Physician Shortages	X							
Dental Care					X			
Telemedicine		X	X					
Electronic Health Records								X
Funding for Critical Positions								X
Health Disparities				X				
Difficulty Recruiting Advanced Practice Nurses		X						
Faculty Recruitment for New School							X	
Shortage of Qualified Faculty		X						
Creation of Clinically Integrated Care Teams		X						
Threat to Children's Medical Services Funding		X						
Practice Options for Full-time Faculty without an AHC			X					
Scope of Practice for ARNP's		X						
Lack of Multidisciplinary Simulation Training Center				X				

16. Please provide links to any annual reports relative to health care delivery that are published electronically by your institution. Alternately, please send a hard-copy to the Board of Governors office, care of Amy Beaven, Director for STEM and Health Initiatives, Florida Board of Governors, 325 West Gaines Street, Tallahassee, Florida 32399. Address any questions to Amy Beaven at Amy.Beaven@flbog.edu or (850) 245-5113.

The Future of Health Care in Florida: An Environmental Scan



Conducted by
the State University System of Florida
Board of Governors

The Future of Health Care in Florida:



An Environmental Scan conducted by the State University System of Florida, Board of Governors



The Problem: Why Does Florida Need to Be Concerned about Its Health Care Future?

The future of health care is changing. This is especially the case in Florida where “baby boomer” in-migration contributes to an increasing number of people with health care needs in the nation’s third largest state, with over 19 million persons in an area that covers more than 800 miles from Pensacola to Key West, spanning huge urban areas such as Miami and sparsely populated rural areas such as Liberty County in North Florida.



Unlike many states, Florida’s population is projected to continue to grow – to approximately 24 million by the year 2030. But even though Florida’s proportion of residents over age 65 is the highest among all 50 states, seniors are not fueling the demand for health care all by themselves. Those over 65 account for less than 10% of new Florida residents arriving in the last several years. In fact, more than half of the new arrivals were between 25 and 64 years old, according to U.S. Census data. Almost 2/5s of them were under age 25, with different – but equally as important – needs for health care. Another recent trend shows that more people about a decade away from retirement are moving to Florida, with health care issues that are just beginning to manifest themselves. Florida’s population is also very diverse and health care needs and delivery to these groups can require specialized understanding and education.

The Future of Health Care in Florida:

Text Box

The health care industry has a huge impact on Florida's economy. In 2014, Florida's health care industry was estimated to account for a little under one million jobs — 881,330 jobs, to be exact, counting ambulatory health care services, hospitals, and nursing and residential care facilities (and excluding health insurance or health equipment manufacturing). Health care industry occupations are projected to account for 23% of the growth in the state over the next 8 years - with an estimated 200,000 new jobs. In 2014, new wages for Florida's health care industry totaled \$50 billion.

How Can Florida's State Universities Help?

To better align higher education's health programs with Florida's changing demographic, geographic, and environmental factors, the Board of Governors of the State University System of Florida created the Health Initiatives Committee. During 2014-2015, the Board of Governors Health Initiatives Committee undertook an environmental scan to assess the status of health care in Florida — and to proactively prepare the 12 state universities to better meet the future needs of Floridians regarding health care. Via the use of hard data, surveys of universities and health care providers, and other national and state data sources, the results of the 2014-15 Environmental Scan identified key take-aways regarding health education, health care delivery and health-related research.



An Environmental Scan conducted by the State University System of Florida, Board of Governors



This brochure, which summarizes the results of the environmental scan for health care in Florida, asked these critical questions:

1. Does Florida's current bachelor's and graduate degree production of the health care workforce align with the estimated need through the year 2030 given pending changes in population and practice? (health education)
2. What are the emerging and evolving trends in health care delivery? Will they affect the health care education curriculum? (health care delivery)
3. What are the specialized areas of health care research conducted by Florida's universities? Are there critical areas of research that are not being addressed? (research in health)



If Florida is to effectively respond to the future health care needs of an estimated 24 million persons by 2030, its state universities need to align bachelor's and graduate degree production with the projected needs of the health care workforce given pending changes in population and practice. The universities also have a major role to play regarding critical areas of research and in responding to emerging and evolving trends in health care delivery.

The Future of Health Care in Florida:

Text Box

Are We Producing Enough of the Health Care Professionals that Florida Will Need in the Future?



To answer this question, the Board of Governors undertook a “gap analysis” of Florida’s future workforce needs in health care, which examined “demand” by occupation and “supply” by education program (number of bachelor’s and graduate degree completers being produced by Florida postsecondary institutions). This gap analysis used accepted forecast methodology for labor, including adjustment factors by the U.S. Bureau of Labor Statistics that takes into account expected occupational change and retirements, total annual openings that includes new job growth and job replacements due to retirements of separations from the labor force.

Among the 21 occupational groups presented in the report (http://www.flbog.edu/about/_doc/health-initiative-committee/gap-analysis-report.pdf) Florida will definitely face a shortage of nurses and physicians. Regarding physicians, the bottleneck to meeting the demand in Florida is most likely based upon a lack of available residencies, which is a required and critical part of any physician’s training.



An Environmental Scan conducted by the State University System of Florida, Board of Governors

Physical Therapists, Occupational Therapists, and Dentists are also on a “watch list.” Contextual factors indicate that, although these professions are “right-sized” in 2015, a gap could be created if in-migration of the professionals to Florida decreases, or if a high percentage chooses not to work—or to work only part-time—in the field, or if demand increases above the projections or if third party reimbursement policies change.

Occupations most likely under-supplied	<ol style="list-style-type: none"> 1. Nurses (RN, ARNP, Nurse Anesthetists) 2. Physicians (Some specialties & specific regions)
Occupations with a sufficient supply because of new licensees (with in-migration to Florida)	<ol style="list-style-type: none"> 3. Physical Therapists* 4. Occupational Therapists 5. Veterinarians 6. Pharmacists
Occupations with a sufficient supply from new or overlapping sources	<ol style="list-style-type: none"> 7. Dentists 8. Marriage & Family Therapists 9. Rehabilitation Counselors 10. Art & Music Therapists

In several more occupations, such as Marriage and Family Therapists, in-migration of professionals from other states and/or considerable overlap with other professions indicates sufficient supply both now and into the foreseeable future.

**Although the supply of health care professionals in the shaded boxes above appears adequate for the present, constant monitoring of these occupations is advised. Several occupations are on the “watch list” because of changes in current conditions which could result in an under-supply in the near future.*

The Future of Health Care in Florida:

Research in Health: What Do We Need to Know for Florida's Future?

While State University System's health-related research is a vast enterprise with great strengths, it has the potential to become even stronger. The "Three F's" – Funding, Faculty, and Facilities – present both challenges and opportunities. A survey of the universities revealed the following:

- Funding for research is becoming increasingly competitive.
- The SUS clearly has stellar faculty working in health-related areas. But more must be done to recruit faculty where they are most needed—and to retain the best faculty.
- Although the SUS has some state-of-the-art facilities, universities have pressing needs for new and updated facilities in critical research areas.
- Universities collaborate on health research – and are seeking new ways to do even more.
- Florida's State University System is currently exploring ways to build a shared computing system that allows researchers to easily collaborate, store enormous quantities of data securely and be more competitive for federal grants. This data infrastructure would allow Florida to be a destination for clinical research, comparative effectiveness research, and implementation science.



An Environmental Scan conducted by the State University System of Florida, Board of Governors



- Florida's universities are also exploring ways to promote technology transfer of the results of their research. The challenge most often articulated was the absence of seed capital and proof-of-concept funds for prototypes and pre-clinical drug development.

Florida's universities identified over 25 research areas in health which were unaddressed or not adequately addressed, including neuroscience, disease prevention/healthy lifestyles, health disparities among minorities, obesity, geriatrics, early and middle childhood health, mental and behavioral health, autism, and genomic and personalized medicine.



How Is Health Care Delivery Changing?

Providing future health care to Florida's growing population will be both exciting and daunting. New trends, such as telemedicine and genomics, hold the promise of reaching more of the population, no matter where they live, and better attending to their needs. How will health care change over the next decade or two, and how can Florida's universities help?

The Future of Health Care in Florida:

A review of the literature on emerging and evolving health care and a survey of Florida's state university Colleges of Medicine and Colleges of Health suggests that there are at least five key trends: (1) an increase in collaborative models of practice that require a patient-centered, team-based approach; (2) a change in training settings from traditional hospital-based to community settings; (3) a greater employment of physicians in practices owned or managed by hospitals or other organizations; (4) an expanded role for Advanced Registered Nurse Practitioners, Physicians' Assistants, and other health care delivery personnel other than physicians; and (5) the emergence of personalized medicine and genomics.



Health care in the United States has evolved from the days of the solo physician practice to more collaborative models of practice. Advances in technology, the complexity and prevalence of chronic disease management, and the complicated health care reimbursement process have all led to the need for a more systematic approach to the provision of health care. Almost all of the new models of care require a more patient-centered, team-based approach, using emerging technologies. More and more physicians are employed in practices owned and/or managed by hospitals, managed care organizations, or some other entity. An emerging emphasis on outcome-based reimbursement, on chronic disease management, and on a medical model that focuses on prediction and prevention, rather than “repairing” patients, is becoming evident.

An Environmental Scan conducted by the State University System of Florida, Board of Governors



For the universities, these trends manifest themselves in terms of greater use of Electronic Health Records, the use of telemedicine, increasing opportunities for inter-professional/interdisciplinary training and care, new faculty practice plan development, and the expansion of primary and specialty care services. In addition, changes in the way we train doctors, nurses and other health care providers, including new criteria in which “EQ” (emotional quotient) might actually be more important than “IQ”, will be necessary to better prepare graduates for the changing health care delivery system.

Universities themselves are big providers of health care. In the 2013-14 fiscal year alone, universities reported nearly 3,000,000 inpatient and outpatient visits. This number is likely to grow. Universities tend to provide health care services close to home; extending services beyond the local area is the exception rather than the rule. Sites of services exhibit a wide variety of settings, including outpatient clinics, federally qualified health centers (FQHC), county health departments, private physician practices, community hospitals, correctional facilities, academic health centers, VA hospitals and clinics, nursing homes, rehabilitation centers, and student health centers.



The Future of Health Care in Florida:

When asked to describe the greatest areas of health care needs, the #1 area most cited by Florida's universities was *access to care*. Other needs included preventive and acute health care services to the underserved, mental health care/substance abuse services, primary and specialty care physicians, and population health.

Barriers to delivery of health care most frequently cited by Florida's universities include lack of adequate numbers of clinical faculty, increased workload requirements, Graduate Medical Education funding, and the availability of preceptors for health care programs. Critical health care delivery areas that Florida's universities are unable to adequately address include mental health, access to affordable health care and physician shortages, lack of residency positions, and care of the elderly.



What Emerging and Evolving Trends Will Be Important in the Future of Health Care in Florida?

As part of its environmental scan, the Health Initiatives Committee and Advisory Group considered emerging and evolving health occupations that will require new skills and competencies in the health care workforce. These trends include personalized medicine and the need for a workforce with practice-oriented and increasingly complex biomedical knowledge and skills.

An Environmental Scan conducted by the State University System of Florida, Board of Governors



Florida will also need graduates prepared for the practice of personalized medicine, in subjects like Genetics, Pharma-cogenetics, and Bioinformatics. In the future, Florida may need more Genetic Counselors and more medical science graduates with practice-oriented skills in personalized medicine.

Pharmacogenetics may also be an emerging area where student and workforce demand will grow as new technologies are developed. Preventive and population health are also clearly important for Florida's future and there will be an increasing need for community-based health workers.



Where Do We Go from Here?

In Health Care Education, the State University System needs to focus on high-demand occupational areas that are clearly demonstrating a future shortage, especially physicians and nurses. One of the best strategies for doing so is for Florida to establish a competitive program for universities to expand or grow new programs in these occupational areas. A competitive program would use an RFP-type process to allow the best programs to win grants, provided through non-recurring funds, to quickly ramp up the production of professionals for high demand health care jobs. After the programs are established, they would become self-supporting.

The Future of Health Care in Florida:

Regarding Health Care Education, funding is needed for State University System programs to provide cutting edge educators, facilities, and equipment; and to address the longstanding shortage of medical residency programs and slots in Florida.



In Health-related Research, the State University System has some stellar faculty, facilities, and research agendas. More needs to be done, however, to provide the infrastructure for the universities to add value by ramping up collaboration amongst themselves and with other research entities. Such collaboration is a key mechanism for the State University System to effectively compete for major federal funding opportunities. Here, a highly effective strategy has been the Centers of Excellence program, a competitive endeavor to create world-class research centers with one-time, non-recurring dollars. Since its inception in the early 1990s, the 11 State University System Centers of Excellence have returned \$523M on an initial Florida investment of \$78.4M.

An Environmental Scan conducted by the State University System of Florida, Board of Governors




An expanded investment in faculty, facilities, and state-of-the-art equipment would enable Florida to keep abreast of advances being made in the U.S. and internationally. The Centers of Excellence model would assist in making decisions about which investments should be prioritized.

In **Health Care Delivery**, Florida's expanding population will result in the need for state universities to provide even more health care to patients—beyond the 3 million patient visits they already are providing. More faculty are needed, along with new and improved facilities, and state-of-the-art equipment. Community-based programs, preventive medicine, telemedicine, pharmacogenomics and other emerging trends in health care delivery can help Florida better address the unique health care needs of underserved and rural segments of its diverse population.



Florida is a dynamic, growing state. Its health care delivery infrastructure will be challenged by its demographics in the years to come. It is imperative that the state universities are enabled to provide solutions to the challenges ahead so that all Floridians have the health care that they need and deserve.



SUS Health Environmental Scan, September 2015



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA
Innovation and Online Committee

President's Room B
Emerson Alumni Hall
University of Florida
1938 West University Avenue
Gainesville, Florida 32603
September 2, 2015
1:00 p.m. – 2:00 p.m.

or

Upon Adjournment of Previous Meetings

Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Ed Morton
Members: Beard, Colson, Kuntz, Link, Robinson, Stewart, Tripp

1. Call to Order and Opening Remarks Governor Ned Lautenbach
2. **Approval of Committee Meeting Minutes** Governor Lautenbach
Minutes, March 19, 2015
3. **Status of Committee Priorities** Dr. Nancy McKee
Associate Vice Chancellor
Innovation and Online Education
Board of Governors
4. **UF Online**
a. **Introduction** Mr. Carlos Alfonso
Chair, UF Online Advisory Board

b. **Draft 2014-2015 Annual Report**

Dr. Andy McCollough
Associate Provost
University of Florida

Dr. Evangeline “Evie” Cummings
Assistant Provost and Director of UF Online

5. **Legislative Budget Requests:**

a. **Integrated Library System**

Dr. Pam Northrup
Associate Provost
University of West Florida

b. **e-Resources**

1. **Florida Virtual Campus**

Dr. Northrup

2. **State University System**

Dr. Ron Toll
Provost
Florida Gulf Coast University

6. **Concluding Remarks and Adjournment**

Governor Lautenbach

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
September 2, 2015**

SUBJECT: Approval of Minutes of Meeting held March 19, 2015

PROPOSED COMMITTEE ACTION

Approval of minutes of meeting held on March 19, 2015.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board members will review and approve the minutes of the meeting held on March 19, 2015.

Supporting Documentation Included: Minutes: March 19, 2015

Facilitators/Presenters: Governor Ned Lautenbach

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
INNOVATION AND ONLINE COMMITTEE
FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY
TALLAHASSEE, FLORIDA
MARCH 19, 2015

1. Call to Order

Chair Ned Lautenbach convened the meeting at 10:44 a.m. on March 19 2015, with the following members present and answering roll call: Richard Beard; Dean Colson; Tom Kuntz; Wendy Link; Katherine Robinson; Pam Stewart; and Norman Tripp. A quorum was established.

2. Approval of the Committee Minutes

Governor Tripp moved that the committee approve the minutes of the meeting held on January 22, 2015, as presented. Governor Colson seconded the motion, and the members concurred.

3. Unizin Consortium

University of Florida Provost Joe Glover explained the Unizin consortium was created in order to avoid a situation that now exists in the world of publishing. He said consolidated publishing companies are taking what universities produce, packaging it, and selling it back to university libraries at basically whatever price they want to charge. He stated that this has become a problem nationally and universities cannot continue paying exorbitant prices to publishers for journals. They want to avoid this problem in digital learning, so major research universities created the consortium to secure a foothold in the digital industry.

Dr. Glover stated that the consortium was launched in 2014, with membership being invitation-only. The main objective is to observe greater control and influence in the digital ecosystem. Unizin is a not-for-profit service operation hosted by Internet2 and composed of a CEO, a Board, and staff. Ten major research universities in the nation have joined the consortium as members and others have expressed interest in joining. He said that the Board of Directors has various goals in mind for the consortium, which include acquiring a common learning management system, acquiring or creating a repository for digital learning objects, and acquiring, creating, or developing learning analytics. Universities who are members of Unizin are having conversations about sharing content, courses, and degree programs, although such sharing is not a current objective of the consortium itself.

Dr. Glover indicated that the Unizin Board decided that members can nominate their systems for associate memberships for an annual fee of \$100,000 per system. Associate membership does not qualify for board representation, but would allow associate members to enjoy the benefits of Unizin pricing, products, and services.

Dr. Glover said that the potential benefits to the SUS were: access to the common learning management system at the Unizin price; access to tools under development, including a digital objects repository and learning analytics; membership in a consortium of large public universities that intends to secure its niche in the evolving digital ecosystem; and the potential for cooperative relationships to share digital instruction, objects, courses, and degrees.

Governor Beard asked UCF President John Hitt for his response to the proposal. President Hitt responded that group membership for the system makes sense. He said his university had more enthusiasm for some aspects of the membership than for others.

Chair Lautenbach moved to direct the Chancellor to work with the university leadership in pursuing membership for the SUS in the Unizin consortium. Governor Trip seconded the motion, and the members concurred.

4. Status of Committee Priorities

Dr. Nancy McKee updated the committee on the five priorities it established to be addressed this year.

She explained that the recommendation for a common, opt-in learning management system came from the Task Force for Postsecondary Online Education in Florida, which included members from the State University System, the Florida College System, private institutions, and the Florida Virtual Campus. She stated that it was necessary to competitively bid the selection of the LMS, in order to adhere to procurement requirements in Board regulations and state law. She indicated that an evaluation committee is being established and will include faculty and staff from the SUS and the Florida College System. The plan is to have negotiations completed this fall. The goal is to have a master agreement with tiered pricing, so the more institutions that opt into the agreement, the lower the price will be.

A second priority is to develop a strategic plan for online education. Dr. McKee said that a task force has been created and is being chaired by President Hitt. The task force is composed of five university presidents, one Florida College System president who also chairs that system's Council of Presidents, four provosts, one faculty member, one student, and Dr. Pam Northrup, who is head of the Complete

Florida program. The strategic plan will be brought to the Innovation and Online Committee at its meeting in November 2015.

Dr. McKee said that a third priority of the committee was another recommendation of the Task Force on Postsecondary Online Education in Florida: to enhance data collection efforts. A work group on online metrics has been created and has met twice. The first meeting was to discuss the types of metrics that should be developed to capture what is happening in online education. She said the second meeting was to discuss how to define “online program.” The system does not have a definition of online programs, although the statutes define a distance learning course as one in which at least 80% of the course is delivered using some form of technology when the instructor and student are separated by time, space, or both.

Dr. McKee said that off-campus students would expect an online program to be offered completely online. She indicated that a survey will be sent to universities to capture online programs they are offering. The survey will be respectful of the current definition of distance learning courses, but will also capture programs that have all courses 100% online. The survey will be used to create an inventory of online programs.

A fourth priority of the committee was related to online courses and programs. She said that Complete Florida institutions are in the beginning stages of having conversations about developing shared programs, and the task force that is drafting a strategic plan for online education is having conversations about sharing the development and delivery of online courses and programs. She said there also needs to be conversations about the economic model for shared programs to determine how to share revenues and what incentives are needed to encourage institutional participation in the development and offering of shared programs.

A fifth priority of the committee was to enhance faculty development for those faculty who teach online courses, which was also a recommendation of the Task Force on Postsecondary Online Education in Florida. Dr. McKee explained that the task force had recommended that a lead institution be selected to use a train-the-trainer approach so that professional development staff at both state universities and Florida colleges would have the tools they needed to train faculty at their respective universities. Through a competitive procurement process, UCF won the award and the Board included in its legislative budget request a request for \$198,000. The Legislature is currently considering that request.

5. Concluding Remarks and Adjournment

Chair Lautenbach adjourned the meeting at 11:05 a.m.

Ned Lautenbach, Chair

Nancy C. McKee, Ph.D.
Associate Vice Chancellor

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
September 2, 2015**

SUBJECT: Status of Committee Priorities

PROPOSED COMMITTEE ACTION

For Information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Staff will update the Committee on the five priorities it established at its meeting on June 19, 2014:

Common Learning Management System
Strategic Planning for Online Education
Metrics for Online Education
Program and Course Offerings
Faculty Training

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Nancy McKee

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
September 2, 2015**

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 Advisory Board for UF Online'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.

The presentation to the Innovation and Online Committee will compare UF Online's performance with the expectations reflected in the comprehensive business plan approved by the Board two years ago. In addition, the Assistant Provost and Director of UF Online, Ms. Evie Cummings, will highlight future plans for UF Online.

Supporting Documentation Included: (1) Comprehensive Business Plan approved by Board of Governors September 2013;
(2) DRAFT 2014-15 Annual Report; and
(3) Performance Measures

Facilitators/Presenters: Mr. Carlos Alfonso, Dr. Andy McCollough,
and Ms. Evie Cummings



UF Online Comprehensive Business Plan 2013-2019

**For Consideration by the
Board of Governors**

September 27, 2013

1. EXECUTIVE SUMMARY	
Overview	4
Background	4
Implementation	5
Timeline Major Milestones	8
2. DESCRIPTION OF UF Online	
Legislative Language and Plan Requirements	9
Strategic Planning and Management Team	10
Market Overview and Emerging Trends	10
3. OPERATIONAL STRUCTURE OF UF Online	
Overview	15
Organizational Structure and Staffing	15
Values, Goals, Strategies	18
UF Online Communication Plan	19
Enrollment Management, Admissions, & Information Technology	19
4. EXISTING COURSES AND BACCALAUREATE DEGREE PROGRAMS	
Overview	23
Program Production Schedule	24
General Education and Other Requirements	25
5. DEVELOPING/PRODUCING NEW COURSES AND DEGREE PROGRAMS	
Overview	27
Course Development	27
Best Practices Course Development	28
Faculty Development	30
Quality Assurance	32
Course Management System	34
Course Production	35
Future Degree Program Criteria	36
Timeline Online Baccalaureate Degree Programs	37
6. SUPPORT SERVICES	
Overview	38
Student Affairs	38
Academic Advising	40
UF Libraries	41
UF Information Technology	42

7. MARKETING AND RECRUITMENT PLAN	
Overview	44
Communications Strategy	46
Creative Strategy.....	46
8. TUITION, FEES AND BUDGET	
Tuition and Fee Structure	47
Budget.....	47
9. EVALUATION OF COURSES, DEGREE PROGRAMS, AND LEARNING OUTCOMES	
Evaluation Methodology	52
Reports to the Advisory Board	54
10. ENSURE ACADEMIC INTEGRITY OF UF Online	
Overview	55
Community Expectations	55
Prevention.....	56
Identification.....	56
12. REFERENCES	58
13. APPENDICES	
Appendix A—Strategic Planning and Management Team Biographies	59
Appendix B—UF Online Admissions, Enrollment, Registration, Financial Aid Processes.....	64
Appendix C—Strengths, Challenges, Opportunities, Threats.....	69
Appendix D—Course Names for First Five UF Online Degree Programs.....	70
Appendix E—UF Markers for Excellence.....	72
Appendix F—Budget Summary	74
Appendix G—Non-recurring Costs	75
Appendix H—Recurring Costs	76
Appendix I —Tuition	77
Appendix J—Branding Suggestions	78
Appendix K—The Public/Private Partnership – P3	79
Appendix L—Performance Measures	80

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.

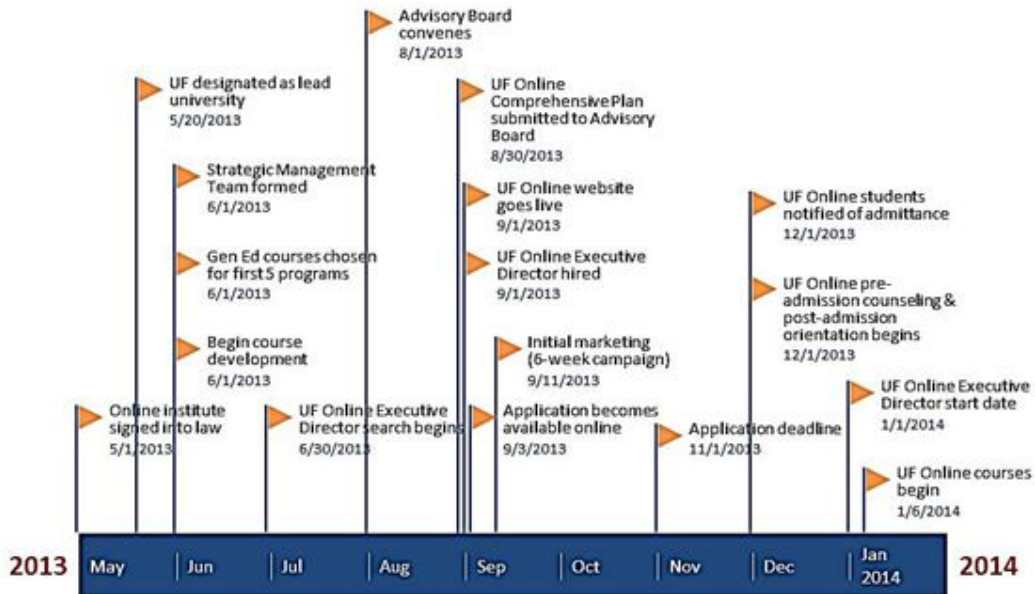


Figure 1: UF Online major milestones required to begin delivering courses in January 2014.

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 Balser

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 (Grajeck, 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.

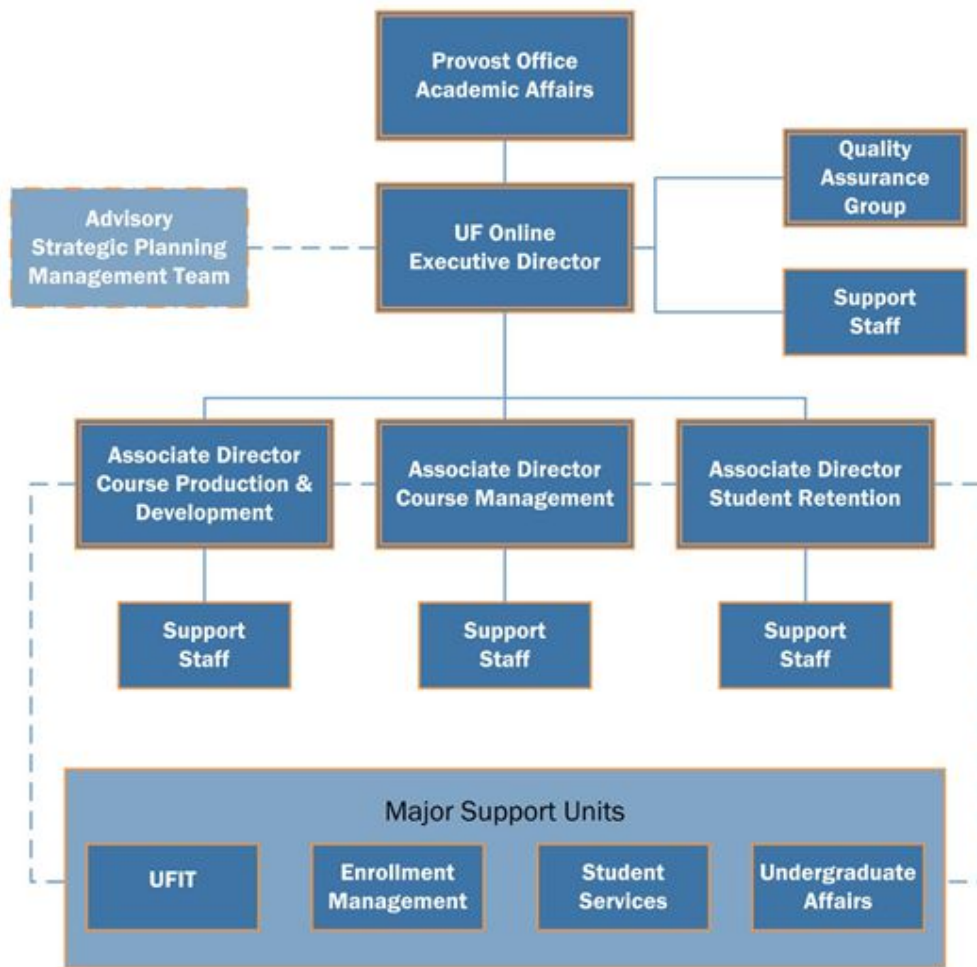


Figure 2: UF Online Organizational Chart

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.

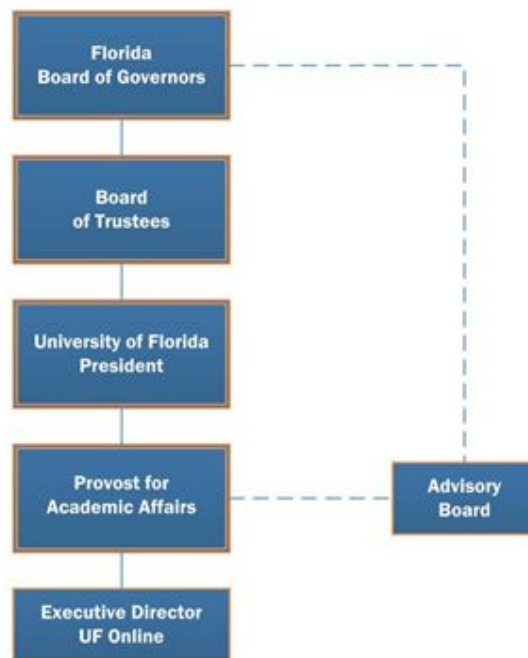


Figure 3: UF Online Governance Structure

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
Writing Requirement		<u>Words</u> 42,000	<u>Required</u> 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.

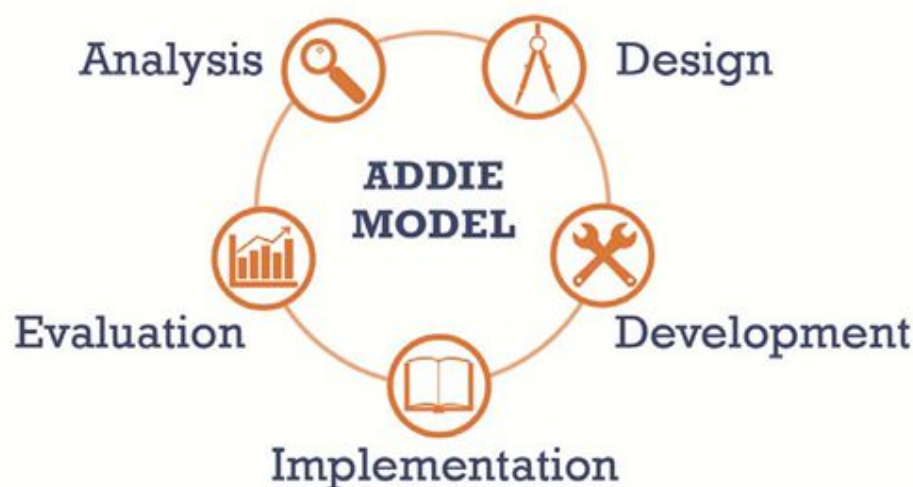


Figure 4: ADDIE Model. This model summarizes the life cycle of a course.

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.

GRAPHIC ANALYTICS REPORTING ENGINE

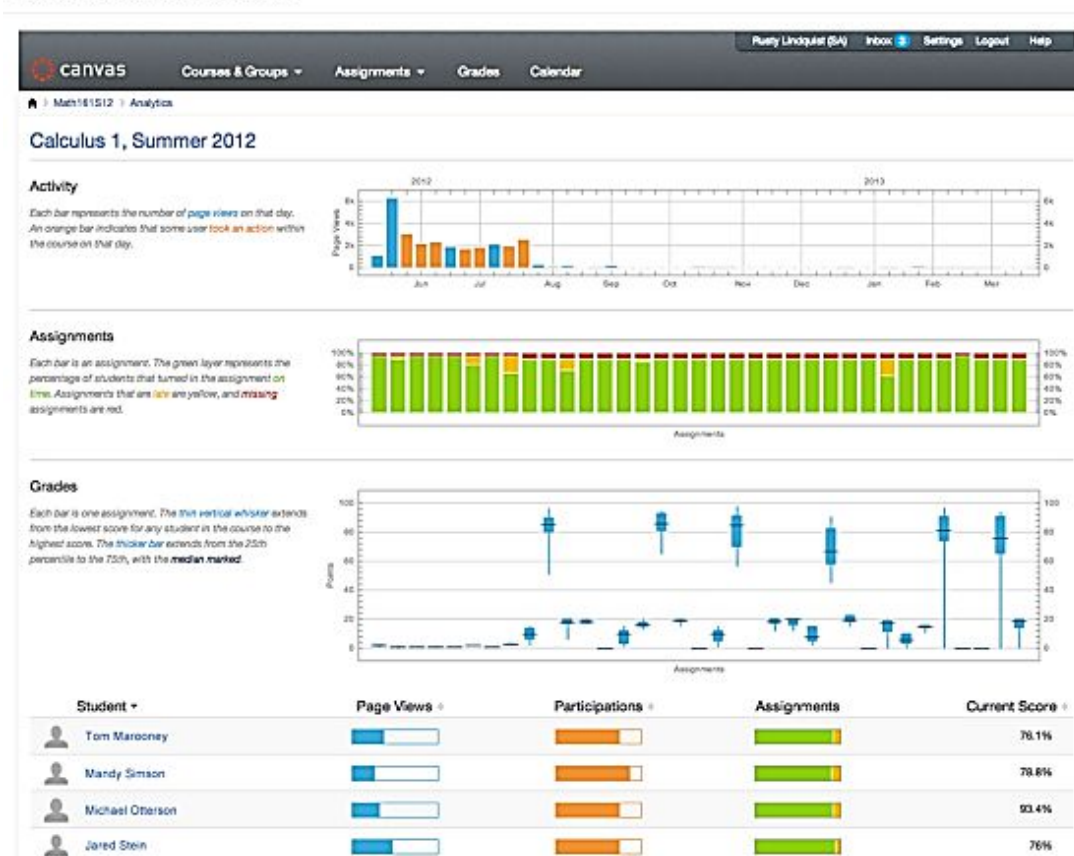


Figure 5: Canvas Graphic Analytics Reporting Engine

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)

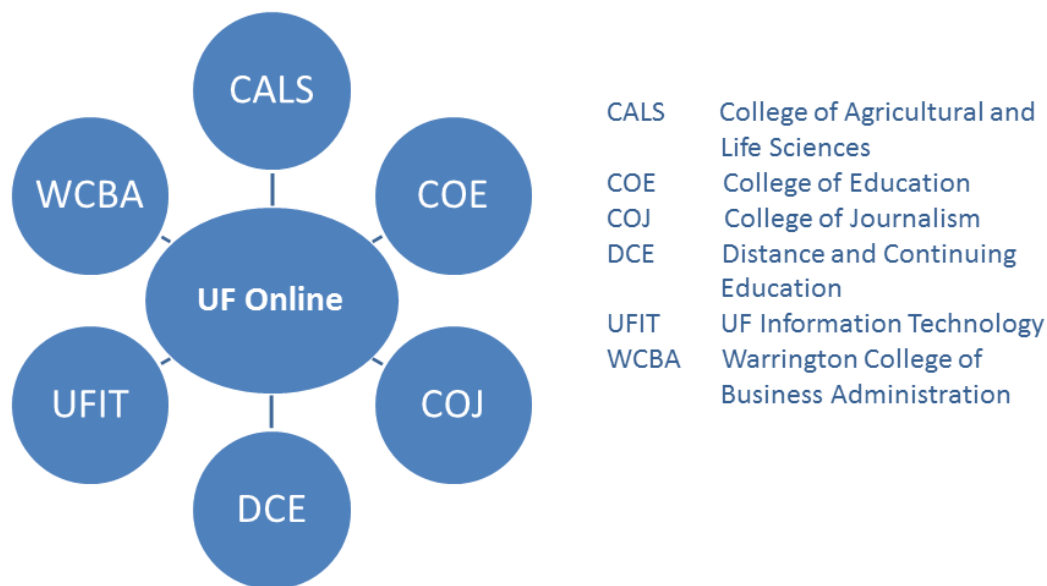


Figure 6: Units across Campus Supporting Course Production

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.

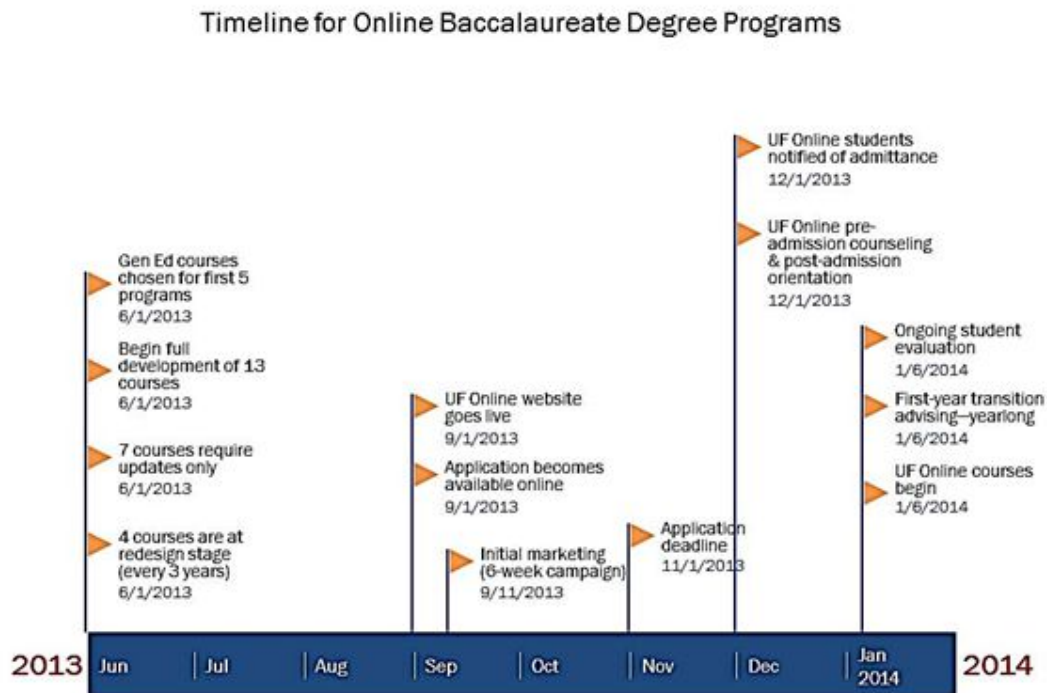


Figure 7: Timeline for Online Baccalaureate Degree Programs

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.

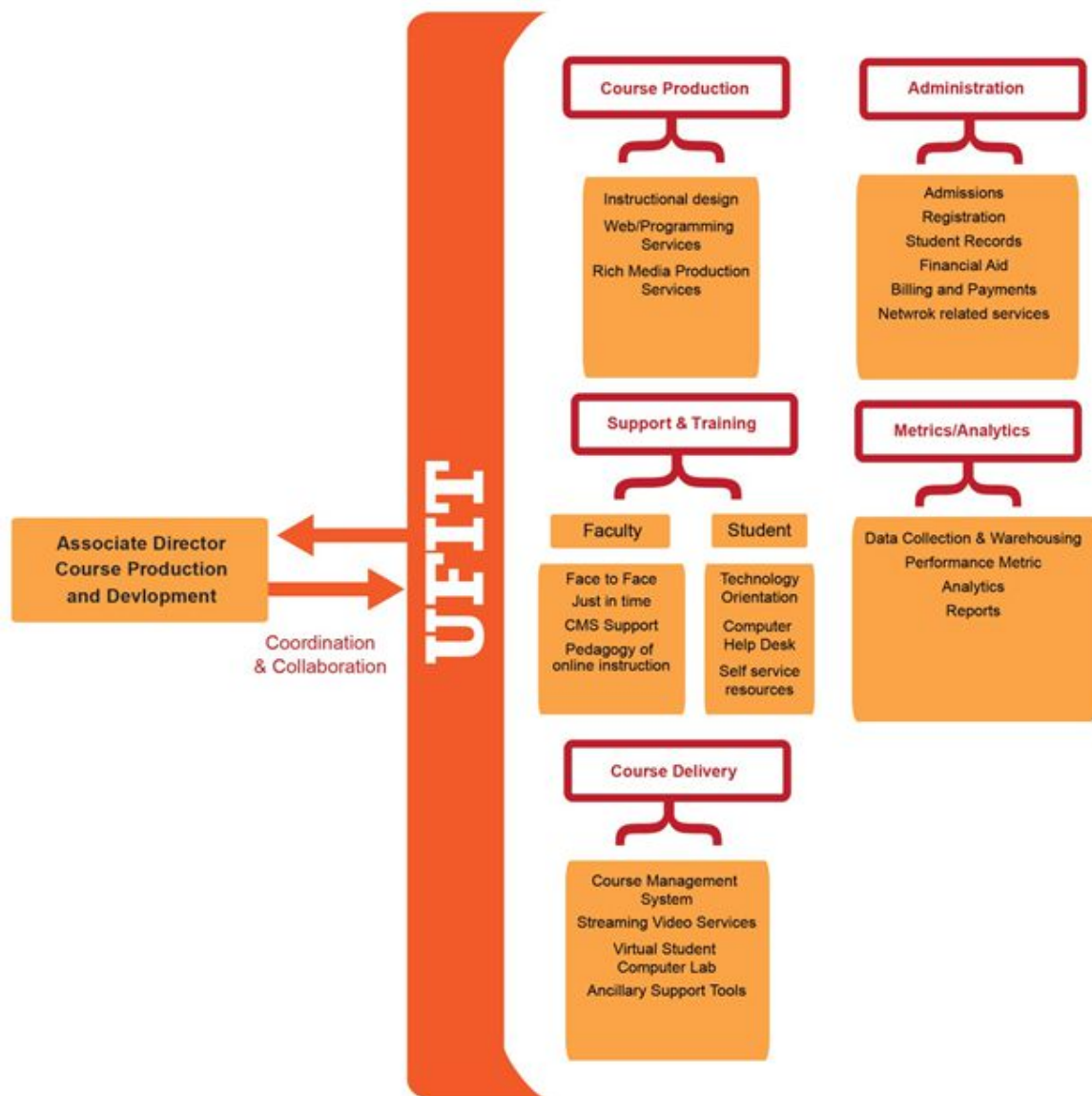


Figure 8: UFIT Services Provided to UF Online.

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 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.

SECTION TWELVE REFERENCES

Endnotes

- 1). Ross, Chris. (2012) "Are the Sleeping Giants Awake? Non-Profit Universities Enter Online Education at Scale," *Parthenon Perspectives*.
- 2). Kaplan, Soren. (2011) "Strategies for Collaborative Learning." *iCohere All-in-One Platform for Online Collaboration*. iCohere, Inc., 2011. Web.
- 3). Cull, Selby, Don Reed, and Karin Kirk. (2011) "Student Motivation and Engagement." *SERC*. On the Cutting Edge: Professional Development for Geoscience Faculty. 2010 Web. 01
- 4). Brown, Ruth E. (2011) "The Process of Community-Building in Distance Learning Classes." *Journal of Asynchronous Learning Networks*. Sloan-C, Sept. 2001. Web. 2.
- 5). Hill, Christopher, (2010). *Promoting Academic Integrity in Online Education*. Madison, Wisconsin: Magna Publications, Inc., Online at <http://www.facultyfocus.com/free-reports/promoting-academic-integrity-in-online-education/> as of August 23, 2013.

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

- Lowendahl, J.M. (2013a). "The Gartner Higher Education Business Model Scenarios: Digitalization Drives Disruptive Innovation and Changes the Balance." Gartner, Inc. | G00247129, 23 p., Online at <http://www.gartner.com> as of August 23, 2013.
- Lowendahl, J.M. (2013b). "Hype Cycle for Education, 2013". Gartner Inc. | G00251104, 105 p., Online at <http://www.gartner.com/document/2559615?ref=QuickSearch&sthkw=hype%20cycle%20for%20education> as of August 23, 2013.
- Grajeck, S. (2013). Top 10 IT Issues: Welcome to the Connected Age. *EDUCAUSE Review*, vol. 48, no. 3 pp. 31-58.
- Brigg, S. (2013). 10 Emerging Educational Technologies & How they Are Being Used Across the Globe. Innovation Excellence (Blog). Online at <http://www.innovationexcellence.com/blog/2013/07/29/10-emerging-educational-technologies-how-they-are-being-used-across-the-globe/> as of 8/23/2013.
- Pirani, J.A. (2013) Formal Planning Optimizes BYOE opportunities: University of Florida. EDUCAUSE Center for Applied Research. 13 p., Online at <http://www.educause.edu/library/resources/formal-planning-optimizes-byoe-opportunities-university-florida> as of August 23, 2013.

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.

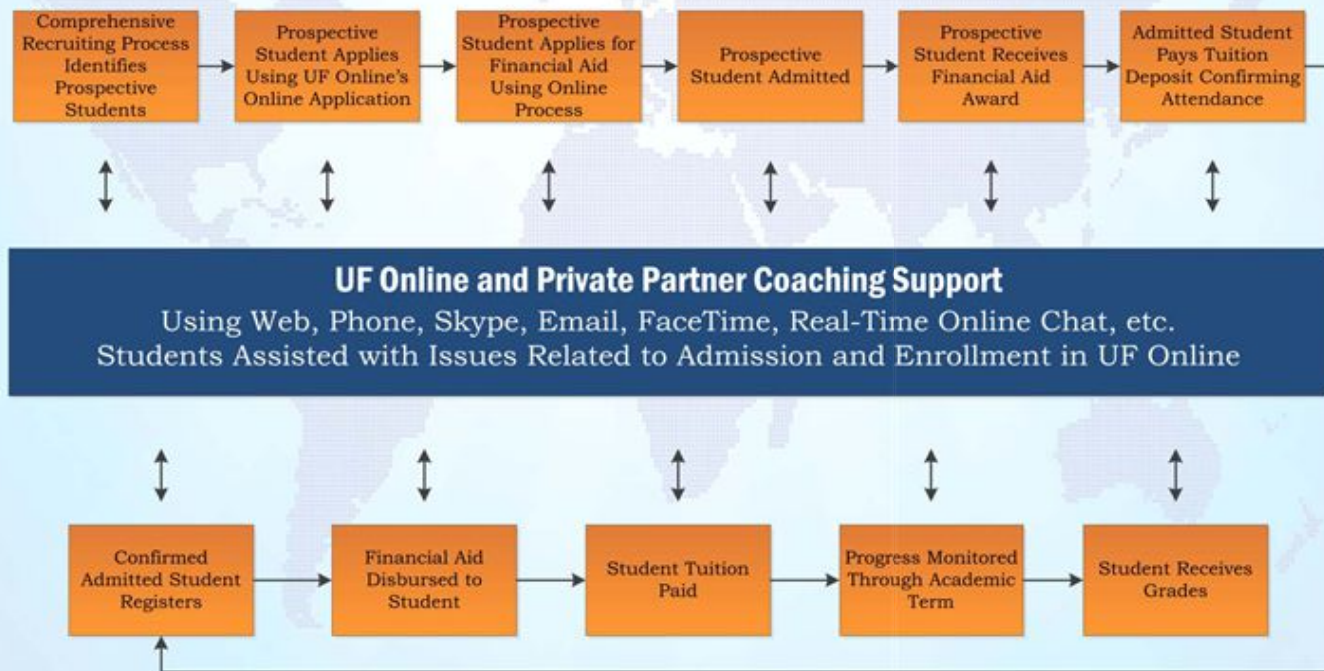
Balser earned her Ph.D. in soil microbiology from the University of California at Berkeley (2000), followed by postdoctoral research in ecosystem ecology at Stanford University. She holds dual A.B. degrees in Earth Sciences and Biology from Dartmouth College (1992). In 2011, Balser accepted the position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

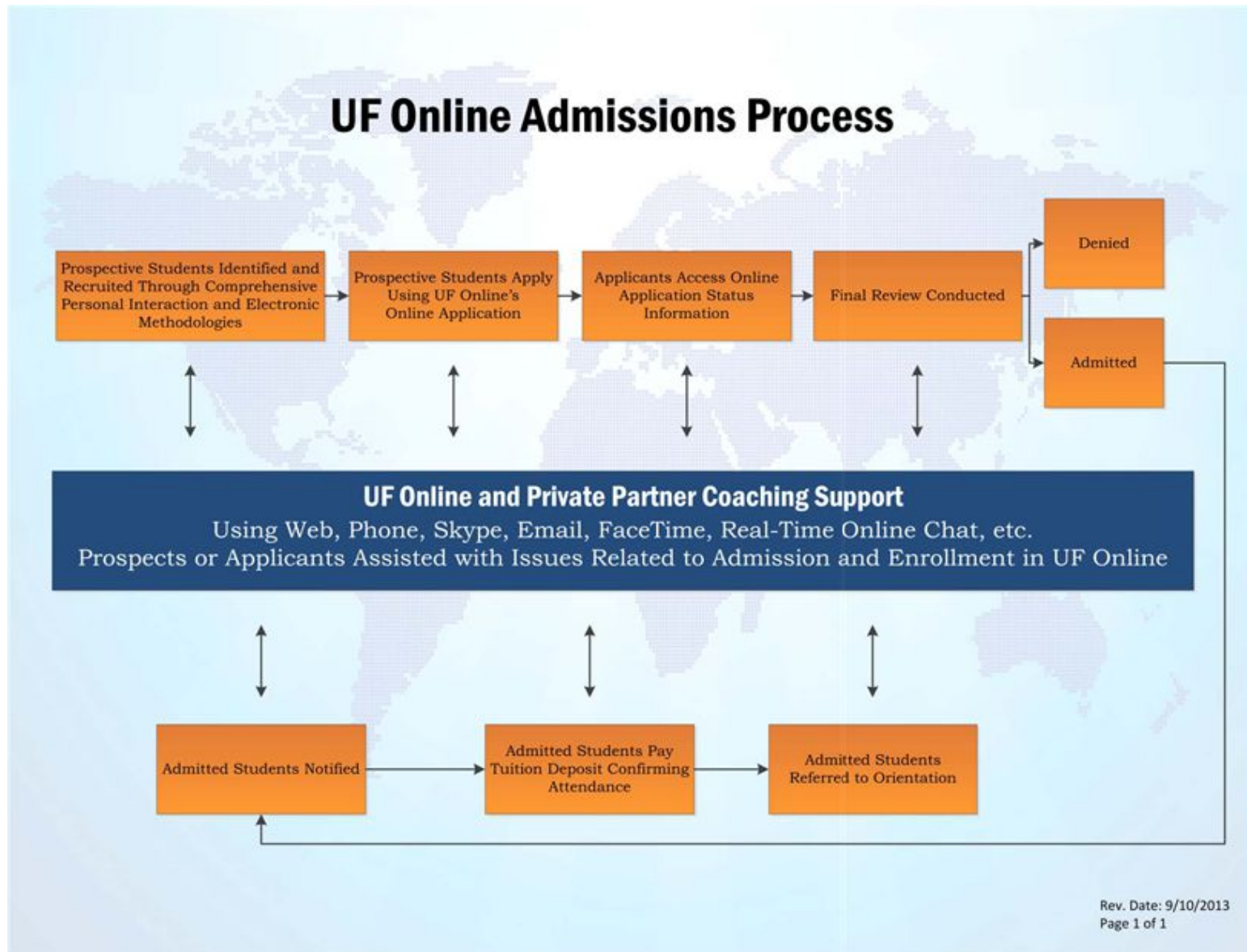
Allen Wysocki's areas of responsibility include oversight of the distance education efforts in the college. As a faculty member, Wysocki developed and taught an online course. Wysocki serves as the CALS representative on the UF Education Outreach IT Advisory Committee (EOITAC) and on the Distance Education 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.

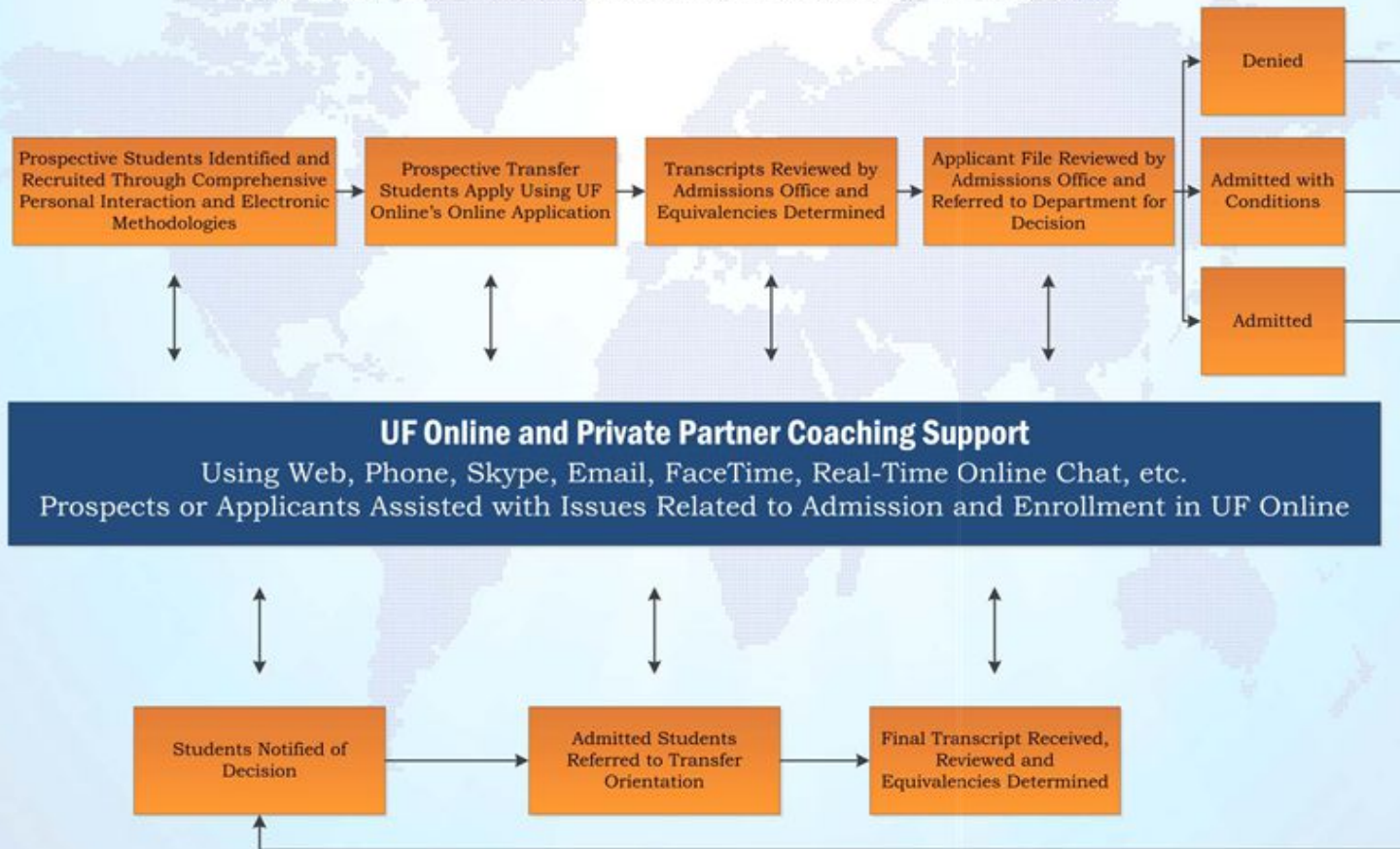
UF Online Enrollment Management Support Overview



Rev. Date: 9/10/2013
Page 1 of 1



UF Online Transfer Admissions Process



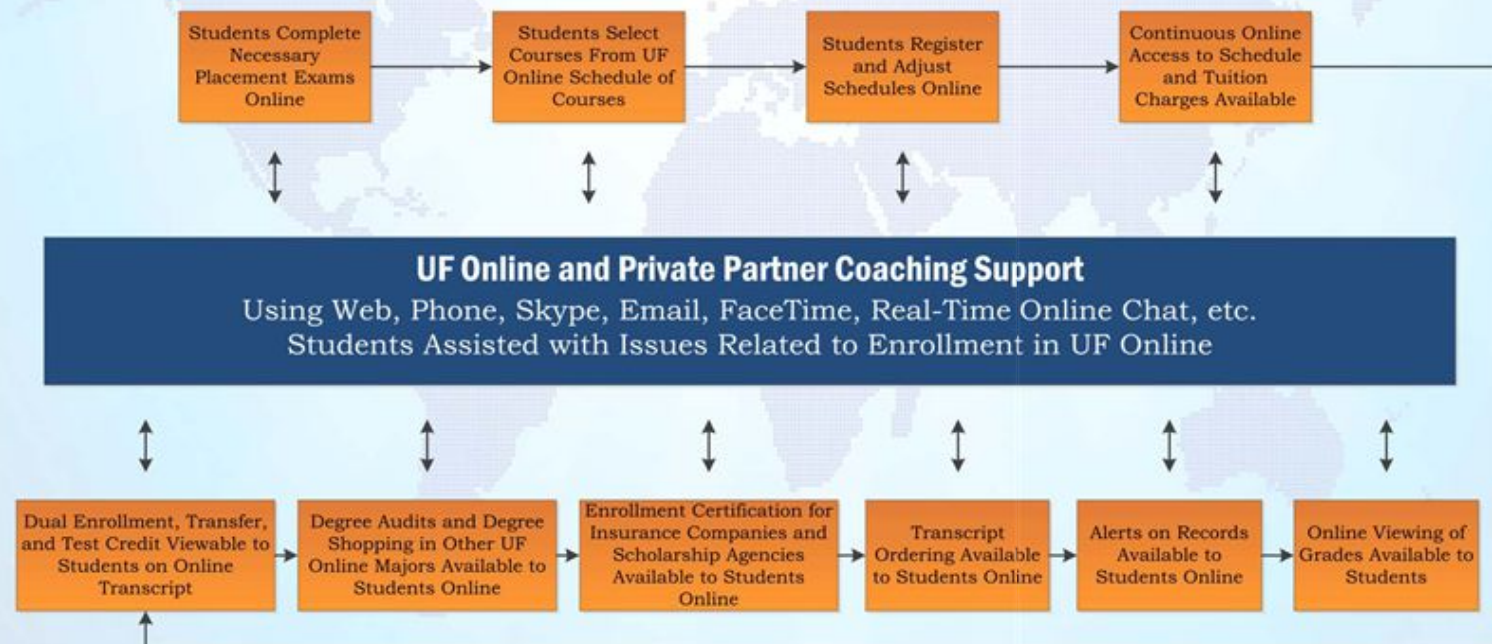
Rev. Date: 9/10/2013
 Page 1 of 1

UF Online Student Financial Aid Process



Rev. Date: 9/10/2013
 Page 1 of 1

UF Online Registration and Records Access Process



Rev. Date: 9/10/2013
Page 1 of 1

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

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

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

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.

	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)	(1,423,733)	(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	1,423,733	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	1,423,733	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		(46,258.26)	(14,740.70)	(13,759.05)	9,111.98	(5,310.27)	9,291.29	22,117.79	29,411.10	33,232.48	38,772.52
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%

		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 enrollments/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	10,485,728	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%	1.85%	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	-	-	-	-	-	-
	Administration:											
	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

	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	11,647	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	3,930,863	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	125	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	

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.

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; FETPIP 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.

UF Online Annual Report

Academic Year 2014-2015

Contents

Introduction.....	2
Organizational Structure	2
Marketing	4
Recruitment.....	8
Enrollment & Retention	10
Policies & Practices: Funding, Participation, and Delivery	14
Academic Integrity.....	14
Majors.....	15
Course Production	16
Evaluation of Programs & Faculty	18
Faculty and TA Training	20
Enrollment Management	21
Student Support	22
Research	26
Revenues & Expenses.....	27
New Initiatives.....	28
Challenges	29
Successes & Accolades	30
Appendix 1: Student Profiles & Testimonials.....	32
Appendix 2: Proposed Update to UF Standards & Markers of Excellence.....	34
Appendix 3: Student Faculty Evaluation Responses.....	36
Appendix 4: Emerging Policies and Practices in UF Online	37
Appendix 5: General Education Courses	40
Appendix 6: Academic Year Summaries	43

Introduction

UF Online continued to grow and develop during the 2014-2015 academic year. The various goals and metrics established by the comprehensive business plan were met or exceeded, and the “launch” phase was completed successfully. The second or “adolescent” phase has begun with renewed energy, new possibilities, and a reassessment of the forecasted 10 year trajectory.

Among the many new potential “change-making” factors in this initiative are:

1. A new Director of UF Online;
2. A new admissions program Pathway to Campus Enrollment (PaCE) for UF Online;
3. Leadership in a new, major consortium, UNIZIN;
4. Leadership and participation in a Personalized Learning Consortium (PLC), a working group of APLU;
5. Completion of membership recruiting for Online Learning Institute (OLI) and establishment of the needed space and budget;
6. A review and reconsideration of the current public/private partnership;
7. A review and consideration of a “joint venture” with a Brazilian company to develop dual degree options through UF Online.

All of this is occurring in a world of change or disruptive innovation. A growing number of public and private universities view online learning as a critical element in their current strategic planning. The increasing sophistication of the online modality and the rapid infusion of learner-centered technology has contributed to a growth rate in enrollments of close to 8% annually compared to a growth in total enrollment in higher education of just over 1% annually.

Michael Brown, in a recent paper for EDUCAUSE, noted several features of this ecosystem that resonate with our experience.

1. **Ubiquity of digital ownership.**
A recent study of student ownership of smartphones and tablets concluded 90% and 58% respectively and in both cases these devices are used directly for academics by most owners.
2. **Rapid change in learning space.**
The evidence indicates that not only is the teaching/learning space expanding to importantly include the asynchronous “virtual” space but as Brown notes, “student sound”, students formulating a custom, multi-institutional pathway to a degree, has become more prevalent.
3. **Adaptive Learning and Learning Analytics.**
The real time utilization of learning analytics made possible by evolving technologies has provided a viable pathway for learning-centered, user-feasible adaptive learning.
4. **De-compartmentalizing the ecosystem of higher education.**
Institutional space and disciplinary boundaries are becoming less important in the repository world. UNIZIN, a consortium of “major universities”, is working towards a repository for digital objects that can be utilized across the consortium.

All of these instances are currently on the “radar” of UF Online. The program is either participatory or piloting or researching each of these elements as we maintain our cutting edge in content quality and platform robustness.

Organizational Structure

Since its inception, UF Online has had an Interim Director (except for a three month period). The Associate Provost for Teaching and Technology has served in that capacity and, in so doing, has developed an interest, some knowledge, and

important contacts in the Online Learning World. The recent appointment of Ms. Evangeline Cummings as the Director of UF Online has enabled UF to put in place an organizational structure that takes advantage of the experience gained and maintained the important role that UF Online occupies in the portfolio of programs offered by the University.

Figure (1) is the organizational chart that will capture the intentions noted.

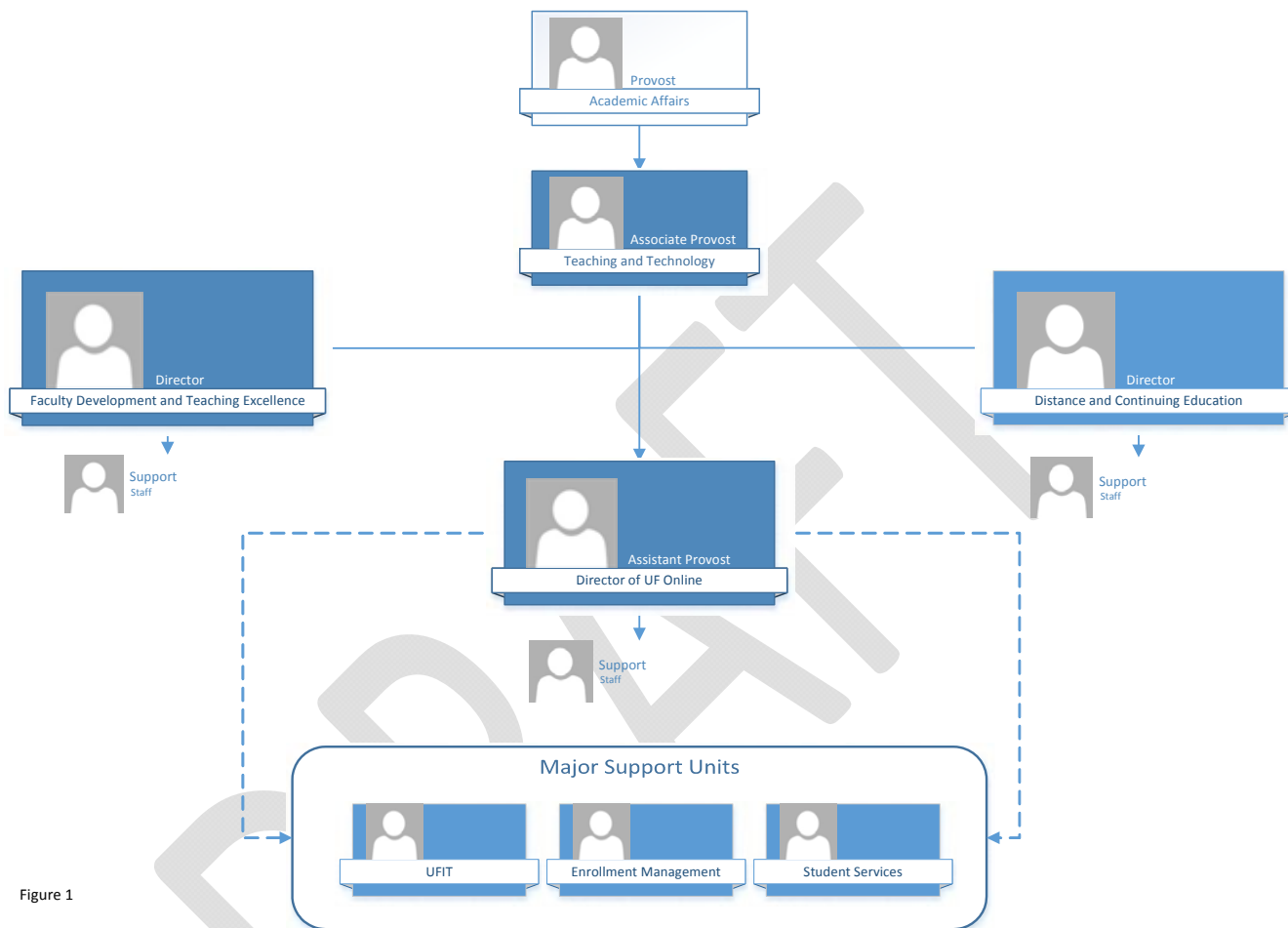


Figure 1

UF Online has “dotted” line relationships with the major support units of the University: IT, Enrollment Management, and Student Services. These units 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.

Public/Private Partnership

The University has contracted with Pearson Learning Solutions since the inception of UF Online in January 2014 as a response to the question, “can we, in house, perform the necessary functions for distinction as efficiently and effectively as a private partner.” The Strategic Planning Management Team concluded that, at least in the startup phase, the answer to that question was “no.” However, it was noted that the timeline for performance measurement was the short run if not immediately.

General Overview

The University of Florida and Pearson have partnered to market, recruit, and retain students for the suite of bachelor degree programs referred to as UF Online. Leveraging UF’s brand, reputation, credentials, and awards, Pearson creates, publishes and

optimizes marketing campaigns. Those campaigns build awareness of UF Online programs and drive interest into the recruitment process via direct response properties. Pearson Enrollment Coaches field telephone and online requests for information generated through the program marketing. After screening the inquiries, Enrollment Coaches support the prospective students as they complete their application using a skillful coach approach in which building relationships and having a responsive communication plan is at the core. Upon review and acceptance by UF, students are paired with a Pearson Student Support Program Coach who outlines the keys to success, has proactive check-ins, and generally supports the students as they progress in their field of study. The cross functional team approach allows Pearson to identify trends and optimize strategies.

The team at Pearson consists of 30 fully-dedicated individuals and over 40 additional support personnel.

Future of the Partnership

After 18 months of service delivery, it was evident that Pearson had not met key performance indicators associated with out-of-state students, and on June 24, 2015, they were served notice of an intent to terminate the existing agreement. Subsequently at their request, a meeting was held on July 22, 2015, to discuss the notice of intent and to explore the possibility of a changed but continuing relationship between the parties. That conversation continues today. It appears that the outcome will be a full termination or a continuation with a revised services list and business model.

Marketing

Below are the primary components of our marketing strategy:

- Position UF Online as the best value among top-tier undergraduate offerings available online.
- Drive national and local lead generation through value, brand and degree-specific messages on targeted media channels.
- Support through a world-class student enrollment experience.
- Deliver on that promise with dedicated faculty using best-of-breed course design, hands-on student support, and access to the resources of a top US University.

Target Audience

Marketing's target audiences are determined by student goals for in-state first time in college, in-state transfer, out-of-state first time in college and out-of-state transfer students. These segments guide the messaging and geo-targeting of media investment. In 2015, we have increased our investment in measurable media and in out-of-state lead generation.

Continuing these efforts for the remainder of the year should result in a 102% increase in total lead flow, including 103% increase in out-of-state lead flow.

Foundational messaging to support the marketing strategy:



Messaging Strategy & Creative Assets

The messaging strategy appeals to various audiences. The “Be Greater. Be a Gator.” Umbrella message is designed to deliver an integrated message across all touch points, with an emphasis on UF’s academic reputation and Gator pride. Message is designed to be flexible and relevant to all audiences (FTIC/Transfer, in-state/out-of-state).

Application of foundational messaging:

<h3 style="margin: 0;">Be Greater. Be a Gator.</h3> <p style="margin: 0;">Learn more about the top-tier degrees now available 100% online from the University of Florida.</p>	<h3 style="margin: 0;">Great Value. Greater Degree.</h3> <p style="margin: 0;">Our affordable tuition rates and financial aid options make the University of Florida a great place to earn a top degree, for less.</p>
	<h3 style="margin: 0;">Gators, At Your Service</h3> <p style="margin: 0;">UF's technical assistance, academic advising and other resources help you make the most of your online education.</p>

In effort to continuously improve response volume and quality, the following assets were created in Q2 2015.

Landing Page	Print Ad	Banner Ad	Brochure	Social Media Ad
				

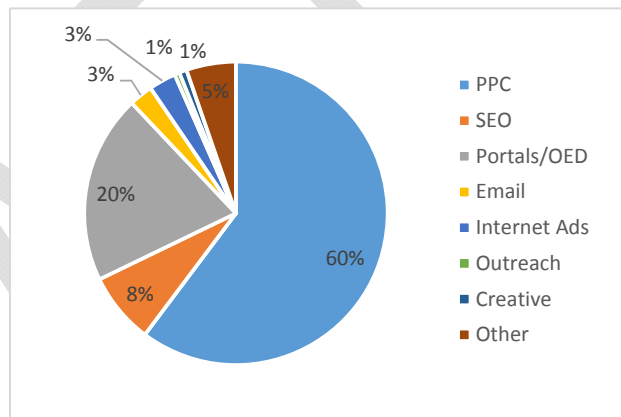
These new creative assets provide a more vibrant look and feel that can create a strong connection to the brand while building upon the larger UF brand. These new assets will also provide for more customization of creative assets by audience as described below.

- Programmatic images for program-specific campaigns
- Imagery of younger demographic for homeschool/FTIC show
- Blend of photos representing various ages and ethnicities on brochures
- Alignment with UF style guide – feels like one family

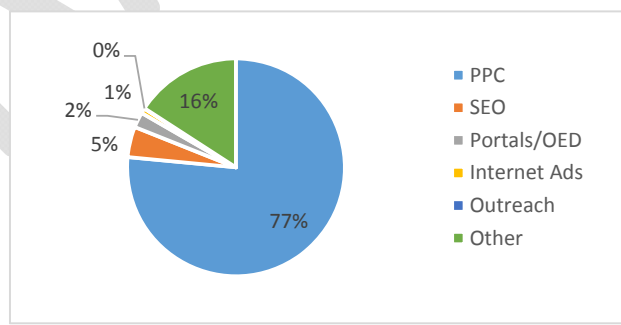
Marketing Spend by Channel

Below are amounts spent for marketing broken down by specific channels. The first table and chart contain the amounts for the first two quarters of 2015. The second table and chart contain the amounts for the entire 2014 calendar year.

Investment by Channel Q1-2 2015	
PPC (Bing, Facebook, Google, LinkedIn, Yahoo)	\$1,334,983
SEO	\$167,925
Portals/OED	\$445,633
Email	\$56,066
Internet Advertising	\$64,344
Outreach	\$11,840
Creative	\$17,742
Other (Facebook Video, Pandora/Spotify, Test Q3-4)	\$116,999
Total	\$2,215,532



Investment by Channel Calendar Year 2014	
PPC (Bing, Facebook, Google, LinkedIn, Yahoo)	\$2,996,232
SEO	\$177,065
Portals/OED	\$89,841
Internet Advertising	\$29,192
Outreach	\$2,386
Other (Radio, fees)	\$621,284
Total	\$3,916,000



Abbreviations: PPC: Pay per Click; SEO: Search Engine Optimization; OED: Online Education Directory

Where were we and where are we going?

Pearson Marketing for UF Online launched in December 2013 with Search Engine Marketing (SEM), expanding to additional digital mediums (display/banners), radio, and social media through Q2 of 2014. In Q3/Q4 of 2014 Marketing expanded into highly targeted digital advertising mediums, with a focus on the following priorities:

- Increasing conversion of paid media to lead (RFI)

- Increasing focus on the FTIC student
- Increasing out- of -state lead volume and conversion

In Q1/Q2 of 2015 new channels have been introduced, to have a more diversified portfolio. The integrated approach is important because it reaches our audiences on multiple levels, reinforcing our message and creating a strong “sum of parts.”

- PPC: Bing, Facebook, Google, LinkedIn, Yahoo
- SEO
- Portals/OED
- Referral (Direct Apps on website, UF referrals)
- Outreach (Radio, College Fairs)
- Email
- Internet Advertising

The channel diversification and ability to test and optimize has led to recent successes.

- Fall 2015 lead flow increased by +31% in-state and +29% out-of-state
- Videos: Facebook campaign – out-of-state branding, lead generation, website content
- FPEA Homeschool Conference – FTIC, lead generation, increased exposure
- SEO content – launched 9 infographics; blogs
- Database communication & Webinars – yielded 44 applications
- Social Media- fan base and engagement (35K fans)

As we move into Q4 of 2015 and beyond, marketing has a heavy focus on improving the out-of-state conversion.

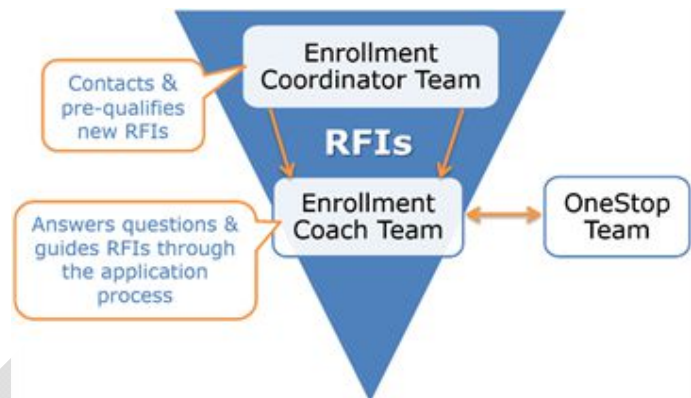
- Conduct database survey and competitive analysis to impact marketing and recruitment messaging
- Develop and implement out-of-state cultivation strategy to influence lead-to-application conversion
- Continue to build web site content to impact SEO rankings – video, blogs, infographics
- New audience targets – military, moms
- Further internet Ad testing w/ FTIC audience
- Launch high market demand programs in 2016

Recruitment

Structure and Strategy

The UF Online recruitment operation is a dynamic one between the internal recruitment team at Pearson and the UF Online OneStop team. Pearson's recruitment team working closely with the UF OneStop are dedicated to following up with the 5,000+ monthly requests for information (RFIs).

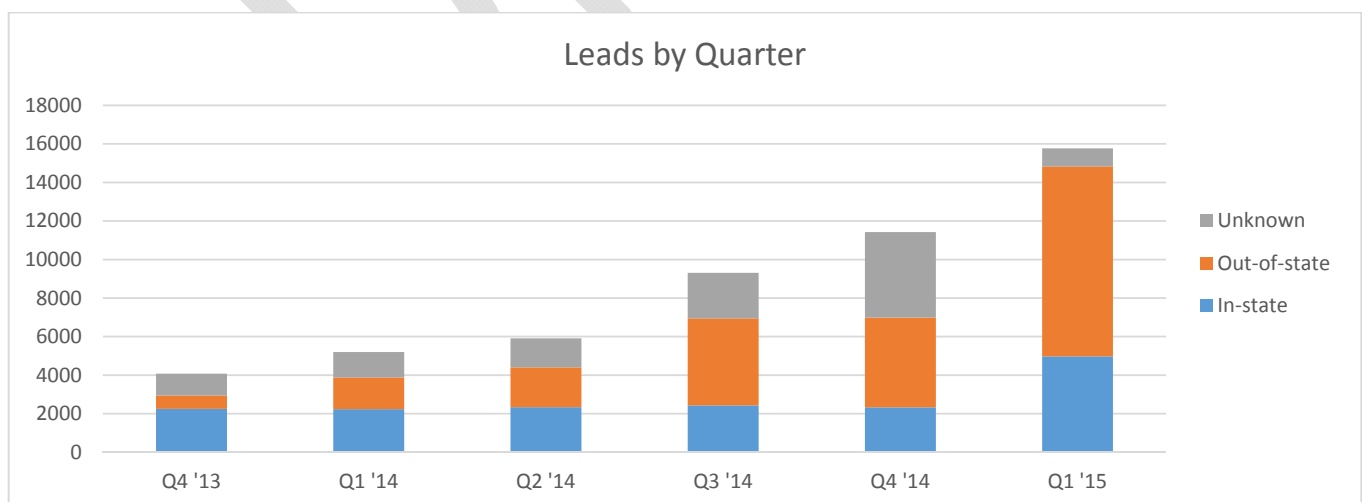
RFIs are funneled through the recruitment process utilizing a skillful coach approach. Enrollment Coordinators are the first point of contact and assist in answering basic questions with the intention of determining preliminary eligibility based on the requirements for First Time in College (FTIC), Lower-Division and Upper-Division applicants. Once the general eligibility status of an RFI has been determined, an Enrollment Coach addresses program specific requirements with the prospect and assists him or her through the application process. During this process, communication between the Enrollment Coaches and OneStop is essential. Both parties work collaboratively to ensure that applicant documentation is completed in order to allow the colleges at UF to render decisions.



In-State vs Out-of-State

Leads

Attracting qualified out-of-state applicants remains a focus for our efforts. Our marketing efforts continue to expand and adapt to the out-of-state market. As a result we are attracting a growing number of leads from outside of the state as demonstrated in the chart below which shows an increasing volume of leads across the board but particularly among out-of-state prospects. Lead generation alone is not adequate. Making sure that the leads we receive are well-qualified and then converting them into applicants is the work of our recruitment team.



Note: The issue of "Unknown" leads was fixed in 2015. All channels now report on this data element.

Year over Year New Students

Brand awareness is strong in the state of Florida. The 2014 spring and summer enrollment performance illustrated that, with over 90% of the student population coming from the state of Florida.

2014	In State	% of New Students	Out of State	% of New Students	Total Students
Spring	95	93%	7	7%	102
Summer	64	91%	6	9%	70

In Q4 of 2014 recruitment along with marketing put a strong focus on increasing the out-of-state population. The first effort was to increase the geo-targeting of RFIs to capture more out-of-state inquiries. There is some latency involved with launching new initiatives, thus the effect was not completely realized by the spring 2015 term. However, the overall population of out-of-state students from spring 2014 to spring 2015 did increase by 186%. We saw increases between the summer 2014 and summer 2015 terms as well. The out-of-state student population increased 317%. This was a higher percentage growth from the previous spring term. Typically summer terms enroll a fraction of the population of students as compared to spring or fall terms, thus the fact that the summer 2015 term enrolled 5 more out-of-state students than the spring 2015 term is statistically significant.

2015	In State	% of New Students	Out of State	% of New Students	Total Students
Spring	221	92%	20	8%	241
Summer	145	85%	25	15%	170

Year over Year Conversion Trends

Comparison of Spring Terms

UF Online has seen growth year over year in every phase of the recruitment process for the spring term. Completed applications grew by 64% from spring 2014 to spring 2015. Acceptance rates increased from 42% in spring 2014 to 57% in spring 2015. Enrollments grew by 136% from spring 2014 to spring 2015.

	Spring 2014	Spring 2015
Completed Applications	321	525
Admitted	135	297
Denied	186	228
Enrolled	102	241

While we did have some successes in growth in the aforementioned categories, we also identified that our out-of-state audience typically converts at a lower percentage than in-state. However year over year comparisons for spring 2014 to spring 2015 for in-state and out-of-state applications both show positive trends. In-state completed applications grew by 43% and out-of-state grew by 406% from spring 2014 to spring 2015. In-state acceptance rates went from 43% to 59% and out-of-state grew from 22% to 44%. In-state enrollments increased by 133% and out-of-state enrollments increased by 186%.

Spring 2014	In State	Out-of-State
Completed Applications	303	18

Admitted	131	*4
Denied	172	14
Enrolled	95	7

Spring 2015	In State	Out-of-State
Completed Applications	435	90
Admitted	257	40
Denied	178	50
Enrolled	221	20

*Based on admission prior to residency verification

Comparison of Summer Terms

The summer term provides a lot of challenges from a recruitment perspective. Traditionally the enrollment numbers are a fraction of spring or fall. Nevertheless UF Online was able to see growth year over year in every phase of the recruitment process for the summer term. Completed applications grew by 100%, acceptance rates increased from 34% in summer 2014 to 47% in summer 2015, and enrollments increased by 143% year over year.

	Summer 2014	Summer 2015
Completed Applications	237	474
Admitted	81	218
Denied	156	252
Enrolled	70	170

The summer term continued the momentum of spring's positive year over year trends for both in-state and out-of-state. In-state completed applications increased by 81% from summer 2014 to summer 2015 and out-of-state increased by 209%. The in-state acceptance rates increased from 39% to 51% in addition to the out-of-state rates increasing from 6% to 28%. In state enrollments increased by 127% and out-of-state increased by 317%. This is attributed to the increasing knowledge and understanding of not only the UF Online audience, but of the Pearson recruitment team's continual evolution and convergence with UF policies, practices and overall knowledge.

Successes

Through collaboration and constant communication, Pearson and UF are making progress. This has resulted in many successes over the past year. We have seen an increase both in completed applications year over year in the acceptance rates of those completed applications.

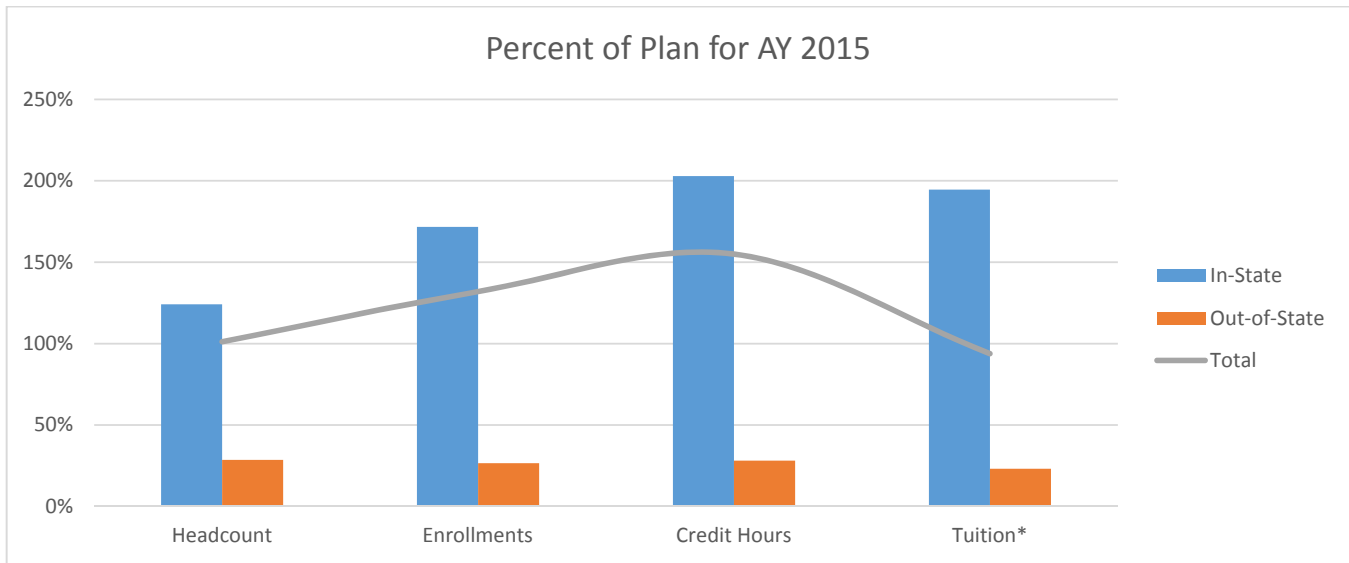
Enrollment & Retention

Comprehensive Business Plan Expectations

The Comprehensive Business Plan established 4 basic metrics related to enrollment: headcount (i.e. unique students), enrollments (number of classes taken), credit hours, and tuition revenue. The table and chart below contain data related to those 4 indicators for the 2014-2015 academic year. This table and chart demonstrate how UF Online has performed so far in relation to the expectations laid out in the business plan. (See Appendix 6: Academic Year Summaries for additional data.)

	In-State			Out-of-State			Total		
AY 2015	Actual	Model	%	Actual	Model	%	Actual	Model	%
Headcount	1,229	990	124%	90	315	29%	1,319	1,304	101%
Enrollments	5,785	3,370	172%	338	1,271	27%	6,123	4,641	132%
Hours	20,514	10,110	203%	1,071	3,814	28%	21,585	13,924	155%

Tuition*	\$2,213,624	\$1,137,376	195%	\$374,339	\$1,621,035	23%	\$2,587,963	\$2,758,410	94%
-----------------	-------------	-------------	------	-----------	-------------	-----	-------------	-------------	-----



* The tuition amounts are for tuition received after waivers (e.g. EEP) have been granted. These amounts do include repeat course surcharge fees.

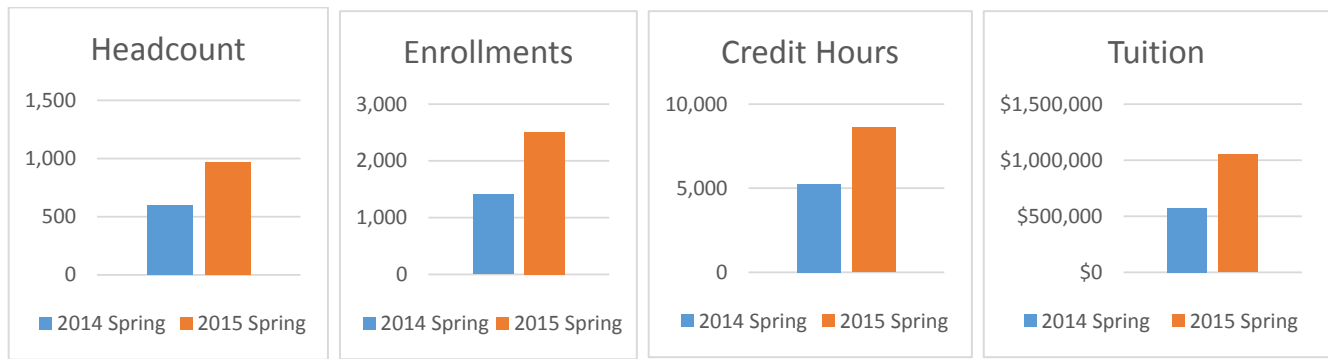
We can glean some important insights upon consideration of these data:

1. UF Online is near or above the overall expectations for all 4 benchmarks.
2. While we are largely on target, it is not for the reasons expected. Instead the actual performance of UF Online is differing at three points:
 - a. We have more in-state students than expected.
 - b. We have not yet been able to enroll as many out-of-state students as expected.
 - c. UF Online students are enrolling in more classes for many more credits than expected. This third point helps to explain why the total tuition revenue is near the benchmark despite the fact that we have not been able to attract the expected number of out-of-state students.

Comparing Spring 2014 to Spring 2015

Comparison of key metrics from the spring 2014 and spring 2015 semesters shows the progress we are making.

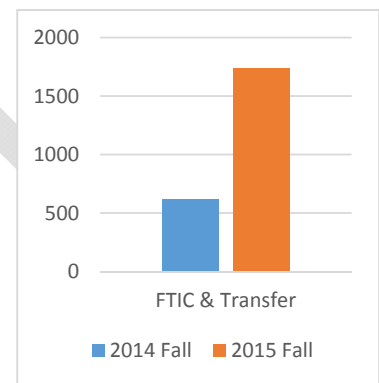
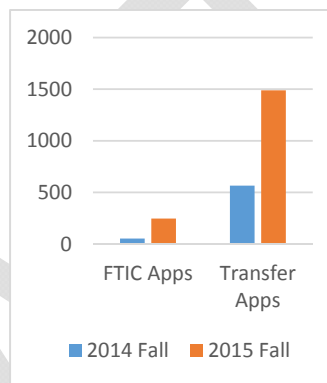
Term	Headcount	Enrollments	Credit Hours	Tuition
2014 Spring	596	1,407	5,260	\$574,360
2015 Spring	965	2,501	8,601	\$1,051,679
	162%	178%	164%	183%



Comparison of Fall Applications

While we do not yet have accurate numbers on enrollments for the fall 2015 semester, we have seen a 215% increase in the number of FTIC and transfer applications to UF Online for this fall term as compared to fall 2014. Applications from FTIC students have increased at an even higher rate.

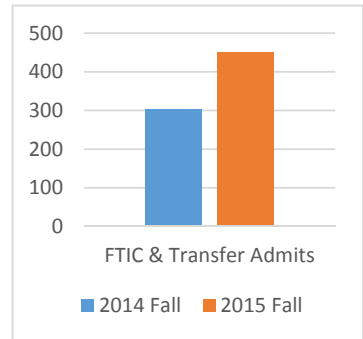
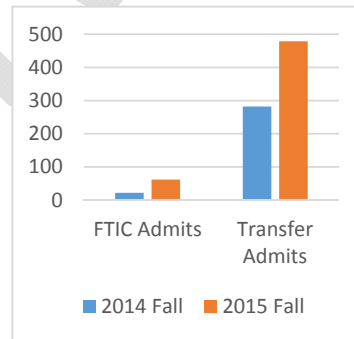
Term	FTIC Apps	Transfer Apps	FTIC & Transfer Apps
2014 Fall	53	566	619
2015 Fall	247	1,488	1,735
% Increase	466%	263%	280%



Comparison of Fall Admits

The number of admitted students has also seen a significant increase although the rate of that increase has not matched the rate of increase in the number of applications.

Term	FTIC Admits	Transfer Admits	FTIC & Transfer Admits
2014 Fall	22	282	304
2015 Fall	62	479	541
% Increase	282%	170%	178%



Fall 2015 Headcount Projections

For the fall 2015 semester, we anticipate that the number of new and continuing students will be over 1,500 (not including nearly 220 PaCE students) as compared to 890 students in fall 2014.

Student Demographics for Spring 2015

The tables below contain demographic and other information about the students enrolled in the spring 2015 semester.

%	Age - Average: 30
2.01%	< 20
32.73%	20 - 24
22.56%	25 - 29
16.21%	30 - 34
10.81%	35 - 39
6.89%	40 - 44
8.79%	=> 45

%	Gender
52.65%	Female
47.25%	Male

%	FTIC/Transfer
10.59%	First Time in College*
89.41%	Transfer

* Includes both FTIC's who began as in UF Online and who began as FTIC's at UF before UF Online was established.

%	Residency
91.74%	FL Resident
8.26%	non-FL Resident

%	Ethnicity
3.50%	Asian (incl. Indian subcontinent)
8.16%	Black (non-Hispanic)
14.72%	Hispanic
1.17%	American Indian or Alaskan Native
0.64%	Nonresident Alien
0.32%	Hawaiian Pacific Islander
67.69%	White (non-Hispanic) incl. middle-eastern peoples
3.81%	Not reported

Persistence Rates for Spring 2015

Online undergraduate programs often struggle to retain their students. From the outset UF Online has made every effort to keep our students engaged and on track. Overall the persistence rate for UF Online is nearly 90%. The table below shows the persistence rate of returning students from the fall 2014 to the spring 2015 terms.

Persistence Rate by Major	Fall 2014 Enrollment	Fall 2014 Total minus Grads	Spring 2015 Enrollment	Persistence Rate
Biology	1	1		
Criminology	104	97	84	87%
Business	541	484	427	88%
Geology	7	7	5	71%
Health Education	93	88	77	88%
Environmental Management	21	20	20	100%
Psychology	45	45	36	80%
Sport Management	76	66	53	80%
Telecommunication	4	4	4	100%
Total	892	812	706	87%

Graduates

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

Term	CALS	WCBA	HHP	CLAS	Total
2014 Spring	2	40	16	2	60
2014 Summer		50	11	4	65
2014 Fall	1	58	15	8	82
2015 Spring	3	44	8	13	68
2015 Summer	1	39	19	5	64
Total	7	235	70	32	344

Policies & Practices: Funding, Participation, and Delivery

The content in Appendix 4, Emerging Policies and Practices in UF Online, was shared with the Deans and Directors this past spring (2015) to establish and modify practices and policies in UF Online in regards to the participation, production, and delivery business models of UF Online. The policies will help pull together the trifecta and establish a context for the evolving business plan as summarized below.

- **Participation/Inclusion**

Participation in UF Online is incentivized by a \$100,000 start-up funds to the college that is awarded on a four step completion basis conditioned on schedule adherence and quality standards.

- **Production**

Production is centered at the Center for Instructional Technology and Teaching (CITT) with sub units located in the Colleges of Business, Education, Agriculture and Life Sciences, Engineering and the Distance and Continuing Education (DCE) unit of the Associate Provost for Teaching and Technology. Most of the production (75%) is handled by CITT and DCE which are institutionally funded units. Over flow and/or non-standard production efforts are assigned to the subunits as needed by the production manager. Annual maintenance and periodic refreshment is carried out by DCE or the subunits as required.

- **Delivery**

The delivery funding model is based on a per credit hour algorithm. Currently the base amount is \$65 per credit hour. These funds are transferred to the college of course origin for appropriate distribution in support of UF Online. Appendix 4 elaborates on a number of delivery options and constraints which constitute the remainder of existing policies and practices.

Academic Integrity

Current state

A primary means of upholding the integrity of the academic program is through a systematic process of live online student authentication and proctoring services. Since the inception of UF Online, *ProctorU* has been the primary strategic partner in maintaining academic integrity on high stakes assessments.

The table to the right provides details on the number of individual exams proctored since UF Online began in January, 2014.

Term	Proctored Assessments
Spring 2014	2841
Summer 2014	1396
Fall 2014	4512
Spring 2015	4851
Summer 2015	970
Total	14,570

Future state

The Associate Provost's Office of Teaching & Technology is currently facilitating an enterprise-wide Invitation to Negotiate (ITN) aimed at securing long-term student authentication and proctoring services for the University. Both a live and an automated, "record and review" solution are sought by the committee charged with reviewing the potential strategic partner services to serve UF's enterprise-wide authentication and proctoring needs in the foreseeable future. A decision on these prime partners will be made by early fall.

Challenges/Opportunities

Currently, no provision exists to allow UF Online to pass the cost of online student authentication and proctoring along to the student. Assessments cost approximately \$10 per student for each assessment. The average number of assessments per course is approximately three (3).

Resident students in online courses pay a distance learning fee that may include the cost of assessment. UF Online is not allowed to impose a “distance learning fee” and/or any other fee not specified in the founding legislation. The latter does note that text books are an additional cost. We are examining the option of bundling access to proctored assessment as part of the “texts” of the course.

Majors

The original plan called for the University of Florida to launch 35 degree programs online by academic year 2018-2019.

Through the 2014-2015 academic year, 10 degree programs have been offered in UF Online. By fall 2015, an additional three degree programs will be offered. These are Bachelor of Arts in Geography, Bachelor of Arts in Sociology and a Bachelor of Arts in Anthropology. In spring 2016 a Bachelor of Science in Nursing will be launched. The table below lists all fourteen majors.

College	Major	2014-2015 AY	2015 Fall	2016 Spring
CLAS	B.A. in Anthropology		Y	Y
CLAS	B.A. in Biology	Y	Y	Y
WCBA	B.S. in Business Administration	Y	Y	Y
CLAS	B.S. in Computer Science	Y	Y	Y
CLAS	B.A. in Criminology & Law	Y	Y	Y
CALS	B.S. in Environmental Management	Y	Y	Y
CLAS	B.A. in Geology	Y	Y	Y
CLAS	B.A. in Geography		Y	Y
HHP	B.S. in Health Education & Behavior	Y	Y	Y
NR	B.S. in Nursing			Y
CLAS	B.A. in Psychology	Y	Y	Y
CLAS	B.A. in Sociology		Y	Y
HHP	B.S. in Sport Management	Y	Y	Y
JM	B.S. in Telecommunication Media & Society	Y	Y	Y

In the 2016-2017 academic year, UF Online is on track to add an additional five majors. These include Bachelor degrees in Economics, Finance, Digital Arts, Public Relations, and Industrial Systems Engineering. Economics was originally slated for delivery in 2018-2019 but has been moved up two years due to student demand.

The table below contains the majors originally proposed in business plan along with revisions to the plan. We continue to work with colleges and departments across campus to identify viable programs which address workforce needs in the state as well as student demand.

	2013–14	2014–15	2015– 16	2016–17	2017– 18	2018– 19
Original Plan	<ul style="list-style-type: none"> • Business Administration • Sport Management • Criminology 	<ul style="list-style-type: none"> • Biology • Mechanical Engineering • Psychology • Telecom 	<ul style="list-style-type: none"> • Industrial Engineering • Accounting • Sociology 	<ul style="list-style-type: none"> • Chemistry • Health Science • Civil Engineering • Public Relations 	<ul style="list-style-type: none"> • Chemical Engineering • Journalism • Architecture 	<ul style="list-style-type: none"> • Food Science & Human Nutrition • Economics

	<ul style="list-style-type: none"> Health Education Environmental Management 	<ul style="list-style-type: none"> Nursing 	<ul style="list-style-type: none"> Microbiology & Cell Science Physiology & Kinesiology 	<ul style="list-style-type: none"> Elementary Education 	<ul style="list-style-type: none"> Computer Science Political Science 	<ul style="list-style-type: none"> Electrical & Computer Engineering Animal Science History
Revised Plan		<ul style="list-style-type: none"> Computer Science Geology 	<ul style="list-style-type: none"> Anthropology Geography Nursing 	<ul style="list-style-type: none"> Digital Arts & Sciences Economics Finance Industrial Systems Engineering 	<ul style="list-style-type: none"> Microbiology & Cell Science General Business w/ Accounting Minor 	<ul style="list-style-type: none"> Chemistry Civil Engineering

Note: Most of the majors that have been eliminated are ones which continue to deal with the “hands on” needs perceived in required labs and/or senior projects. Majors such as Chemistry, Physiology and Kinesiology, Civil Engineering, and Mechanical Engineering fall into this category. These majors will be reconsidered once the “bootcamps” (scheduled for summer 2016 on campus and at research centers around Florida) are accepted as a solution. The other changes in the schedule of majors are changes in timing or elimination of non-existent resident majors (e.g. Elementary Education and Health Sciences).

Minors

Minors in UF Online provides students with a richer academic experience. So far two minors are available to UF Online students with two more to be added in the coming academic year.

Current Minors:

- Business Administration
- Sociology

Minors to be Added in 2015-16 AY

- Anthropology
- Geology

Course Production

Courses Developed by Spring 2016 (projected)	
Major	Courses
Anthropology	6
Biology	8
Business Administration	20
Computer Science	12
Criminology	15
Environmental Management	25
Geography	8
Geology	9
Health Education and Behavior	18
Nursing	7
Psychology	9
Sociology	8
Telecommunications	15
Sport Management	13

As of fall 2015, a total of 176 courses will have been created and made

available to UF Online students. An additional 46 courses are projected to be ready for their first offering in spring of 2016. This will bring the projected total number of available UF Online courses to 222. This number is not final as adjustments continue to be made to the spring production schedule. This total includes 173 courses that fulfill individual program requirements.

The average cost per three credit course was \$19,744 for the 2014-15 fiscal year. This was slightly lower than the projected \$20,625. The cost is expected to rise during the next fiscal year due to increased production for STEM courses and labs.

Total	173
--------------	------------

General Education Courses

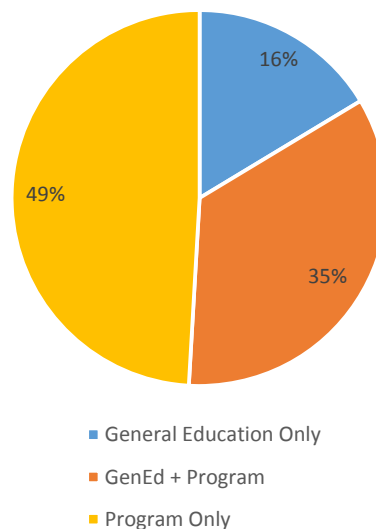
The University General Education requirements apply to all undergraduate students regardless of platform. Students must also complete courses that involve substantial writing. The University of Florida requirement is a total 24,000 words. As of spring, 2016 students will have 140 courses available to them to fulfill the General Education and Writing course requirements. A full listing of general education courses can be found in Appendix 5.

Of the total 222 courses that will have been created by spring of 2016, 112 courses fulfill general education requirements and 76 of those courses will fulfill both general education and program requirements.

General Ed Courses as of Spring 2016 (projected)	
Subject Areas	Courses*
Biological Sciences	10
Physical Sciences	28
Composition	6
Diversity	10
Humanities	18
International	11
Mathematics	12
Social and Behavioral Sciences	35
Writing	10
Total	140

*Some courses fulfill multiple requirements

Courses Fulfilling GenEd & Program Requirements
(As of Spring 2016)



e-Texts

Electronic textbooks make it possible for online students to gain access to course materials efficiently, and in many cases more economically than print versions. During the summer of 2015, 18% of the required course textbooks were available in electronic format. The number of available e-texts increases to 22% for fall 2015. Approximately half of the e-texts used for fall are Pearson materials that are integrated into the courses in the LMS. This integration is possible only because the Pearson materials are available to UF Online students at no direct cost to the student. Due to UF Online's inability to charge students directly, the added convenience and seamless user experience is not available for content from other publishers.

The Unizin consortium has recently purchased CourseLoad which has the potential to increase availability of e-texts as well as to increase student engagement. The CourseLoad interface offers the following benefits:

- Content is available through web browser or mobile apps
- Instructors can create annotations
- Students can ask questions within the e-text interface
- Faculty can answer questions within the e-text interface
- Students can create private notes or share with a team
- Faculty can view notes created by students to identify areas for clarification

Challenges involved with the potential use of CourseLoad include the need for all students enrolled in the course to purchase access.

Evaluation of Programs & Faculty

Quality Assurance

Following the first offering, UF Online courses are peer reviewed to ensure that courses meet the UF Standards and Markers of Excellence. The course review procedure includes:

- UF Online staff check the course site for inclusion of “standard” course elements
- One or more Faculty Quality Assurance Committee members review “student experience” elements which include:
 - Frequency and type of feedback
 - Video lecture duration and quality
 - Learning materials and activities
 - Course fosters active learning
 - Student-student, student-faculty, student-course material engagement
- Director of the Office of Faculty Development and Teaching Excellence does a final check to ensure that review is accurate and helpful
- Faculty member discusses review with instructional design team to determine a strategy for implementation of any course changes

As of spring 2014 the QA committee has completed reviews of 89 courses. Reviewers found the majority of courses to be well-organized and to provide good opportunities for active learning. Opportunities for improvement were largely focused on video quality.

Four of the six courses chosen to receive the 2015 Online Education Excellence Awards were UF Online courses.

- BSC2009L Laboratory in Biological Sciences
- CHM1025 Introduction to General Chemistry
- ENT4934 Social Entrepreneurship
- HUN2201 Fundamentals of Human Nutrition

It should be noted that the UF Online CHM1025 has been statistically proven to be as effective as the on-campus version of the course.

The UF Standards and Markers of Excellence are currently undergoing the final stages of revision. Many of the items which were previously “exemplary” have been made “standard.” New “exemplary” items have been added, particularly in the area of instructional methods. The proposed revised standards can be found in Appendix 2.

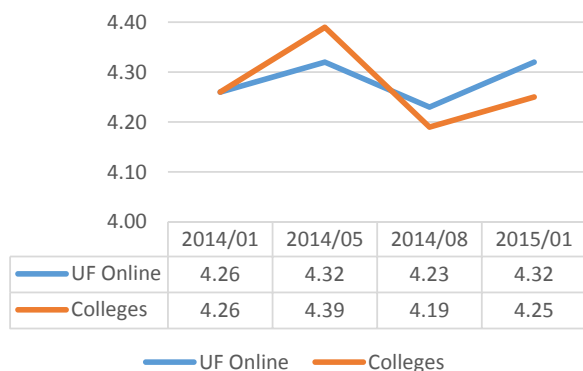
Student Experience

Every instructor teaching is evaluated by his/her students in accordance with a standard online student satisfaction survey. The evaluations are administered at the end of the courses and contain a common set of 15 questions and any number of additional questions that the faculty may insert for feedback and information. These evaluations also contain open-ended questions which solicit full student responses. The table and charts below contain a sample of evaluations from UF Online and in-residences students.

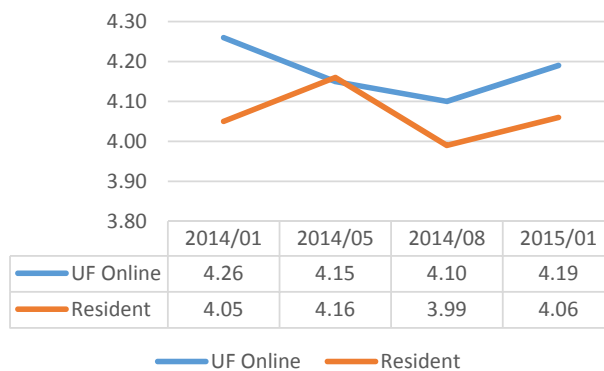
Overall UF Online students have rated their learning experience in the individual courses close to, or slightly better than on-campus students. The full list of questions and responses can be found in Appendix 3.

	Spring 2014		Summer 2014		Fall 2014		Spring 2015	
	UF Online	Resident	UF Online	Resident	UF Online	Resident	UF Online	Resident
Response Rate	36%	39%	34%	26%	33%	41%	40%	41%
Overall rating of the instructor	4.26	4.26	4.32	4.39	4.23	4.19	4.32	4.25
Amount learned	4.26	4.05	4.15	4.16	4.10	3.99	4.19	4.06
Amount of effort required	4.10	3.99	4.14	4.00	4.17	3.97	4.19	3.98
Difficulty of the subject matter	3.86	3.80	3.87	3.69	3.86	3.77	3.83	3.79
The educational value (relevance) of this course	4.16	4.05	4.19	4.04	4.13	4.01	4.19	4.09

Overall Rating of the Instructor



Students' Rating of Amount Learned



Academic Learning Compacts

Each department has identified the knowledge, communication and critical thinking skills that comprise the Student Learning Outcomes (SLOs) for each program. These skills, which are outlined in the Academic Learning Compacts (ALCs), will be acquired by each student as he/she moves through the program of study. The UF Online ALCs are the same as those for resident students. The SLOs are reported at the end of each academic year to the Office of Institutional Assessment. The instruments used to measure progress are the same for both UF Online and campus students. Reports from the 2013 – 2014 academic year indicate that the progress of UF Online students is consistent with that of campus students.

SACS

The University and its programs were reviewed without comment by the SACS accrediting teams in December, 2014. The “no-comments” outcome is consistent with the highest SACS approval standards, and UF Online was included in this extensive and intensive review.

State Authorization

The United States Department of Education regulation 4 C.F.R. § 600.9(c) requires each educational institution 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.

As of August 2015, the University of Florida is authorized to conduct Distance Learning programs in forty-nine states, the U.S. Virgin Islands, and the District of Columbia (authorization is pending in Minnesota).

Faculty and TA Training

All UF Online faculty are required to complete the Faculty Institute which is an online workshop on how to create and deliver an online course. The workshop takes 7 - 10 hours to complete. The class is centered upon the best practices outlined in the UF Standards and Markers of Excellence including these main areas:

- Goals and Objectives
- Assessment
- Instructional Materials and Activities
- Interaction and Engagement
- Course Technology
- Accessibility

As of July of 2015, 261 instructors have completed the workshop. Individual colleges may, at their discretion, provide an equivalent face-to-face course development workshop for their faculty in lieu of the Faculty Institute.

Teaching Assistants who support UF Online courses are required to be trained through their department or by completing the TA Institute online workshop. The TA Institute was redesigned during the past spring semester and requires approximately 4 hours to complete. Course topics include:

- Online Learning Community
- Effective Alignment
- Assignments, Discussion Boards and Rubrics
- Quizzes
- Groups
- Feedback and Time Management

Face-to-face workshops and training sessions provide opportunities for faculty and teaching assistants to learn new techniques and teaching methods.

- Beyond the Podium Discussion Series - monthly faculty discussion sessions
 - Large Classes: Maintaining Quality in the Face of Multitudes
 - Making Learning Assessment Work
 - Transforming Learning: Undergraduates as Researches

- Interface Faculty Seminar - full day workshop
 - “Critical Reflection in Action”
 - Keynote speaker: Eric Mazur
- Workshop: Peer Review for Teaching and Learning
 - Five hour workshop offered over two days
- Peer2Peer: A Workshop for Teaching Assistants
 - Three hour workshop covering various topics

Enrollment Management

The UF Online OneStop Shop was specifically created to optimize operations within the Division of Enrollment Management and to provide UF Online students first-class customer service throughout the enrollment lifecycle. Instead of students having to call multiple offices for different services, UF Online students conveniently contact one centralized department for Admissions processing, the Registrar’s Office, Student Financial Affairs, and the Bursar’s Office. While Pearson recruits the prospective students and gets their admission files complete, the Onestop is responsible for all of the backend processing of those files and works to finalize the students’ admissions decisions.

Transfer Applicants

Application Processing

The OneStop began front end processing for UF Online transfer admissions starting summer 2014. Since then the OneStop has processed 3,226 transfer applications.

File completion

The OneStop has reviewed and processed thousands of documents to complete 2,453 transfer admissions files and has closely coordinated decision making with UF Online academic units.

Decision Making

The OneStop began centralized decision making for the College of Liberal Arts starting summer 2015. The majority of UF Online’s programs are in the College of Liberal Arts and Sciences. Since then, the OneStop has rendered 690 admissions decisions on behalf of the College.

Freshman Applicants

UF Online freshman admissions have been managed by the residential freshman admissions office since UF Online began accepting freshman for the fall 2014 term. The OneStop has worked closely with Freshman Admissions since that time and began training in August 2015 to transition processing of freshmen applications to the OneStop. Once this transition occurs, all UF Online freshmen admissions functions will be handled exclusively by the OneStop. The OneStop also processed all PaCE contracts and managed deposit confirmations with this subset of students.

OneStop Student Support Activity

The OneStop provides student support for the University Registrar, Student Financial Affairs and the Bursar’s Office for all UF Online students.

Phone

The OneStop has received nearly 8,000 incoming calls since summer 2014 (note: these data do not include outgoing calls made directly by OneStop Coordinators). Below is a monthly snapshot of incoming calls to the OneStop:

2014 - 2015 UF ONLINE ONE STOP INCOMING CALL STATS													
LINES/GROUP	JULY '14	AUG '14	SEPT '14	OCT '14	NOV '14	DEC '14	JAN '15	FEB '15	MAR '15	APR '15	MAY '15	JUNE '15	ANNUAL TOTAL:
294-3290 UF On-Line Calls	109	228	283	324	475	572	1026	363	628	876	1109	1080	7073
UF Online Staff's Direct Calls	81	89	74	78	101	89	109	52	41	83	62	56	915
TOTAL:	190	317	357	402	576	661	1135	415	669	959	1171	1136	7,988

Email

The OneStop has received over 5,600 emails and sent over 6,300 emails since summer 2014 (note: these data do not include emails sent directly to/from OneStop Coordinators' individual email accounts). Below is a monthly snapshot of incoming emails to the OneStop general inbox:

2014 - 2015 UF ONLINE ONE STOP INCOMING EMAIL STATS													
	JULY '14	AUG '14	SEPT '14	OCT '14	NOV '14	DEC '14	JAN '15	FEB '15	MAR '15	APR '15	MAY '15	JUNE '15	ANNUAL TOTAL:
TOTAL:	351	555	275	247	363	341	444	296	449	672	784	846	5,623

Click to Chat

The OneStop has been providing student support via Click to Chat since May 2015. The OneStop has fielded 86 chats with an average chat time of 23 minutes.

Student Support

Student Affairs

Becoming a Part of the Gator Nation: Transitional support

Points of pride for this year include the continued rise in the completion of orientation to course enrollment percentage which now has hit the 95% mark. The Division of Student Affairs also offers nationally recognized transitional programs to UF Online students.

Since the first semester of UF Online in of spring 2014, over 1,680 students have registered for Links, the UF Online new student orientation. Of those, 90-95% of students who completed Links registered for their first semester. This compares favorably to institutions nationally as many institutions experience far lower percentages of conversion for both face-to-face and online students. Regular, individually tailored correspondence reminding students to complete Links, get their ID card, connect to their academic advisors, and register for classes are sent pre-enrollment as part of Links through the Office of New Student and Family Programs. This individual attention and outreach has helped the number of students who go from acceptance to enrollment continue to increase. Links orientation prepares students with information about their academic programs, course registration procedures and other important policies. This program also provides students a preview of what UF offers online students: support, engagement opportunities, and top-tier academic experiences.

To help provide a more unified academic experience for first time in college (FTIC) UF Online Students the Division of Student Affairs has extended its residential Common Reading Program to UF Online, creating a point of connection to all UF FTICs. New

Student and Family Programs will provide electronics copies of this book to the over 350 freshmen starting in fall 2015. To further engage students in this unifying experience, UF Online students have been invited to attending New Student Convocation either in person or virtually. During this program students will hear from President Fuchs, UF faculty and administrators as well as the author, and they will be welcomed into their new community of students and scholars as a part of the larger UF community.

PaCE Group Chat Sessions

This year the Division of Student Affairs worked closely with academic advisors to host a series of online chats to answer questions from applicants and their families about the new Pathway to Campus Enrollment (PaCE) program. Seven online chats were hosted during the spring semester. Over 120 people participated in the chats generating over 100 pages of transcripts. Questions ranged from academics, to involvement opportunities, to career placement, and more. This real time engagement opportunity to connect with representatives from the colleges and the Division of Student Affairs helped serve as a recruitment and decision making tool for many students.

First Year Florida

This year the Division of Student Affairs took one of its top-rated learning experiences: First Year Florida, a one credit success seminar on transition, and moved it online creating a section specifically designed for UF Online students. Residential students who successfully complete the course continually out pace their peers with higher GPA's and report a higher level of engagement and sense of connection to the university. Course topics include: goal setting, strengths discovery, academic preparedness for online learning, and career development. The course also asks students to create a personal and professional success plan, to conduct a faculty interview, and to showcase examples personal community engagement. A quote from the course is included below.

Before I started this module about learning styles, I thought I was a visual learner. Come to find out after I did the Learning Styles Inventory Test, I'm not as much of a visual learner as I thought. My scores on the test were: 17 for visual, 26 for auditory, and 21 for tactile. After I finished the test then I finished the lecture. From there I begin to understand more about the learning style. The part of the lecture where you breakdown the different types of learning style was really helpful. I'm identified with the auditory and tactile learning style. This information will be a great help in my future classes.

-- Donald (3HH, Sport Management major)

In response to the success of this course the Division of Student Affairs will explore ways to increase enrollment in this course so that students have a strong foundation for academic and career success.

Student Engagement, Beyond a Campus

The Division of Student Affairs offers intentional engagement opportunities and programs designed to create a sense of belonging as a member of the Gator Nation. These opportunities and programs are designed to help promote personal, professional and academic success.

- Student engagement opportunities for networking have expanded through recreational sports, a virtual student organization, and wellness social media campaigns.
- Career planning and development opportunities connect students with top-tier employers during virtual job fairs as well as 24/7 access to tens of thousands of state, national and international employment opportunities through UF's online career portal Gator CareerLink.
- The Disability Resource Center also provides services for students with disabilities through learning accommodations.

- As the number of UF Online students has grown so has outreach and ongoing support to students who have demonstrated signs of distress. Through the campus-wide U Matter We Care Program, the Division of Student Affairs tries to address these personal issues before they negatively impact the ability of students to continue pursuing their degrees.

UF Online student Carrie Wiesley (*1HH, Sport Management major*) notes, “There are a lot of resources available to me even though I'm not in Gainesville.” The efforts by the Division of Student Affairs has not gone unnoticed by students, as simply stated by Selena Roth (*3LS, Criminology major*) “I really appreciate the extra effort y'all put in to make sure we know what we're doing and how to do what needs to be done.”

Extended Engagement: Personal, professional and academic success

The Career Resource Center continues to be a highlight of professional enrichment services offered to UF Online students. These services include one-on-one career development coaching via online technology, streaming of various career development workshops, use of technology like Google Chat and Google Hang Out to meet the needs of distance learners, virtual career fairs, and a comprehensive resource and position career portal.

A new sense of identity for the UF Online community of learners has been made possible through Recreational Sports. Recreational Sports Instagram campaign *Live in Motion*, provided students a social media connection to share ways they were staying healthy and fit through monthly word challenges. This campaign engaged 2,000+ users both online and residentially. Student Activities and Involvement have worked with UFO students in order to create virtual student organizations that meet their needs.

Online learners often balance many competing life priorities. We have seen an increase in the number of online students using the counseling services available through the U Matter We Care Program. This year the Care Team, professional staff members who assist students in distress, provided ongoing care for students dealing with a variety of issues ranging from chronic or terminal illnesses to providing primary care for loved ones to homelessness and debilitating social anxiety. In addition, the Dean of Students Office worked with the families, faculty and friends of two online students who died by suicide. Care for distance students is a necessity driven not only by concerns for increase retention and graduation rates but also because it is part of the fabric of UF- individualized, compassionate attention.

Student Advising

As the number of academic programs expands, so does the team of academic advisors working with the UF Online students. Each college is responsible for advising students in their college, and they all have designated advisors specifically for the UF Online students. Once a student is assigned an advisor, they remain with that advisor through graduation, unless they change their major.

The academic advising community is engaging in several activities to help meet student needs. A wide range of advising programs and innovative approaches are being utilized to provide a comprehensive information and support network for all UF Online students. Several examples of such activities are described below.

Orientation

The advising community has worked with the Dean of Students Office to provide content for the online orientation called LINKS and for a module called PaCE Prep. While advising for new students begins with the LINKS Orientation, the first advising session is crucial and is a required step of all new students. During that session, the advisors build rapport with the students, answer all questions, assess student needs and abilities, and advise and register them for first term. This session reinforces for

the student that the advisor is their main point of contact for all academic questions. Students typically will remain with the same advisor until they graduate.

Communicating with Students

The typical 8-5 work day is not conducive to the schedules of some UF Online students, especially those living abroad or working full time. In order to be more accessible to these students, CLAS now offers evening appointments 3 evenings per week from 6-9 PM. Video advising and chats are offered to students who prefer to communicate in these ways, but most students continue to prefer to communicate on the phone or by email.

We are developing new and innovative ways to advise students and to insure that they receive all of the necessary information. For example the Criminology Department is creating an online advising module for newly admitted majors that will include a quiz students must pass in order to move into the advising phase. They will offer both individual and group advising sessions to new students each term.

Assisting with Recruitment

CLAS academic advisor Meredith Beaupre joined Christina Scott from UF Admissions and a team of Pearson representatives at the Florida Parents Educators Association (FPEA) in late May in Orlando for a three day recruiting event. They tabled for a total of 24 hours sharing the benefits of UF Online to the audience of approximately 15,000 attendees. This was a great first step in educating the home school population about the opportunity to attend the University of Florida in a non-traditional online format, and many of them expressed interest in this exciting new opportunity.

PaCE Group Chat Sessions

Between February 20 and March 13, the Academic Advising Community partnered with the Dean of Students Office to host seven online group chat sessions to answer questions from prospective PaCE students and their parents. The advisors from 5 colleges (College of Agricultural and Life Sciences, Warrington College of Business Administration, Health and Human Performance, Journalism and Communication, and Liberal Arts and Sciences) as well as representatives from the Dean of Students Office answered questions in separate chat rooms. Over one hundred pages of chat transcripts were saved and posted online for students and family members who were unable to attend.

Webinars

During the past year Academic Advisors partnered with Pearson to host several live informational webinars. The majors included Health Education, Business Administration, and Criminology and Law. Webinars were recorded and now reside on the UF Online YouTube channel (<http://bit.ly/UFOnlineWebinars>).

Live Orientation & Receptions

On Saturday July 21 the Warrington College of Business Administration hosted a live, on-campus Orientation for approximately 50 entering UF Online Business students. Students, mostly from the state of Florida, enjoyed breakout sessions on the services offered by the UF OneStop and on how to achieve success by recognizing one's strengths as well as a group advising and registration session. Then a panel of program alumni and current mentors shared their tips for success and answered questions from the newly admitted students. Students were grouped regionally and exchanged contact information so they could form study groups once classes begin in the fall.

On Saturday August 8, the Warrington College of Business Administration hosted a live reception on campus for students and family members of graduating online students who were able to attend the commencement ceremony on campus.

Collaboration

The UF Online Advising group meets bi-weekly to discuss important topics and issues and serves as the hub of information for all student service needs. The group has grown to 70 members comprised of administrators, faculty, the OneStop team, Dean of Students Office staff, and advisors from all of the colleges and departments involved with UF Online. A website is maintained to serve as a dashboard for this group. Also academic advisors from CLAS will be presenting at the National Academic Advising Association (NACADA) Annual Conference in September in Las Vegas. The title of their session is, “Advising Online Students: One Size Does Not Fit All.”

Research

The Online Learning Institute (OLI) has now been fully staffed with the appointment of Dr. Kristy Boyer to the Computer Science Department. Dr. Boyer brings expertise in text mining, natural language processing, computer science education, and intelligent tutoring systems. Dr. Boyer comes to UF from the Computer Science Department at North Carolina State University. She joins the current OLI research faculty that includes Professors Carole Beal, Sriram Kalyanaraman, and Angelos Parnpoutis.

Space identified. With the support of the Provost, suitable space has been located in Yon Hall and will be renovated in fall 2015. The space will include a state-of-art research laboratory with an eye-tracking station, collaborative workspaces for the OLI team and graduate students, seminar room and staff member offices. The lab is located on the same floor as the Office of Faculty Development and Teaching Excellence, supporting synergistic activities such as joint workshops and speakers.

Proposals submitted. As of August 2015, the OLI team has submitted 11 proposals to eight agencies with a total ask of \$20,625,546. At this time, no awards have been made, but most proposals are pending.

Projects in Progress:

- Assessment of Psychology courses
- Assessment of Warrington College of Business courses
- Evaluation of SmartThinking as a supplemental resource
- Impact of tuition on students’ perceptions of online programs

Projects Planned:

- PaCE students
- Attention and metacognition in online environments
- Enhancing learning, civility and trust in large online classes
- Supporting high-quality online discussion

Outreach

Consultation with the Economist on upcoming 2015 event “The Future of Higher Education.” The Economist held the first summit on the future of higher education in October 2014. Since the conclusion of that event, we have provided extensive feedback and guidance on the programming for the second version of the summit, scheduled for October 2015.

Personalized Learning Consortium: Accelerating the adoption of adaptive learning at public universities. The PLC intends to offer an opportunity to study personalized learning in online environments, with support from the Bill and Melinda Gates Foundation. OLI prepared the Statement of Interest for UF to join this initiative. We identified three UF programs that would

serve as testbeds for the integration of adaptive learning models: Chemistry (Natural Science), Psychology (Social Science) and “The Good Life” course for first-year students (Humanities), with an estimated student reach of 25,500.

Revenues & Expenses

Revenues and Expenses: Actual and Budgeted For FY 2014-2015*

	FYE June 30, 2015	Budget FY 2015	Fav <Unfav> Variance
Tuition			
In-State	2,209,136	1,137,375	1,071,761
Out of State	359,627	1,621,035	(1,261,408)
State Subsidy	5,000,000	5,000,000	
Total Revenue	\$7,568,763	\$7,758,410	(\$189,647)
Expenses			
Production	1,649,217	3,132,000	1,482,783
Delivery	1,008,258	3,420,000	2,411,742
Enrollment Management	248,029	794,169	546,140
Direct Administration	693,200	520,000	(173,200)
P3 Services	2,874,390	3,427,571	553,181
Overhead	24,832	528,631	503,799
Technology	383,352	1,341,443	958,091
Student Support	1,281,422	121,368	(1,160,054)
Total Expenses	\$8,162,700	\$13,285,182	\$5,122,482
Net Margin	(\$593,937)	(\$5,526,772)	\$4,932,835

* Excludes Technology Fee, Capital Improvement Trust Fund Fee, and Financial Aid Fee.

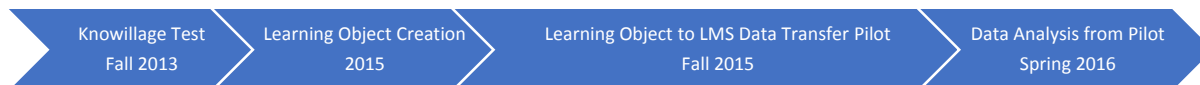
For FY 2014-15, UF Online has a positive \$4,432,835 variance as compared to the budget projections. Items to note in this financial summary include:

1. The actual and forecasted revenue totals are approximately the same. However, the composition of the tuition contribution to the total is significantly different. Ninety-one percent (91%) of this actual tuition total was from in-state charges whereas the budgeted total forecasted forty-one percent (41%) would be the in-state contribution.
2. The positive variance was a reflection of considerable savings on expenses. Especially notable were the production and delivery differences, generally reflecting in the former unexpected efficiencies and in the latter, the in-state/out-of-state mix.
3. The apparent overspend on student support resulted from reclassifying the 24/7 help desk expenses as student support rather than technology. Using the budget classification schema, the student support balance would have a smaller negative variance and technology would have a smaller positive balance.

New Initiatives

Teaching Innovations

UF Online continues to explore tools and techniques that support students' needs. Adaptive learning has the potential to deliver appropriate learning objects to students as they need them. UF Online has focused adaptive learning efforts on the General Chemistry sequence. In the next phase of adaptive learning exploration, media objects will be integrated with engagement questions to trigger the release of content.



True adaptive learning will require analysis all of the data surrounding the student experience to identify how each student learns best. During the coming fall, UFIT will work with faculty to determine the data collection and analytics needs to support the next phase of the project which will be to deliver a customized learning path for each student.

Social learning through group work and discussion is used in the majority of UF Online courses. Science and math courses will be using collaborative whiteboard tools. Teaching Assistants will oversee student teams working together to solve problem sets.

The Canvas course management system supports mobile learning through mobile apps. Many of the course activities can be done anywhere including:

- View course schedule and syllabus
- View and respond to discussions
- Turn in homework
- Upload video and audio recordings
- View course pages
- Participate in groups

Fortress Education/Smart Education

We are in conversation with this firm in regards to their proposal that they represent UF Online in Brazil and to also consider the possibility of a dual diploma program that might be offered by UF Online to students in Brazil and Latin America. This firm currently has an agreement with Florida Virtual School for a dual high school diploma and this initiative, "Smart High School" currently serves 10,000 public school students in Brazil. These conversations are in an early state but the possibilities are promising.

EdAssist

UF has been invited to join the EdAssist Education Network. EdAssist, a division of Bright Horizons, works to connect universities with corporate clients and their employees to maximize the benefits of corporate tuition assistance programs. There is no fee for UF to become part of this Education Network – the corporate client subscribes to EdAssist services. Typically the participating institution would offer reduced tuition to a dedicated set of employee student – an option available for UF Online out of state. EdAssist has 130 clients that include such firms as American Express, Microsoft, Shell, Pepsi, and the members of the Education Network include such institutions as Duke, Penn State World Campus, and Cornell.

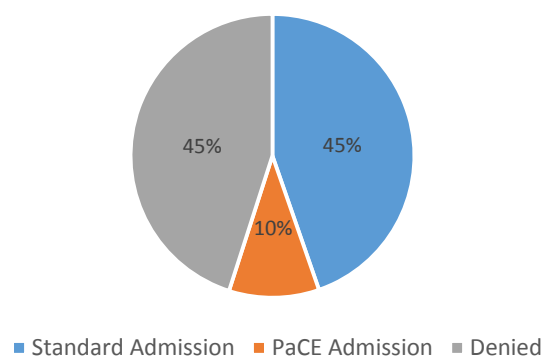
Combined Degree Programs

Several colleges offer resident students a combined degree opportunity – sometimes called a “3+1” or “4+1” option. Generally the option provides a curricular pathway for a student to enroll in graduate level classes while still an undergraduate. Successful completion of such courses would provide credit towards both degrees.

Pathway to Campus Enrollment (PaCE)

Beginning with the freshman class of 2015, we are initiating a new program aimed at increasing access to a UF education even further. The program is called the Pathway to Campus Enrollment (PaCE). Every year UF denies admission to many qualified students because there is not sufficient capacity for them at the lower division. Given the significant capacity available through UF Online, we can now accommodate these students for the first 60 hours of their undergraduate education via online classes. Many of the students who previously would have been denied admission, have been offered the opportunity to begin their education through UF Online. Once they reach their upper division coursework, they have a choice of two options depending upon their major:

FTIC Applicants for Summer/Fall 2015



1. They can transition to face-to-face courses on campus in order to complete their degree.
2. They can remain in UF Online to complete their degree online.

Through PaCE we have been able to offer admission to over 3,000 additional applicants. This represents an increase of 22% in the size of our admitted pool. Thanks to this new program UF has been able to offer admission to 55% of total applicants, rather than to 45%. The PaCE program has been greeted with considerable interest and enthusiasm. Over 270 students have accepted the offer to enroll at UF through PaCE.

PaCE in Relation to UF Online

It is important to understand that PaCE is an admission program; UF Online is a degree program. UF Online, as a concept and as a program, is not dependent on PaCE. PaCE was developed to provide additional access to UF education. It was not developed to increase UF Online enrollment. The fact that it does is incidental and the fact that some students who enter the world of UF education through this Pathway may or may not transfer to on campus programs is a sidebar.

UF Online is charged with the development of comprehensive four year baccalaureate degree programs and that is what it is doing.

Challenges

The challenges associated with any new initiative often emerge from the unknown or unanticipated. The “disruptive innovation” aspect of online learning and the commitment of UF Online to “lead, not linger” in this dynamic environment means that equilibrium is elusive and change is constant. The current primary issues in the challenge portfolio include:

1. Bringing intensive lab experiences into the virtual world. There are a number of online lab software products currently in the market and there are some that we have developed locally. However, the chemistry, physics, and biology labs associated with pre-health curriculum (medicine, dentistry, and veterinary medicine) have not yet been captured online to the satisfaction of the professions. We now offer “bootcamp” solutions but our challenge is to develop/discover online lab experiences that will satisfy the professions.
2. The textbook affordability question should be among the educational solutions included in an “access” initiative. However, the legislation language and the publishers’ practices present a challenge. This is a challenge for which we are developing responses through customized “textbook” content as well as possible board approval of a “text book fee”.
3. As noted, the cost of assessment is a cost that is passed to the resident student but that option is currently not available for UF Online.
4. Student engagement is a continuing challenge for UF Online and it remains a focal point of many of our recent efforts to ensure a robust student experience. A recent Gallup-Purdue survey of 30,000 college graduates found that graduates’ success in the workplace and overall happiness doubled when students could engage with mentors, participate in internships, and actively engage in extracurricular activities and organizations. We are examining how UF Online can continue to adopt these and other factors found to drive student success.
5. Successfully recruiting out-of-state students. The program has not been able to meet expectations in terms of out-of-state student enrollment. Recent change in marketing strategy and media mix has generated an increased number of leads but the enrollments and tuition revenues are significantly below expectations and the minimum key performance indicators.

Successes & Accolades

Savings for Florida Residents

Through UF Online, the State of Florida is investing in the education of her citizens. UF Online has provided significant savings for Florida residents while providing access to the best undergraduate education this state has to offer. Over the past 5 semesters (spring 2014 - summer 2015), in-state students have enrolled in over 28,800 credit hours. If we multiply that number by the tuition and fees paid by on-campus students and compare that amount to the tuition paid by UF Online students, we realize that UF Online has saved Florida students over \$2,000,000 in tuition. The table below demonstrates the amount of savings generated by UF Online for Florida residents.

Standard UF Tuition & Fees	28,800 x \$210.43 =	\$6,060,384.00
UF Online Tuition & Fees	28,800 x \$129.18 =	\$3,720,384.00
Difference		\$2,340,000.00

Not every student pays these amounts thanks to scholarships, programs such as Bright Futures, and various tuition and fee waivers. However we are very proud of the fact the UF Online provides an accessible and affordable path to an undergraduate degree for residents of this state.

Accolades

Below is a collection of accolades and rankings garnered specifically by UF Online and some of the programs offered through UF Online:

- **#13 Best Online Bachelor's Program**, US News and World Reports
<http://www.usnews.com/education/online-education/bachelors/rankings>
- **#1 Cheapest Online Colleges with Quality Programs for 2014-15**, Affordable Colleges Online
<http://www.affordablecollegesonline.org/cheap-online-colleges/>
- **#7 Best Online College**, Affordable Colleges Online
<http://www.affordablecollegesonline.org/best-colleges-online/>
- **#1 Top Online Psychology Degree**, Affordable Colleges Online
<http://www.affordablecollegesonline.org/degrees/psychology-programs/>
- **#2 Best Online Psychology Program**, The Best Schools
<http://www.thebestschools.org/rankings/30-best-online-bachelor-psychology-degree-programs/>
- **#1 Top College for Criminology Offered Online**, College Factual
<http://www.collegefactual.com/majors/social-sciences/criminology/rankings/top-ranked-online/>
- **#7 Top Smart Choice Schools for Online Bachelors in Business Administration**, Super Scholar
<http://superscholar.org/best-online-bachelors-in-business-administration-degrees/>

DRAFT

Appendix 1: Student Profiles & Testimonials

Students in UF Online come from a wide array of backgrounds. Below is a small sample of the type of student this program serves.

- 38 year old Biology student living in South Florida, FTIC, animal behaviorist.
- 25 year old Geology student living in North Carolina, out of state Junior College transfer, full-time pilot.
- 60 year old Biology student, FTIC (brought in 9 hours), works for the federal government and has a new deployment every 3 months. Is often deployed to Alaska.
- 24 year old Biology student, in state lower division transfer, lives in Germany (husband is stationed there), stay-at-home mom to 2 kids, husband is deployed to the Middle East.

Below is more detailed profile of student who is planning to graduate at the end of the fall 2015 semester:

- 43 year old male, single dad, 2 kids
- Stopped out of UF in 1994 after a couple tough semesters due to personal/family issues
- Starting working full time, remained in Gainesville, but was able to return to school because of his schedule and family life
- Readmitted to UF Online in Criminology Fall 2014
- UF Online provided opportunity to complete degree while working and taking care of his kids
- On-track to graduate Fall 2015 (will have completed final 40 credits in UF Online)
- Has been an "A" student since returning and is seriously considering pursuing graduate school after graduation
- UF Online allowed him to fulfill a lifelong dream of graduating from UF

Testimonials

Below are a few of the testimonials that we have received from current students and recent graduates on the UF Online Facebook page (<https://www.facebook.com/UFOnline>). You can read more about the experiences of our students in their own words at <http://ufonline.ufl.edu/students/>.





Danielle Miles ▸ **University of Florida Online**
December 20, 2014 · 🌐

I finally did it. I've fought so hard make it here. Words can't express the pride, satisfaction and sense of accomplishment I'm feeling. There were times when circumstances outside of my control seemed to dictate my life to me. There were times that I felt helpless and frustrated. But I pushed and struggled. I put in the blood, sweat and tears (SO MANY tears) and made my life what I wanted it to be. By the grace of God and with the love of so many people, I have achieved one of my greatest dreams! I am a Florida Gator... and it's one of the best feelings in the whole world! Thank you UF Online for giving me the opportunity to earn my degree on my terms and my time. I couldn't have done it without you! ❤️🎓🦋

Unlike · Comment · Share

👍 University of Florida Online, Brian K. Marchman, Paul Olsen, Daniella Carvajal and 37 others like this.

🔗 1 share

UF ONLINE Thank you for letting us be a part of your journey. We are all so very proud of you! Congratulations!
Unlike · Reply · 👍 9 · Commented on by Tom Summerford [?] · December 20, 2014 at 5:38pm

Diana Walter I totally agree with this post. UF online is an amazing program!
Unlike · Reply · 👍 4 · December 21, 2014 at 8:45am

Time Mays Miles Doing The Lead!



Appendix 2: Proposed Update to UF Standards & Markers of Excellence

Note: Items designated with (E) are exemplary.

1	Content
	Welcome video from instructor describes and outlines the course.
	Course goals are clearly stated.
	Course deadlines are clear.
	Course materials are presented to students in segments or units aligned with specific objectives and activities.
	Students engage with course content in a variety of ways.
	Course contains engaging lectures/presentations.
	Presentations are divided into short segments no longer than 20 minutes each where applicable (4-10 minutes is ideal).
	All resources and materials in the course are appropriately cited.
	(E) Introductory quiz confirms student understanding of the syllabus, course requirements, and required tools and technologies.
	(E) Course includes optional additional practice or inquiry resources above and beyond the required content.
2	Instructional Methods
	Learning objectives align with learning and assessment activities.
	Learning objectives are posted in the weekly overviews, modules, or sub-sections of the course. These objectives also align with the overall course goals.
	Assessments are consistent with the course materials, activities, and resources.
	Expectations and requirements for student performance and behavior are clearly provided (syllabus, netiquette, guidelines, rubrics, checklists).
	Assessments are given in an appropriate time period after the learning activities have taken place.
	Ongoing, multiple assessment strategies are used to measure content knowledge, attitudes, and skills.
	(E) Assignments or project-based assessments encourage students to utilize critical thinking skills.
	(E) Team-based projects or activities including peer-review are an integral part of the course.
	(E) Peer and/or self-assessment is indicated for one or more assignments, and a rubric is provided.
	(E) Students are encouraged to create content for presentation to their peers.
	(E) Students are given the opportunity to relate personal experiences and apply their background knowledge/skills to the coursework.

	(E) Course includes both synchronous and asynchronous activities. Recordings are made available to those who cannot attend synchronous sessions.
	(E) Course uses interactive and competition strategies to engage students with content and each other.
	(E) Rubrics are used for grading and shared with students in advance of assignments.
3	Communication & Interaction
	Participation expectations are explicit and easy to find.
	Methods and frequency of instructor feedback are provided.
	Opportunity for student-faculty and student-student interactions is available and encouraged.
	Feedback about student performance is provided in a timely manner throughout the course as stated in the syllabus.
	The instructor seeks student feedback regarding assignments, materials, and presentations.
	Syllabus states a response/feedback policy (recommended: within 24 hours during the work week and 48 hours on weekends)
	(E) Instructor provides links to tutorials/information on how students can become successful online learners.
	(E) Students are encouraged to use images and video options to interact with students and instructor.
	(E) Instructor incorporates feedback to improve the course while in progress.
	(E) Instructor provides optional resources for those students who may need them.
4	Technology
	Requirements and expectations of technology use are clearly stated.
	Tutorials, practice, and/or remediation resources for specialized technologies are provided.
	Instructions and tutorials on how to use the course technology are conveniently located.
	Provisions are in place to allow for potential failures of technology, and are clearly expressed to students.
	The tools and media are compatible with prevailing standards and formats. Information on the length of the media is recommended.
	Courses that have more than 50% of the grade from online quizzes and exams use appropriate online security measures.
	All media is accessible cross-platform, mobile-compatible, and is available in both streaming and downloadable formats (where possible.)
	(E) Course utilizes a variety of technologies for student participation and engagement.
	(E) As part of the course assignments, students must learn and use specialized technologies (software/hardware) relevant to the course content.
5	Course Accessibility, Design, & Organization
	Course starting point is clearly demarcated.
	Course organization and navigation is logical and consistent throughout the course.
	Course uses headings, subheadings and lists to organize document structure. (See Quick Guide to Online Course Accessibility)
	Color is not used to convey meaning in the course website.
	The default alt text inserted by Canvas is edited to describe the image. (See Quick Guide to Online Course Accessibility)
	Font and background colors within course website and presentations are contrasted for easy readability.
	PDF documents (if used) can be read by a screen reader (text in the document is selectable.)
	(E) Images are relevant and high-quality.
	(E) Course layout and visuals are attractive and guide the student to focus on important concepts.
	(E) Course videos are Closed Captioned or a script is provided where needed.

Appendix 3: Student Faculty Evaluation Responses

	Spring 2014		Summer 2014		Fall 2014		Spring 2015	
	UF Online	Resident	UF Online	Resident	UF Online	Resident	UF Online	Resident
Response Rate	36%	39%	34%	26%	33%	41%	40%	41%
Description of course objectives and assignments	4.39	4.33	4.43	4.44	4.38	4.28	4.44	4.33
Communication of ideas and information	4.22	4.20	4.31	4.32	4.23	4.13	4.31	4.20
Expression of expectations for performance in this class	4.28	4.29	4.40	4.41	4.31	4.23	4.40	4.30
Availability to assist students in or out of class	4.33	4.27	4.35	4.38	4.18	4.22	4.31	4.26
Respect and concern for students	4.44	4.37	4.49	4.49	4.40	4.32	4.39	4.36
Stimulation of interest in course	4.30	4.19	4.21	4.34	4.21	4.14	4.26	4.21
Facilitation of learning	4.17	4.16	4.21	4.30	4.18	4.10	4.24	4.18
Enthusiasm for the subject	4.36	4.45	4.46	4.52	4.47	4.40	4.46	4.45
Encouragement of independent, creative, and critical thinking	4.20	4.25	4.27	4.38	4.28	4.19	4.36	4.26
Overall rating of the instructor	4.26	4.26	4.32	4.39	4.23	4.19	4.32	4.25
Amount learned	4.26	4.05	4.15	4.16	4.10	3.99	4.19	4.06
Amount of effort required	4.10	3.99	4.14	4.00	4.17	3.97	4.19	3.98
Difficulty of the subject matter	3.86	3.80	3.87	3.69	3.86	3.77	3.83	3.79
The educational value (relevance) of this course	4.16	4.05	4.19	4.04	4.13	4.01	4.19	4.09
Expected grade	4.19	4.19	4.06	4.24	4.06	4.15	4.10	4.21

Appendix 4: Emerging Policies and Practices in UF Online

PARTICIPATION PRODUCTION AND DELIVERY BUSINESS MODELS

Participation/Inclusion

All majors selected for inclusion in UF Online, beginning Fall, 2015, will generate start-up funds for the College. These funds can total \$100,000 and the conditions and timing associated with the distribution of these funds will be as follows:

- Timing
 - \$25,000 at time of designation and approval (UCC) as a major for UF Online
 - \$25,000 when all major courses have been produced and delivery schedule agreed upon (UFO curriculum coordinator)
 - \$25,000 in the first term major courses are offered
 - \$25,000 in the first term all major courses have been offered
- Conditions:
 - Acceptance of the initial grant (\$25,000) is a commitment to UF Online and all related schedules and quality standards.
 - All fund transfer from UFO to College. All such funds must be used in support of dedicated UF Online activity.

Production

First time production will be supported by payments directly to the content provider (faculty) of \$3,500 per credit hour

- First Time production (when completed)
 - Content Provider (Faculty)
- \$3,500 per credit hour
 - Instructional Design and Facilitator
- \$3,500 per credit hour (Excluding CITT)
 - Annual Maintenance - \$1,000 per course/College; July 1
 - Refreshment [3 year life] (when completed)
 - \$1,750 per credit hour content provider
 - \$1,250 per credit hour instructional designer et al
 - Lab production – subject to negotiation

Delivery Funding

3 credit courses; a course includes all sections of a course

- UF Online Courses with 10 or fewer students
 - College receives \$1,950
 - Revenues accrue to UF Online Main (UFO)
- UF Online Courses with 11 to 20 students
 - College receives \$3,900
 - Revenues accrue to UFO Main
- UF Online Courses with 21-40 students
 - College receives \$7,800
 - Revenues accrue to UFO Main
- UF Online Courses with 41-60 students
 - College receives \$11,700

- Revenues accrue to UFO Main
- UF Online Courses with ≥ 61 students
 - Revenues (\$65 per SCH) accrue to College
- Course compensation computations based on three (3) credit course. The adjustment factor for other course credit levels
 - 1 credit = 3 credit/3
 - 2 credit = 3 credit/2
 - 4 credit = 3 credit x 1.33
 - 5 credit = 3 credit x 1.67

Delivery Options

- Co-listing – the course has a UFO section and a UF residential section
 - Base faculty compensation from non-UFO source in accordance with faculty contract
 - Funds made available (see section C) to be used for teaching assistance and/or faculty overload
- “Stand-alone” course – no co-listing
 - Delivery of stand-alone courses that have been fully produced with appropriate content provider compensation will be designed for delivery with TA or “minder” participation only. The Dean/Department Chair could assign within load “minder” duties to faculty.
- Low enrollment courses/majors
 - Any course which averages 10 or less enrollments per term offered over a 2 year period will be removed from UF Online curriculum
 - Any major which has less than 60 unique students 2 years after introduction will be removed from the list of UFO majors

Advising

The memo of May 21, 2014 has been revised to now read:

A key component of online education is the advising of students. For every 60 UF Online students enrolled in a given major, \$12,500 will be provided to the College in which the major resides. A maximum of \$50,000 will be provided for each major. These funds are to be used by the College to support UF Online students through advising, career consultation, and other forms of student engagement. UF Online will provide these funds at the start of each fiscal year beginning July 1, 2014 and annually through fiscal year 2017-18 when an alternative funding model for this component (not yet specified) will be put in place.

Delivery Options

- Colleges, Departments, Programs may not limit enrollment in UF Online sections either by applying an “unreasonable” cap or department control without consultation with the Director of UF Online.
- The newly appointed coordinator of UF Online curriculum will/is developing a course map in consultation with the major directors which will maintain a rolling list of courses to be offered and when within a one academic year horizon. Commitments to the map will be used by advisors and students for enrollment planning and such commitments must be honored.

Intellectual Property

In accordance with the Intellectual Property Policy (IPP) of the University as well as the current Collective Bargaining Agreement (CBA),

“A University-supported work is the property of the University” (IPP, p.7, 2nd para)

“Works owned by the University. (1) Instructional material if the university has either (a) expressly commissioned the faculty member in writing to produce, or participate in the production of, the work with University funds for a specific University purpose; or (b) expressly assigned the faculty member in writing to produce, or participate in the production of, the work.” (CBA, Art. 22.4(b))

A “work” shall include any copyrightable material, such as printed material, computer software or databases, audio and visual material, circuit diagrams, architectural drawings, lectures, musical or dramatic compositions, choreographic works, and pictorial or graphic works.(IPP, p.4, C.1.c.)

DRAFT

Appendix 5: General Education Courses

Course Number	Course Name	GenEd
MAR3023	Principles of Marketing	S
AEB3671	Comparative World Agriculture	N, S
AEC3033C	Research & Business Writing in Ag/Life Sciences	WR
ALS3133	Agriculture and Environmental Quality	P
AMH2010	The United States to 1877	H
AMH2020	American History Since 1877	H
ANT2410	Intro to Cultural Anthropology	S, D
ANT3141	Development of World Civilizations	H, N
ANT3141	Development of World Civilizations	H, N
ANT3451	Race and Racism	S, D, WR
APK2100C	Anatomy	B
APK2105C	Human Physiology with Lab	B
APK2105C	Human Physiology with Lab	B
ARC1720	Survey of Architecture History	H, N, WR
ARH2000	Art Appreciation	H, D
AST1002	Discovering the Universe	P
BSC2005	Concepts in Biology	B
BSC2005L	Laboratory in Biological Sciences	B
BSC2010	Integrated Principles of Biology I	B
BSC2010L	Integrated Principles of Biology I Lab	B
CBH3003	Comparative Behavior	B
CCJ3024	Principles of Criminal Justice	S
CCJ3701	Research Methods in Criminal Justice	S
CHM1025	Introductory Chemistry	P
CHM1030	Introduction to Chemistry Concepts	P
CHM1031	Introduction to Chemistry Concepts II	P
CHM1083	Consumer Chemistry	P
CHM2045	General Chemistry I	P
CHM2046	General Chemistry II	P
CHM2046L	General Chemistry II Lab	P
CJJ4010	Juvenile Justice	S
CJL2000	Law and Legal Process	S
CLA2100	The Glory that was Greece	H
CLA2120	The Grandeur that was Rome	H, N
CLP3144	Abnormal Psychology	S
COT3100	Applications of Discrete Structures	M
CPO2001	Comparative Politics	N, S
DEP3053	Developmental Psychology	S
EAB3002	Principles of Behavior Analysis	S
ECO2013	Principles of Macroeconomics	S
ECO2023	Principles of Microeconomics	S
ENC1101	Writing Academic Arguments	C
ENC1102	Rhetoric and Academic Research	C
ENC2210	Technical Writing	C
ENC3246	Professional Communication for Engineers	C, WR
ENC3254	Writing in the Law	C, WR
ENY3005 + ENY3005L	Principles of Entomology + Lab	B
ENY4660 + ENY4660L	Medical and Veterinary Entomology + Lab	B
ESC1000	Introduction to Earth Science	P

EXP3604	Cognitive Psychology	S
GEB3219	Writing and Speaking in Business	C
GEO2200	Introductory Physical Geography	P
GEO2200L	Introductory Physical Geography Lab	P
GEO2242	Extreme Weather	P
GEO2500	Global and Regional Economies	S, WR
GEO3162C	Introduction to Quantitative Analysis for Geographers	P
GEO3250	Climatology	P
GLY1880	Earthquakes, Volcanoes and Other Hazards	P
GLY2030C	Environmental Engineering Geology	P
GLY3105C	Evolution of Earth and Life in North America	P
GLY3163	Geology of National Parks	P
GLY4155C	Geology of Florida -- capstone	P
HSC3102	Personal and Family Health	S
HUM2305	What is the Good Life?	H
HUN2201	Human Nutrition	B
IDS2338	Rethinking Citizenship	S
LAS2001	Introduction to Latin America	H,S, N
LEI2181	Leisure in Contemporary Society	S
LEI2181	Leisure in Contemporary Society	S
LIT2000	Introduction to Literature	H
MAC1105	Basic College Algebra	M
MAC1114	Trigonometry	M
MAC1140	Pre-calculus Algebra	M
MAC1147	Pre-calculus Algebra and Trig	M
MAC2233	Survey of Calculus	M
MAC2311	Calculus 1	M
MAC2312	Analytic Geometry & Calculus 2	M
MAC2313	Analytic Geometry & Calculus 3	M
MAN3025	Principles of Management	S
MGF1106	Mathematics for Liberal Arts I	M
MUL2010	Introduction to Music Literature	H, N, WR
PAD3003	Introduction to Public Administration	S
PHI2010	Introduction to Philosophy	H, WR
PHI2630	Contemporary Moral Issues	H, WR
PHY2020	Introduction to the Principles of Physics	P
PHY2048	Physics I with Calculus	P
PHY2048L	Physics I with Calculus Lab	P
PHY2049	Physics with Calculus 2	P
PHY2049L	Physics with Calculus 2 lab	P
POS2041	American Federal Government	S
PSY2012	General Psychology	S
REL2121	American Religious History	H, D
REL2300	World Religions	H, N
REL3191	Death and the Afterlife	H, WR
RTV3405	TV and American Society	S
SOP3004	Introduction to Social Psychology	S
STA2023	Introduction to Statistics 1	M
STA3032	Engineering Statistics	M
SWS2007	The World of Water	P
SWS3022	Introduction to Soils in the Environment	P
SWS4116	Environmental Nutrient Management	P
SYD3700	Minorities	D, S

SYD4800	Sociology of Gender	D, S
SYG2000	Principles of Sociology	S
SYG2010	Social Problems	S
SYG2430	Marriages and Families	D, S
SYO4530	Social Inequality	D, S
SYP3000	Society and the Individual	S
SYP3510	Deviance	S
THE2000	Theatre Appreciation	H, D
WST2322	Introduction to Health Disparities	S, D

DRAFT

Appendix 6: Academic Year Summaries

Term6	Headcount			Enrollments			Credit Hours			Tuition		
	In-State	Out-of-State	Total	In-State	Out-of-State	Total	In-State	Out-of-State	Total	In-State	Out-of-State	Total
201401	577	19	596	1,347	60	1,407	5,062	198	5,260	\$542,174	\$32,186	\$574,360
201405 A	83	14	97	112	19	131	336	57	393	\$36,260	\$7,160	\$43,420
201405 C	425	5	430	740	7	747	2,943	19	2,962	\$315,011	\$2,891	\$317,902
AY 2014	658	26	684	2,199	86	2,285	8,341	274	8,615	\$893,446	\$42,236	\$935,682
Model AY 2014	157	52	209	342	125	467	1,026	374	1,400	\$114,840	\$159,120	\$273,960
%	419%	50%	327%	643%	69%	489%	813%	73%	615%	778%	27%	342%
201405 B	74	10	84	97	10	107	287	29	316	\$30,410	\$3,815	\$34,224
201408	849	42	891	2,130	130	2,260	7,641	411	8,052	\$809,190	\$138,372	\$947,562
201501	919	49	967	2,361	140	2,501	8,147	454	8,601	\$880,887	\$170,792	\$1,051,679
201505 A	204	20	224	269	25	294	807	72	879	\$93,069	\$23,322	\$116,391
201505 C	572	23	595	928	33	961	3,632	105	3,737	\$400,069	\$38,038	\$438,107
AY 2015	1,229	90	1,319	5,785	338	6,123	20,514	1,071	21,585	\$2,213,624	\$374,339	\$2,587,963
Model AY 2015	990	315	1,304	3,370	1,271	4,641	10,110	3,814	13,924	\$1,137,376	\$1,621,035	\$2,758,410
%	124%	29%	101%	172%	27%	132%	203%	28%	155%	195%	23%	94%

UF Online Comprehensive Business Plan

Appendix L: Performance Measures & Benchmarks 2013-2019

Metrics derived from CS/CS/Senate Bill 1076: (g) Beginning January 2014, the university shall offer high-quality baccalaureate degree programs that:					
1	Bill 1076: Accept full-time, first-time-in-college students Goal: Enrollment of full-time, first-time-in-college students Objective: TBD				
	EVAL DATA	MEASURE	DATA SOURCE	METRIC	NOTES
ORIGINAL PLAN			Office of Admissions and Enrollment Management	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) aligned 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 in summer 2014.
2014-2015 AY REPORT	Official university data collection records	See attachment 1 for supporting data.			
2	Bill 1076: Have the same rigorous admissions criteria as equivalent on-campus degree programs Goal: Online admission criteria equivalent to residential program for FTIC students at UF. Objective: OL and residential students are evaluated for admission based on the same criteria.				
	EVAL DATA	MEASURE	DATA SOURCE	METRIC	NOTES
ORIGINAL PLAN	Official university data collection records	Mean weighted GPA and mean SAT scores	Office of Admissions and Enrollment Management	TBD	
2014-2015 AY REPORT				UF Online students were evaluated based on the same criteria (weighted GPA, rigor of curriculum [AP/IB/AiCE/dual enrollment], test scores, essay and extracurricular activities) as residential students.	Based on the pool of applicants the middle 50% GPA and test scores will vary from year to year

3	Bill 1076: Offer curriculum of equivalent rigor to on-campus degree programs Goal: OL and residential programs should have identical student learning outcomes and Academic Learning Compacts (ALC) Objective: To insure that UF Online courses offer the same quality education as residential courses.				
	EVAL DATA	MEASURE	DATA SOURCE	METRIC	NOTES
ORIGINAL PLAN	TBD	TBD	TBD	OL and residential programs should have identical ALCs	
2014-2015 AY REPORT	Academic Learning Compacts	UF Online programs use the same Academic Learning Compacts as the resident versions of the programs. UF Online is working with UF's Office of Institutional Assessment to pilot outcome tracking within Canvas (for UF Online and Resident programs) during spring 2015.			
4	Bill 1076: Offer rolling enrollment or multiple opportunities for enrollment throughout the year. Goal: To offer additional, appropriate opportunities for enrollment Objective: Identify and test opportunities				
	EVAL DATA	MEASURE	DATA SOURCE	METRIC	NOTES
ORIGINAL PLAN	TBD	TBD	TBD	Report student headcounts by term for both OL and residential students at UF	
2014-2015 AY REPORT		See Attachment 2 for headcount data.	Office of Admissions and Enrollment Management		Admissions has implemented rolling admissions for FTIC and transfer students allowing multiple entry points to UF Online. Policies have been adjusted to allow deferral of admission decisions for up to one year and automatically migrating incomplete applications to the next term for up to one year from initial application term.
5	Bill 1076: 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. Goal: TBD Objective: TBD				
	EVAL DATA	MEASURE	DATA SOURCE	METRIC	NOTES
ORIGINAL PLAN	NA	NA	NA	Narrative section in annual report	The annual report will include a narrative with a status on lab location and testing centers.

2014-2015 AY REPORT					A chemistry “bootcamp” has been developed for summer 2015 which will allow students to conduct intensive labs on campus or at research centers around Florida.
6	Bill 1076: Apply the university's existing policy for accepting credits for both freshman applicants and transfer applicants. Goal: TBD Objective: TBD				
	EVAL DATA	MEASURE	DATA SOURCE	METRIC	NOTES
ORIGINAL PLAN	TBD	TBD	Office of Admissions and Enrollment Management	Number of credits awarded for both online and residential students	
2014-2015 AY REPORT		Average transfer credits for UF Online is 84 transfer credits. This exceeds the numbers for our residential population. However, the number of credits accepted into a residential degree program is limited to 60.			
Additional measures proposed by UF					
7	Bill 1076: N/A Goal: OL program maintains student engagement at the same level as residential students Objective: OL students will be engaged in the learning process as evidenced by student and faculty survey responses and CMS analytics				
	EVAL DATA	MEASURE	DATA SOURCE	METRIC	NOTES
ORIGINAL PLAN	Survey data demonstrating that OL students are engaged in the learning process and analytics of CMS	Percent of positive survey respondents and percent of indicators of student engagement	Student engagement survey instrument and CMS		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.
2014-2015 AY REPORT		<p>The Quality Assurance committee uses the student feedback from the UF Faculty Evaluation to inform recommendations for course improvement. Login data from the Course Management System have not been available to the reviewers thus far, however, UF is currently working with Instructure to access this information.</p> <p>Response rates in student evaluations for UF Online sections have been comparable to rates for residential sections with some variation</p>			

		between colleges (around 40% for spring and 30% for summer terms).			
8	Bill 1076: N/A Goal: Ensure OL student retention rate is comparable to online peer institutions Objective: OL students will have retention rates comparable to online peer institutions				
	EVAL DATA	MEASURE	DATA SOURCE	METRIC	NOTES
ORIGINAL PLAN	Student retention data	Annual student retention data	University of Florida and Peer Institutions data	TBD	Data will be also provided to compare retention rates of OL FTIC students to FTIC residential students and retention rates of OL Transfer students to Residential Transfer students.
2014-2015 AY REPORT		See attachment 3 for retention data for the UF Online population only. These data do not address the larger question of how UF Online retention rates compare to other institutions or to residential students, but it does demonstrate strong retention rates so far for UF Online students.			
9	Bill 1076: N/A Goal: Ensure OL student 6-year graduation rate is comparable to online peer institutions Objective: OL students will have graduation rates is comparable to online peer institutions				
	EVAL DATA	MEASURE	DATA SOURCE	METRIC	NOTES
ORIGINAL PLAN	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 rates to FTIC residential students and graduation rates of OL Transfer students to Residential Transfer students.
2014-2015 AY REPORT					
10	Bill 1076: N/A Goal: Minimum increase of academic programs of 5 per year to a maximum of 35 Objective: Achieve an annual minimum addition of 5 academic programs				
	EVAL DATA	MEASURE	DATA SOURCE	METRIC	NOTES

ORIGINAL PLAN	Official university data collection records	Total annual count of OL academic programs	TBD	TBD	
2014-2015 AY REPORT		Five majors were included in the original launch in January of 2014. By fall 2014, 5 additional majors had been added. Five more majors are scheduled to be added by fall 2015.	University Undergraduate Catalog		
11 Bill 1076: N/A Goal: Provide a curriculum consistent with employment opportunities and lifelong learning Objective: TBD					
	EVAL DATA	MEASURE	DATA SOURCE	METRIC	NOTES
ORIGINAL PLAN	TBD	TBD	Student Placement Survey; FETPIP in state	1. Percent of OL Bachelor's graduates employed and/or continuing their education further 1 year after graduation 2. Median average fulltime wages of undergraduates employed in Florida one year after graduation	
2014-2015 AY REPORT					

Attachment 1: UF Online Full-Time & Part-Time Enrollment

First Time in College

	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015
Full-Time	0	1	8	2	1
Part-Time	0	7	8	5	19
Total	0	8	16	7	20

Not First Time in College

	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015
Full-Time	204	62	332	337	147
Part-Time	394	437	544	622	652
Total	598	499	876	959	799

Note: For purposes of this report full-time is based on 12 or more credit hours for the entire term

Attachment 2: UF Online and Residential Enrollment

	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015
UF Online	598	507	892	966	819
Residential	47,999	29,330	49,505	47,880	29,887
Grand Total	48,597	29,837	50,397	48,846	30,706

Notes:

UF Online data taken from the following dates:

- Spring 2014 - May 1, 2014
- Summer 2014 - Student Information File Submitted 9/29/14 – August 8
- Fall 2014 – November 10, 2014
- Spring 2015 – Student Information File Submitted June 11, 2015
- Summer 2015 – Un-finalized data from SIF as of August 4, 2015

Residential data taken from SIF for Spring 2014, Summer 2014 and Spring 2015 and SIFP for Fall 2014 and un-finalized data from SIF for Summer 2015

Attachment 3: Persistence Rates

Spring 2014 to Fall 2014

Degree Programs	Spring Enrolled	Spring Total minus Grads	Fall Enrolled	Persistence Rate
Criminology & Law	65	59	53	90%
General Business	412	323	279	86%
Health Education & Behavior	44	30	27	90%
Environmental Management	12	11	10	91%
Sport Management	63	51	42	82%
Total	596	474	411	87%

Summer 2014 to Fall 2014

Degree Programs	Summer Enrolled	Summer Total minus Grads	Fall Enrolled	Persistence Rate
Criminology & Law	67	63	61	97%
General Business	356	307	284	93%
Health Education & Behavior	31	23	23	100%
Environmental Management	15	15	14	93%
Sport Management	38	35	29	83%
Total	507	443	411	93%

Fall 2014 to Spring 2015

Degree Programs	Fall Enrolled	Fall Total minus Grads	Spring Enrolled	Persistence Rate
Biology	1	1		
Criminology & Law	104	97	84	87%
General Business	541	484	427	88%
Geology	7	7	5	71%
Health Education & Behavior	93	88	77	88%
Environmental Management	21	20	20	100%
Psychology	45	45	36	80%
Sport Management	76	66	53	80%
Telecommunication	4	4	4	100%
Total	892	812	706	87%

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
September 2, 2015**

SUBJECT: Legislative Budget Requests

PROPOSED COMMITTEE ACTION

For approval

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Committee will consider for approval the following two budget requests:

- (1) An Integrated Library System (ILS) proposed by the Florida Virtual Campus for use by libraries in both the State University System and the Florida College System.

Total Request: \$1,500,000 (non-recurring)

- (2) e-Resources. This request has two components:

- a. Florida Virtual Campus – e-Resources for use by both the State University System and the Florida College System:

STEM e-Resources (undergraduate students):	\$1, 050,000
Providing Polytechnic access to existing resources:	\$ 250,000
Multimedia resources:	\$ 950,000
Price increases for existing resources	<u>\$ 685,302</u>
	\$ 2,935,302

- b. SUS Libraries – e-Resources for use in the State University System:

\$ 1,870,000

Total Request: \$4,805,302 (recurring)

Supporting Documentation Included: (1) Integrated Library System: LBR Forms I and II;
(2) e-Resources: LBR Forms I and II

Facilitators/Presenters: Dr. Pam Northrup and Provost Ron Toll

**State University System
Education and General
2016-2017 Legislative Operating Budget Issue
Form I**

University(s):	University of West Florida - Complete Florida Plus Program (CFPP) - ALL SUS & FCS - Systemwide
Work Plan Issue Title:	Creating System-wide Efficiency and Providing Vital Student Resources through a Next-Generation Integrated Library System (ILS)
Priority Number	
Recurring Funds Requested:	
Non-Recurring Funds Requested:	\$1,500,000
Total Funds Requested:	\$1,500,000
Please check the issue type below:	
Shared Services/System-Wide Issue	<input checked="" type="checkbox"/>
2015-2016 Non-Recurring Issue	<input type="checkbox"/>
New Issue for 2016-2017	<input checked="" type="checkbox"/>

I. Description

For Florida's post-secondary students to have access to the necessary and relevant library resources in the most efficient manner possible, it is imperative that a consolidated system be implemented. The Complete Florida Plus Program (CFPP)/Florida Academic Library Services Cooperative (FALSC), the successor of the Florida Virtual Campus (FLVC), is legislatively required in 1006.73 F.S to provide "an integrated library management system and its associated services that all public postsecondary education institution academic libraries shall use for purposes of acquiring, cataloging, circulating, and tracking library material." Currently, both the colleges and universities are using an outdated legacy system (Aleph) supported by FLVC/CFPP. Implementation of a next-generation system

2016-2017 LBR

will integrate the multiple platforms that must currently be maintained separately, and will consolidate and streamline workflows across those platforms. A full consolidation to a single system and shared database will create efficiencies and need to take place as part of a larger transition to a next-generation integrated library system (ILS).

Characteristics of a next-generation system include:

- Consolidates and streamlines multiple student-facing services such as e-resources discovery, authentication, and access
- Flexible configuration that facilitates cooperation among all libraries, vendors, and other consortium partners
- Supports through its design the complex needs of a large consortium
- Integrates print, electronic, and digital resource management
- Workflows that streamline tasks and reduce staff work time
- Unified dashboard that improves the user experience for library personnel
- Employs an agile development process that is responsive to user input, supporting libraries in the delivery of a streamlined, student-centered user model
- Includes an extensible platform that allows customization by the support organization and individual institutions
- Incorporates recent developments in software and hardware technologies
- Offers in-depth, integrated, and customizable analytics tools that reflect an understanding of library reporting needs
- Accepts metadata formats other than MARC (the traditional, print bibliographic information in machine-readable form)
- Delivers as many services as possible in real-time (e.g., cash transactions with the institutional bursar's office, order data, vendor claiming, circulation data)
- Provides services such as managed knowledge bases and authority control

After a robust Invitation to Negotiate (ITN) and evaluation process, the Next-Gen ILS Evaluation Team recommended that CFPP move forward with negotiations with Innovative Interfaces, Inc. for the new library management platform for the 40 college and university libraries. The successful proposal included Sierra for back-end library management functionality, the Encore discovery interface, and a central e-resources index provided by EBSCO.

That negotiation process is contingent upon adequate funds being available to acquire the new system. The Next-Gen ILS Evaluation Team recommended a two-year implementation plan with many details to be worked out during the negotiation process. While there will be some costs in the first year (FY2015-16), it is anticipated that those costs will be absorbed in the CFPP base budget. There

will be an overlap year (FY2016-17) where both the new and legacy systems are under license, and \$1,500,000 will be required in one-time funds to cover that overlap year. Moving forward into FY2018-19 and beyond, no new recurring funds should be required.

II. Return on Investment

Creating system efficiencies through enhanced shared resources is a major goal of the Legislature, Florida College System and the Board of Governors. Since a SaaS (Software as a Service) solution was selected, the support organization will be able to reduce the number of staff used to support the system. Changes in institutional workflows also offer the possibility to reduce staff time and effort. All the while, student services for the delivery and access to resources will be heightened and support student retention and graduation.

III. Facilities *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	NA			
2.				

2016-2017 Legislative Budget Request
Education and General
Position and Fiscal Summary
Operating Budget Form II
(to be completed for each issue)

University: UWF All SUS & FCS - Systemwide CFPP
Issue Title: Efficient Integrated Library System

	<u>RECURRING</u>	<u>NON-RECURRING</u>	<u>TOTAL</u>
<u>Positions</u>			
Faculty	0.00	0.00	0.00
Other (A&P/USPS)	0.00	0.00	0.00
	-----	-----	-----
Total	0.00	0.00	0.00
	=====	=====	=====
<u>Salary Rate (for all positions noted above)</u>			
Faculty	\$0	\$0	\$0
Other (A&P/USPS)	\$0	\$0	\$0
	-----	-----	-----
Total	\$0	\$0	\$0
	=====	=====	=====
Salaries and Benefits	\$0	\$0	\$0
Other Personal Services	\$0	\$0	\$0
Expenses	\$0	\$0	\$0
Operating Capital Outlay	\$0	\$0	\$0
Electronic Data Processing	\$0	\$0	\$0
Special Category (Specific)	\$0	\$0	\$0
Next-Gen ILS implementation	\$0	\$1,500,000	\$1,500,000
	\$0	\$0	\$0
	-----	-----	-----
Total All Categories	\$0	\$1,500,000	\$1,500,000
	=====	=====	=====

**State University System
Education and General
2016-2017 Legislative Operating Budget Issue
Form I**

University(s):	All SUS & FCS - System-wide
Work Plan Issue Title:	Providing Increased STEM Resources for Undergraduate and Graduate Students through the Expansion of STEM Electronic Resources
Priority Number	
Recurring Funds Requested:	
• Complete Florida Plus Program (for SUS & FCS Undergraduate Resources)	\$2,935,302
• Board of Governors (for SUS Graduate Resources)	\$1,870,000
Non-Recurring Funds Requested:	
Total Funds Requested:	\$4,805,302
Please check the issue type below:	
Shared Services/System-Wide Issue	<input checked="" type="checkbox"/>
2015-2016 Non-Recurring Issue	<input type="checkbox"/>
New Issue for 2016-2017	<input checked="" type="checkbox"/>

I. Description

This request addresses the need for a more robust set of STEM (Science, Technology, Engineering, and Mathematics) electronic resources and high quality educational videos and multimedia resources to be made available to all students in the public college and university systems in Florida through the **Complete Florida Plus Program (CFPP)**. The electronic resources to be acquired are of particular value to undergraduate students, although they will be available to all SUS and FCS students and faculty.

This request also addresses the need for a more comprehensive set of STEM (Science, Technology, Engineering, and Mathematics) electronic resources to be

2016-2017 LBR

made available to all students in the public university system in Florida through the **State University System (SUS)**. The electronic resources to be acquired are of particular value to graduate and professional students, although they will be available to all SUS students and faculty, and to FCS students and faculty when they are on university campuses.

Complete Florida Plus Program (CFPP) Request: \$2,935,302

It is imperative that Florida improve the recruitment, retention and graduation of undergraduate students in the STEM fields. The State of Florida has recognized the need to address the growing deficiency in science and mathematics education, in F.S. 1001.03 (17), which calls for a “Unified State Plan for Science, Technology, Engineering, and Mathematics (STEM).” The Complete Florida Plus Program (CFPP), successor to the Florida Virtual Campus (FLVC), is legislatively required to license e-resources for the public postsecondary libraries in the Florida college and university systems. CFPP requests new funds to acquire a more robust portfolio of common STEM e-resources for college and university libraries primarily to support undergraduate students enrolled in the public college and university systems in Florida.

While the current statewide allocation to FLVC for the purchase of electronic resources for the State University System (SUS) and the Florida College System (FCS) does allow for a number of interdisciplinary and subject-specific resources, it does not provide for a consistent level of access to STEM resources available to undergraduate students enrolled in state universities and colleges in Florida. STEM resources can be expensive. For example, FLVC currently licenses ProQuest’s SciTech Collection for the SUS, which costs \$310,000 annually. It is estimated that extending access to this database alone for the FCS would double that figure. The balance of the requested funding would be required to ensure statewide access to databases such as Gale’s Science in Context, APA’s PsycInfo, and ACM’s Digital Library for computer science. This additional funding is necessary in order to create a central collection of fundamental STEM full-text electronic resources to support undergraduate students in the SUS and FCS.

Total funding requested for STEM e-resources for undergraduate students is \$1,050,000.

This request also includes the needs of the 12th university, Florida Polytechnic University, to the SUS. Florida Poly greatly increases the need to provide access to the most current and up-to-date STEM resources, which will increase the cost to the system. For example, it requires an additional \$40,000 annually to provide Florida Poly access to Compendex and Inspec. While FLVC successfully limited the costs of providing access to e-resources for Florida Poly in 2014 by negotiating free trial access, these costs rose in 2015 and are expected to rise again in 2016 as vendors expect payments on behalf of Florida Poly to complete the transition to the full licensing cost. It is anticipated that the costs to include Florida Poly in the existing e-resources that FLVC provides to the SUS are \$250,000 recurring. **Total funding requested for e-resources to support students at Florida Poly is \$250,000.**

Additionally, the majority of Florida undergraduate students do not have access to the high quality educational videos and multimedia resources that are so critical in the online educational environment. Funding for a collection of multimedia resources that broadly support the core undergraduate curriculum would support the educational mission of the state. FLVC currently offers the Films On Demand Master Academic Collection for the FCS; extending that license to include the SUS would cost an additional \$200,000. Additional essential multimedia resources are produced by Alexander Street Press, with subject coverage ranging from STEM and Health Sciences to the Arts and Humanities. These resources would be incorporated into local institutional learning management systems, course management systems, and alternate textbook programs, reducing the overall cost of course materials to students. **Total funding requested for video and multimedia resources is \$950,000.**

Finally, the base funding for electronic resources provided through CFPP and its predecessor organizations (FLVC, FCLA and CCLA) has not been increased for over five years. Price increase for these important electronic resources erode the ability to maintain the materials that are currently offered to students enrolled in the public college and university systems in Florida. An increase of 10% to the existing base funding for electronic resources would restore some of the lost purchasing power and avoid further reductions in content at a time when we are trying to expand resources for students. **Total funding requested to maintain funding for current e-resources is \$685,302.**

This additional statewide funding for e-resources acquired centrally by CFPP on behalf of the state universities and colleges would ensure consistent access to resources critical to support programs for undergraduate students.

Board of Governors Request for the State University System (SUS): 1,870,000

The State University System (SUS) has successfully and jointly collaborated in the licensing of electronic journals (e-journals) for many years. This collaboration has been one of the strengths of the SUS library system and has provided SUS students and faculty with essential resources needed to do academic research and study, primarily in the STEM disciplines. Through collaborative licensing, students across the SUS can access e-journals that would normally be too expensive for each university to purchase on its own. This request complements, but does not duplicate, the request for the Complete Florida Plus Program included above.

E-journals are scholarly materials that can be accessed via the internet. They are formatted similarly to articles in traditional printed journals, but in electronic form, the articles contain imbedded metadata that can link to related materials and also allow a researcher to mine the data in novel ways to support the research that is underway. Less than 20% of these scholarly resources are free of copyright and available without a license or subscription fee. Most of this essential information is copyrighted and the state universities, through their libraries, license the content in order to provide access to students and faculty.

Each university has contributed an amount towards the license of e-journals, with the total contribution exceeding \$15.8 million in 2013-2014 and continues to increase annually. However, the current funding distribution is highly inequitable across the institutions and these funds will be used, in part, to address these conditions, and in part to acquire additional high-value content not currently available to support SUS graduate and professional students. The electronic resources to be acquired are of particular value to graduate and professional students in the STEM disciplines, although the information will be available to all SUS students and faculty and to FCS students and faculty when they are on university campuses.

It is well-known that STEM education is a high-cost, but necessary, investment and these e-journals are essential to support graduate-level STEM education and research in the state universities. However, the cost of e-journals has been increasing at the rate of 5% to 10% annually, far outpacing inflation and the library materials budgets of the state university libraries. This problem is not unique to the state of Florida. It is occurring all over the United States and is attributable to the fact that a small number of publishers have effectively achieved monopoly-like control over the majority of essential scholarly publications, particularly in STEM disciplines. Elsevier, Springer and Wiley are examples of publishers who control access to these high-cost, high-value STEM subscriptions that are essential for graduate study and research in the State University System.

The federal government recognizes the problem and is seeking to address it by requiring that published results of federally funded research be made available without charge within 12 months of initial publication. However, this change is three to five years away from implementation, and in the interim, the university faculty and students must have access to those e-journals if the State is to maintain and improve its STEM goals. Furthermore, the planned 12 month delay in release of the information is too long to allow the universities to cancel e-journal licenses and still adequately support timely access to current research and scholarship.

While universities have attempted to reduce costs during the economic downturn, the rising costs for these essential resources are becoming problematic. Enrollment and research funding has been increasing at the 11 universities, and with the additional of a new university, Florida Polytech, an investment of \$5.6 million over a 3-year period, would aid all of the universities in providing the academic materials that are important to provide for and achieve academic excellence. These journals are critical to the STEM education, research, and technology transfer efforts that are so important to students, faculty, and our industrial partners. The requested amount of \$1.87 million increase in recurring funds per year would be administered by the Board of Governors and allocated in an equitable manner among the institutions.

The resources requested for the SUS are in addition to and separate from those licensed by the Complete Florida Plus Program on behalf of the SUS and FCS. It

addresses the unique e-journal collections that support the STEM graduate education and research enterprise in the SUS. These e- journal collections are critical to those efforts and, of course, will impact tech transfer and economic development in future years.

II. Return on Investment

Florida's public post-secondary institutions are striving to graduate students with baccalaureate, masters, doctoral and professional degrees who are well prepared for the knowledge economy and who will work effectively, not only in Florida, but in the global marketplace. CFPP (on behalf of the SUS and FCS) and the State University System license electronic resources that are essential to support this investment in student success.

To meet the dynamic BOG Strategic Plan goal of 22,500 STEM undergraduates system-wide by 2025, the acquisition and enhancement of STEM and multi-media resources by CFPP on behalf of the SUS and FCS is imperative. Providing this critical support for access to resources for undergraduate students will facilitate increased knowledge, encourage retention, and reduce time to graduation, especially in the key STEM fields.

Similarly, the state universities are striving to improve efficiency in operations and to reduce costs to the state and students while continuing to provide a high-value educational experience. This funding for the licensing of STEM e-journals for graduate and professional education and research meets goals that have been articulated by the Board of Governors, the Governor, and the Legislature to reduce duplication, create alternative funding strategies thru entrepreneurial enterprises, and to improve the quality, value, and cost of the educational experience for students.

III. Facilities:

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	NA			
2.				

2016-2017 Legislative Budget Request
Education and General
Position and Fiscal Summary
Operating Budget Form II
(to be completed for each issue)

University:	SUS & FCS - Systemwide;
	SUS - Systemwide
Issue Title:	Enhanced STEM E-Resources

	RECURRING	NON-RECURRING	TOTAL
<hr/>			
<u>Positions</u>			
Faculty	0.00	0.00	0.00
Other (A&P/USPS)	0.00	0.00	0.00
	-----	-----	-----
Total	0.00	0.00	0.00
	=====	=====	=====
<u>Salary Rate (for all positions noted above)</u>			
Faculty	\$0	\$0	\$0
Other (A&P/USPS)	\$0	\$0	\$0
	-----	-----	-----
Total	\$0	\$0	\$0
	=====	=====	=====
Salaries and Benefits	\$0	\$0	\$0
Other Personal Services	\$0	\$0	\$0
Expenses	\$0	\$0	\$0
Operating Capital Outlay	\$0	\$0	\$0
Electronic Data Processing	\$0	\$0	\$0
Special Category (Specific)	\$0	\$0	\$0
E-Resources Licenses for Undergraduate Students in the SUS and FCS through UWF/CFPP	\$2,935,302	\$0	\$2,935,302
E-Resources Licenses for Graduate Students in the SUS through UF	\$1,870,000	\$0	\$1,870,000
	\$0	\$0	\$0
	-----	-----	-----
Total All Categories	\$4,805,302	\$0	\$4,805,302
	=====	=====	=====



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Strategic Planning Committee
President's Room B
Emerson Alumni Hall
University of Florida
1938 West University Avenue
Gainesville, FL 32603
September 2, 2015
2:00 p.m. – 3:00 p.m.

or

Upon Adjournment of Previous Meetings

Chair: Mr. Dean Colson; Vice Chair: Ms. Patricia Frost
Members: Beard, Doyle, Lautenbach, Morton, Robinson

1. Call to Order and Opening Remarks Governor Patricia Frost
2. **Approval of Committee Meeting Minutes** Governor Frost
Minutes, June 16-17, 2015
3. **University Work Plan Follow-up** Governor Frost
 - a. **FAMU 2015 Work Plan** University Representatives
 - b. FAMU Plan to Improve Graduation Rates
and Employability of Graduates
4. **State University Affordability** Mr. Marshall Criser III
Chancellor
Board of Governors
5. Concluding Remarks and Adjournment Governor Frost

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
September 2, 2015**

SUBJECT: Approval of Minutes of the Committee's June 16-17, 2015 Meeting

PROPOSED COMMITTEE ACTION

Approve the minutes of the Strategic Planning Committee's June 16-17, 2015 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 June 16-17, 2015 meeting at the University of South Florida.

Supporting Documentation Included: Minutes: June 16-17, 2015

Facilitators/Presenters: Governor Patricia Frost

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
STRATEGIC PLANNING COMMITTEE
UNIVERSITY OF SOUTH FLORIDA
TAMPA, FLORIDA
June 16-17, 2015

*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 on June 16, 2015

Governor Colson convened the meeting of the Strategic Planning Committee at 1:03 p.m. on June 16, 2015 with the following members present: Dick Beard, Dan Doyle, Patricia Frost, Ed Morton, and Katherine Robinson. A quorum was established. Other Board members present were Governors Hosseini, Graham, Huizenga, Kuntz, Levine, Link, Stewart, and Tripp.

2. Approval of Minutes from Committee Meeting March 18, 2015

Governor Frost moved that the Committee approve the minutes of the meeting held on March 18, 2015, as presented. Dr. Robinson seconded the motion, and the members of the committee concurred unanimously.

3. State University System Affordability

Governor Colson reminded members that the Strategic Planning Committee is undertaking a year-long study that examines the major components of affordability and explores whether the State University System is affordable for all students who are qualified and motivated to attend. He asked Chancellor Criser to set the stage for the Committee's discussion and to introduce the Committee's guest speaker.

Chancellor Criser said that the Board of Governors was fortunate to be joined by Dr. Donald E. Heller, Dean of the College of Education at Michigan State University and a professor of higher, adult, and lifelong education. Prior to joining Michigan State in January 2012, Dr. Heller was director of the Center for the Study of Higher Education and professor of education and senior scientist at Pennsylvania State University. His teaching and research is in the areas of educational economics, public policy, and

finance, with a primary focus on issues of college access and choice for low-income and minority students.

Chancellor Criser said that Dr. Heller has consulted on higher education policy issues with university systems and policymaking organizations in many states, and has testified in front of Congressional committees, state legislatures, and in federal court cases as an expert witness. He said, further, that Dr. Heller would focus on two areas. First, he would attempt to identify the key affordability issues regarding public higher education in Florida that the Board of Governors should be addressing. Secondly, Dr. Heller would attempt to identify those affordability policies that have been implemented in other states that would be most relevant to the circumstances found in Florida. Dr. Heller was then invited to make his presentation.

Dr. Heller said that his presentation would focus on four areas: (1) the status of affordability in the nation, (2) SUS affordability in a national context, (3) determinants of affordability, and (4) guiding principles for consideration. Dr. Heller first focused on dominant media messages nationally with respect to affordability. These messages emphasized that (1) tuition prices were skyrocketing and out of control, (2) affordability is a crisis for all students, (3) student debt loan is choking the American economy, and (4) going to college doesn't pay off. He said that the reality was that (1) net prices are rising much less quicker than sticker prices, (2) most students have reasonably affordable choices, (3) most graduates are effectively managing their debt, and (4) the returns to college are, on average, still very positive.

Dr. Heller next provided an historical perspective on national public four-year sticker and net tuition prices as a percentage of family income quintiles. Following that, he provided information with regard to loan debt of seniors in the U.S. by income group, broken out by type of postsecondary institution. He then provided information on the payment status of education debt in the U.S. in 2014 by type of postsecondary institution. Dr. Heller next compared "sticker" prices as a percentage of median household income between the SUS and the U.S., followed by a comparison of the Florida SUS with the U.S. with regard to average annual loans at public four-year postsecondary institutions. He then shared figures on affordability by SUS institution compared to the U.S., as well as loan default figures by SUS institution compared to the U.S. Dr. Heller next showed the relationship between legislative appropriations and tuition, demonstrating that when appropriations went down, tuition increased.

Dr. Heller then identified policies affecting affordability. These included (1) policies relative to appropriations, (2) tuition policies, (3) and performance funding policies. He said that a working definition of affordability was net price divided by the ability to pay. Finally, he indicated that financial barriers should not exclude any qualified student from postsecondary attendance.

Following his presentation, the Committee posed questions to Dr. Heller. Governor Colson queried as to the State University System's obligations to admit students, given the availability of other, less expensive options for prospective students in Florida. Dr. Heller said that he believed that this was a fair question and a conversation worth having in Florida. Governor Beard asked how Florida fared nationally with respect to net tuition costs. Dr. Heller replied that Florida fared very well. Governor Levine commented that it would be interesting to understand how individual universities compared with their national peers relative to cost. Governor Tripp asked Dr. Heller whether he has looked at how dollars are being spent in order to contain rising costs. Dr. Heller said that there is national data available to make those comparisons. Governor Tripp queried as to the viability of attending school year-around or reducing hours to degree. Dr. Heller said that both were options that could be considered but that they, in turn, would have implications. Governor Colson said that he hoped that, when Dr. Heller returned in November, he could provide an identification of the least expensive options for students in Florida. Chancellor Criser asked whether there were ways to enhance participation in the Florida Prepaid Program. Dr. Heller responded that there might be ways, but that the Program participants consisted of prospective students who were likely to attend college anyway. At the conclusion of the discussion, Chair Colson and Governor Criser thanked Dr. Heller for his insights and said that they looked forward to hearing from him again in November.

4. Consideration of 2015 University Work Plans

Mr. Colson indicated that the Committee would now take up 2015 University Work Plans and invited Florida International University to make its presentation.

A. Florida International University

After Florida International University presented its Work Plan, members questioned the university. Key issues and specific discussion included greater specificity in describing the proposed Bachelor's in Latin American studies, increasing six-year graduation rates, demand matching between academic programs and business and industry, cost to degree, recruiting more National Academy members, and increasing amounts of annual giving. After the discussion, Governor Morton moved that the committee recommend that the full Board approve that portion of the FIU Work Plan associated with the 2015-16 academic year, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations and accept the out-year portions of the Work Plan. Governor Doyle seconded the motion, and the members of the committee concurred unanimously.

B. Florida State University

After Florida State University presented its Work Plan, members questioned the university. Key issues and specific discussion included projected increases in cost to degree, faculty hiring for preeminence, and the mission of the FSU College of Medicine. FSU was directed to return to the committee at a later date for a discussion of timelines and resources needed for the institution to attain Top 25 status nationally. After the discussion, Governor Frost moved that the committee recommend that the full Board approve that portion of the FSU Work Plan associated with the 2015-2016 academic year, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations and accept the out-year portions of the Work Plan. Governor Morton seconded the motion, and the members of the committee concurred unanimously.

C. Florida Gulf Coast University

After Florida Gulf Coast University presented its Work Plan, members questioned the university. Specific discussion included the rising cost to degree, gains in graduation rates, and improving retention rates. After the discussion, Governor Robinson moved that the committee recommend that the full Board approve that portion of the FGCU Work Plan associated with the 2015-2016 academic year, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations and accept the out-year portions of the Work Plan. Governor Morton seconded the motion, and the members of the committee concurred unanimously.

D. New College of Florida

After New College of Florida presented its Work Plan, members questioned the institution. Specific discussion included graduate employment, improving retention rates, closing the gap between four-year and six-year graduation rates, enhancing transfer rates from the Florida College System, and the numbers of students who are graduating and able to get jobs. After the discussion, Governor Robinson moved that the committee recommend that the full Board approve that portion of the NCF Work Plan associated with the 2015-2016 academic year, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations and accept the out-year portions of the Work Plan. Governor Beard seconded the motion, and the members of the committee concurred unanimously.

5. Adjournment

The meeting was adjourned at 5:28 p.m. on June 16, 2015.

6. Call to Order on June 17, 2015

Chair Colson reconvened the meeting of the Strategic Planning Committee at 8:23 a.m. on June 17, 2015 and invited Florida Polytechnic University to present its 2015 Work Plan.

7. Consideration of 2015 University Work Plans

A. Florida Polytechnic University

After Florida Polytechnic University presented its Work Plan, members questioned the university. Specific discussion included the significant investment needed if the institution is to fulfill its vision statement, expected numbers of out-of-state students in the out-years, short-term space issues, expected completion rates, the level of the SAT scores for entering students, and fundraising. Florida Polytechnic University was directed to provide a breakout of SAT scores by quintile and corresponding success in calculus classes. In addition, the institution was directed to provide, at a later date, a “reset” with respect to facilities and infrastructure needed in the mid- and long-term in light of projected enrollments, and academic program offerings and research endeavors. After the discussion, Governor Beard moved that the committee recommend that the full Board approve that portion of the Florida Polytechnic University Work Plan associated with the 2015-2016 academic year, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations and accept the out-year portions of the Work Plan. Governor Link seconded the motion, and the members of the committee concurred unanimously.

B. University of Florida

After the University of Florida presented its Work Plan, members questioned the university. Specific discussion included the University’s PaCE Program, enhancement of research expenditures, institutional security, student engagement in goal-setting, and the gap between four-year and six-year graduation rates. In addition, UF was directed to return to the committee at a later date for a discussion of timelines and resources needed for the institution to attain Top 10 status nationally. After the discussion, Governor Link moved to approve that portion of the UF Work Plan associated with the 2015-2016 academic year, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board

regulations and accept the out-year portions of the Work Plan. Governor Frost seconded the motion, and the members of the committee concurred unanimously.

C. University of West Florida

After the University of West Florida presented its Work Plan, members questioned the university. Specific discussions included the Complete Florida Program's reaching out to as many prospective students as possible, the number of students over the age of 25, the effect of FSU's Panama City Branch Campus enhancement, the decline of average SAT scores over time, improving retention rates, and improving goals for the reduction of excess hours. The University was directed, at a later time, to provide an indication of regional workforce needs and the corresponding programs and resources that are going toward meeting those needs. After the discussion, Governor Frost moved that the committee recommend that the full Board approve that portion of the UWF Work Plan associated with the 2015-2016 academic year, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations and accept the out-year portions of the Work Plan. Governor Robinson seconded the motion, and the members of the committee concurred unanimously.

D. University of North Florida

After the University of North Florida presented its Work Plan, members questioned the institution. Specific discussion included improving graduation rates, and closing the gap between four-year and six-year graduation rates. After the discussion, Governor Robinson moved that the committee recommend that the full Board approve that portion of the UNF Work Plan associated with the 2015-2016 academic year, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations and accept the out-year portions of the Work Plan. Governor Doyle seconded the motion, and the members of the committee concurred unanimously.

E. Florida A&M University

After Florida A&M University presented its Work Plan, members questioned the university. Specific discussion included the percentage of Profile Admit students who are getting jobs, furthering the institution's diversity, licensure passage rates in certain academic programs, disappointment with respect to the aggressiveness on goals for certain performance metrics, and the extent to which the University's plan represents incremental improvement as opposed to having a transformative effect on the campus. The sentiment expressed by the committee and by other members of the Board was that FAMU needed transformational change rather than incremental improvement.

Accordingly, the university was directed to revise its Work Plan and to present a more aggressive Work Plan in September.

F. Florida Atlantic University

After Florida Atlantic University presented its Work Plan, members questioned the university. Specific discussion included the status of research expenditures, graduation rates, closing the gap between four-year and six-year graduation rates, the extent of articulation with the Florida College System, and the provision of medical residencies. The university was reminded that there was ensurance on behalf of its five-hospital consortium that an additional 200 residency slots would be provided. After the discussion, Governor Link moved that the committee recommend that the full Board approve that portion of FAU's Work Plan associated with the 2015-2016 academic year, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations and accept the out-year portions of the Work Plan. Governor Doyle seconded the motion, and the members of the committee concurred unanimously.

G. University of Central Florida

After the University of Central Florida presented its Work Plan, members questioned the university. Key issues and specific discussion included factors contributing to the University's success in key areas, the UCF/Florida College System partnership, the institution's ultimate growth plans, the university's academic and research areas of excellence, narrowing the gap between four-year and six-year graduation rates, and seeing an increase in annual giving. After the discussion, Governor Beard moved that the committee recommend that the full Board approve that portion of the UCF Work Plan associated with the 2015-2016 academic year, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations and accept the out-year portions of the Work Plan. Governor Frost seconded the motion, and the members of the committee concurred unanimously.

H. University of South Florida

After the University of South Florida presented its Work Plan, members of the committee questioned the university. Specific discussion included the appropriate size for the Tampa campus, growth at the St. Petersburg campus, capturing the "swirling" of students among the USF System campuses, and collaboration with other SUS institutions in medical research. After the discussion, Governor Frost moved that the committee recommend that the full Board approve that portion of the USF Work Plan associated with the 2015-2016 academic year, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to

law or Board regulations and accept the out-year portions of the Work Plan. Governor Beard seconded the motion, and the members of the committee concurred unanimously.

8. Next Steps and Closing Remarks

Having no further business, the meeting was adjourned on June 17, 2015 at 3:55 p.m.

Dean Colson, Chair

R.E. LeMon, Associate Vice Chancellor

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
September 2, 2015**

SUBJECT: University Work Plan Follow-up: Florida Agricultural and Mechanical University Work Plan; FAMU Plan to Improve Graduation Rates and Employability of Graduates

PROPOSED COMMITTEE ACTION

Consider for approval revised 2015 Work Plan for Florida Agricultural and Mechanical University. Consider for approval a Florida Agricultural and Mechanical University plan to improve graduation rates and employability of graduates.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 2.002; 2015 Legislative Session Specific Appropriation 138

BACKGROUND INFORMATION

At its June 16-17, 2015 meeting, the Committee considered for approval those portions of 2015 University Work Plans associated with the 2015-2016 academic year. At that time, concerns were expressed that the Florida Agricultural and Mechanical University Work Plan was demonstrating incremental rather than transformative change for the institution. The University was directed to return in September with a revised Work Plan. Representatives from Florida Agricultural and Mechanical University will make a brief presentation with regard to the request made by the Strategic Planning Committee.

In addition, the 2015 Legislative Session, Specific Appropriation 138 provided \$1,000,000 to Florida Agricultural and Mechanical University to implement a plan to improve graduation rates and employability of graduates. The Specific Appropriation indicated that Board of Governors approval of the plan is required. Representatives from Florida Agricultural and Mechanical University will describe the proposed use of these dollars and the expected outcomes.

These items were approved by Florida Agricultural and Mechanical University's Board of Trustees on August 17, 2015. If approved by the Strategic Planning Committee, they will be forwarded to the full Board of Governors for consideration and approval.

Supporting Documentation Included:

1. Revised FAMU Work Plan
2. Student Success Initiatives Funding

Facilitators / Presenters:

Governor Frost
FAMU Representatives

Florida Agricultural and Mechanical University

2015 Work Plan



Florida Agricultural and Mechanical University

University Work Plan Presentation

for Board of Governors June 2015 Meeting

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

FAMU BOT APPROVED 8/17/2015



INTRODUCTION

The State University System of Florida has developed three tools that aid in guiding the System's future.

- 1) The Board of Governors' 2025 System Strategic Plan is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.

The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2015-16 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



TABLE OF CONTENTS

1. STRATEGY

- a. Mission Statement
- b. Vision Statement
- c. Statement of Strategy
- d. Strengths and Opportunities
- e. Key Initiatives & Investments

2. PERFORMANCE BASED FUNDING METRICS

3. PREEMINENT RESEARCH UNIVERSITY METRICS

4. OTHER KEY PERFORMANCE INDICATORS

- a. Goals Common to All Universities
- b. Goals Specific to Research Universities
- c. Institution Specific Goals

5. OPERATIONS

- a. Fiscal Information
- b. Enrollment Planning
- c. Academic Program Coordination

6. DEFINITIONS



MISSION STATEMENT (What is your purpose?)

Florida Agricultural and Mechanical University (FAMU) is an 1890 land-grant institution dedicated to the advancement of knowledge, resolution of complex issues and the empowerment of citizens and communities. The University provides a student-centered learning environment consistent with its core values. The faculty is committed to educating students at the undergraduate, graduate, doctoral and professional levels, preparing graduates to apply their knowledge, critical thinking skills and creativity in their service to society. FAMU's distinction as a doctoral/research institution will continue to provide mechanisms to address emerging issues through local and global partnerships. Expanding upon the University's land-grant status, it will enhance the lives of constituents through innovative research, engaging cooperative extension, and public service. While the University continues its historic mission of educating African Americans, FAMU embraces persons of all races, ethnic origins and nationalities as life-long members of the university community.

VISION STATEMENT (What do you aspire to?)

Florida A&M University (FAMU) will be internationally recognized as a premier land grant and research institution committed to exemplary teaching, research, and service preparing transformational graduates with high ethical values dedicated to solving complex issues impacting our global society.

STATEMENT OF STRATEGY (How will you get there?)

Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

The University's primary market continues to be African Americans and other underrepresented minorities. The University will continue to increase its efforts to attract students of all races, while enhancing its position as a leading producer of African American graduates through strategies to attract well-qualified students, as well as enhanced processes to increase admissions-to-enrollment yield rates, graduation rates and employment outcomes. This will necessitate a continued focus on retention, student progression and graduation and quality of instruction in particular strategic areas. The University also seeks to enhance its customer services and its business operations in student and financial services to promote efficiency and compliance with internal and external requirements. Furthermore, the University seeks to enhance its standing as a doctoral research university through increased research activity by incentivizing faculty, particularly in STEM and health-related disciplines, with an expectation of increased external funding. In this regard, the University will examine faculty workload, including course load, with the aim of increasing time for research in order to improve research productivity. Although we have realized efficiencies and made strides in various areas, in order to create transformational change, additional funds are essential. To help support these initiatives, the University will do its share in raising external funds.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

What are your core capabilities, opportunities and challenges for improvement?

Florida Agricultural and Mechanical University is a doctoral research institution and is one of the top Historically Black Colleges and Universities (HBCUs) in the nation. The new leadership team is poised to capitalize on University strengths and opportunities with renewed vigor. The University's strengths include: 1) over \$50 million in research revenues annually, 2) recognition as a top producer of minority graduates, 3) offering an array of accredited professional programs, 4) land-grant institution, 5) a focus on STEM and health-related disciplines, areas in which minorities are particularly underrepresented, and 6) its national reputation as an institution that promotes social mobility. The University is continuing in its efforts to increase retention and graduation rates at all degree levels; meet labor market expectations of employers and the professions; and increase productivity in research. Opportunities include an amplified focus on student recruitment, retention and graduation, increased engagement in land-grant initiatives and increased expectations for performance throughout the institution. The University must pursue opportunities to make a financial investment in the land-grant mission of the University and in STEM disciplines, which includes the FAMU-FSU College of Engineering.

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1. Increase the persistence/retention rate of undergraduate students, leading to increased graduation rates.

Strategies include: developing and implementing a comprehensive retention and debt reduction plan; increasing student participation in First Year Experience activities; developing a living-learning community dorm experience; increasing student engagement in curricular and co-curricular initiatives; offering professional development activities for students and faculty/advisors; and enhancing the electronic monitoring of student progression. FAMU has invested significantly in some of these activities designed to increase student retention and progression in the past two years; more detailed information is provided in the update to the Retention and Debt Reduction Plan, which accompanies this Work Plan. By focusing efforts on the timely production of well-qualified graduates, the University, in all probability, will be able to reduce costs associated with current progression and graduation rates of students. FAMU targets AA transfers of Florida College System institutions, and FAMU has established community college scholarships to assist students financially as they transition to our institution. The University is in the process of revising the individual articulation agreements with Florida College System institutions to reflect the amount of the scholarships. In addition, both the offices of Enrollment and Academic Advisement have designated staff to communicate with Florida College System institutions concerning applicants and support services.

2. Increase the number of undergraduate and graduate degrees awarded in the areas of STEM and health-related disciplines.

Several key initiatives are underway to increase the enrollment and number of STEM and Health graduates, including targeting \$3.9 million from Title III federal grant program to support retention, progression and graduation in STEM; an NSF grant to revamp and enhance approaches for STEM students in lower-division courses; and hiring up to thirteen (13) tenure-track faculty in biology, chemistry, computer and information sciences and mathematics for fall 2014. The University plans to strengthen its recruitment of STEM ready students and increase scholarships available to students in STEM, including engineering students. Additionally, the University will continue to improve on the outcome of licensure pass rates for programs in health. As the University prepares for a new QEP cycle, the campus will engage in discussions related to student outcomes in all disciplines and programs.

3. Broaden the student base. The University seeks to broaden its student base by recruiting students who will bring desired characteristics to the student body and as a consequence, enhance the educational experience for all students. The University seeks to attract more students with diverse experience; more high-achieving students; and students who bring more racial and ethnic diversity to the campus. In order to achieve this goal the University is investing in the services and programs that will appeal to students with these characteristics and support their success once enrolled. Notably, the University is expanding its outreach to prospective students beyond traditional regional quarters; reorganizing and investing in services provided to international students; enhancing offerings for honors students; and promoting changes in first-year basic courses to attract and support students interested in STEM areas.



PERFORMANCE FUNDING METRICS

Each university is required to complete the table below, providing their goals for the metrics used in the Performance Based Funding model that the Board of Governors approved at its January 2014 meeting. The Board of Governors will consider the shaded 2017 goals for approval.

	ONE-YEAR TREND	2015 ACTUAL	2016 GOALS	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Metrics Common To All Universities								
Percent of Bachelor's Graduates Employed Full-time or Continuing their Education within the U.S. One Year After Graduation	4 pts	69% (2012-13)	70% (2013-14)	71% (2014-15)	72% (2015-16)	73% (2016-17)	74% (2017-18)	76% (2018-19)
Median Wages of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation	-4%	\$28,800 (2012-13)	\$29,000 (2013-14)	\$29,500 (2014-15)	\$30,000 (2015-16)	\$30,500 (2016-17)	\$31,500 (2017-18)	\$32,000 (2018-19)
Average Cost per Bachelor's Degree [Instructional Costs to the University]	8%	\$40,080 (2010-14)	\$44,242 (2011-15)	\$47,677 (2012-16)	\$48,215 (2013-17)	\$45,367 (2014-18)	\$42,716 (2015-19)	\$38,875 (2016-20)
FTIC 6 year Graduation Rate [Includes full- and part-time students]	-2 pts	39% (2008-14)	39% (2009-15)	43% (2010-16)	49% (2011-17)	62% (2012-18)	69% (2013-19)	75% (2014-20)
Academic Progress Rate [FTIC 2 year Retention Rate with GPA>2]	1 pts	70% (2013-14)	73% (2014-15)	75% (2015-16)	77% (2016-17)	80% (2017-18)	85% (2018-19)	87% (2019-20)
University Access Rate [Percent of Fall Undergraduates with a Pell grant]	-4 pts	62% (Fall 2013)	60% (Fall 2014)	60% (Fall 2015)	60% (Fall 2016)	60% (Fall 2017)	60% (Fall 2018)	60% (Fall 2019)
Bachelor's Degrees Awarded Within Programs of Strategic Emphasis	1 pts	51% (2013-14)	51% (2014-15)	53% (2015-16)	54% (2016-17)	55% (2017-18)	57% (2018-19)	58% (2019-20)
Graduate Degrees Awarded Within Programs of Strategic Emphasis	-1 pts	43% (2013-14)	45% (2014-15)	46% (2015-16)	46% (2016-17)	47% (2017-18)	49% (2018-19)	52% (2019-20)
Board of Governors Choice Metric								
Percent of Bachelor's Degrees Without Excess Hours	3 pts	34% (2013-14)	36% (2014-15)	40% (2015-16)	48% (2016-17)	55% (2017-18)	60% (2018-19)	72% (2019-20)
Board of Trustees Choice Metric								
Percent of R&D Expenditures Funded from External Sources	0 pts	80% (2013-14)	80% (2014)	80% (2015)	80% (2016)	80% (2017)	83% (2018)	86% (2019)

Note: Metrics are defined in appendix. For more information visit: http://www.flbog.edu/about/budget/performance_funding.php.



KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'¹, which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

¹ The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).



KEY PERFORMANCE INDICATORS

Metrics Common to All Universities

	FIVE YEAR TREND	2015 ACTUAL	2016 GOALS	2017 GOALS	2018 GOALS	2019 GOALS
Academic Quality						
National Rankings for University FAMU is ranked #1 among public HBCUs (#8 overall).	n/a	1 2015	1 2016	1 2017	1 2018	1 2019
SAT Score* [for 3 subtests]	26	1,423 Fall 2014	1,450 Fall 2015	n/a	n/a	n/a
High School GPA	.31	3.34 Fall 2014	3.40 Fall 2015	3.45 Fall 2016	3.50 Fall 2017	3.55 Fall 2018
Professional/Licensure Exam First-time Pass Rates¹	n/a	0	1	4	4	4
Exams Above Benchmarks	n/a	4	3	0	0	0
Exams Below Benchmarks		2013-14	2014-15	2015-16	2016-17	2017-18
Operational Efficiency						
Freshman Retention Rate	2.7 pts	81% 2013-14	82% 2014-15	84% 2015-16	86% 2016-17	86% 2017-18
FTIC Graduation Rates						
In 4 years (or less)	0.9 pts	12% 2010-14	12% 2011-15	18% 2012-16	20% 2013-17	25% 2014-18
In 6 years (or less)	-1.8 pts	39% 2008-14	39% 2009-15	43% 2010-16	49% 2011-17	62% 2012-18
AA Transfer Graduation Rates						
In 2 years (or less)	5.1 pts	22% 2012-14	24% 2013-15	25% 2014-16	26% 2015-17	26% 2016-18
FTIC Average Time to Degree (in years)	-0.2	4.8 2013-14	4.7 2014-15	4.6 2015-16	4.5 2016-17	4.5 2017-18
Return on Investment						
Bachelor's Degrees Awarded First Majors Only	9%	1,560 2013-14	1,570 2014-15	1,590 2015-16	1,620 2016-17	1,625 2017-18
Percent of Bachelor's Degrees in STEM & Health	3.3 pts	39% 2013-14	40% 2014-15	41% 2015-16	43% 2016-17	45% 2017-18
Graduate Degrees Awarded	-5.7%	615 2013-14	620 2014-15	625 2015-16	628 2016-17	635 2017-18
Percent of Graduate Degrees in STEM & Health	4.2 pts	41.5% 2013-14	41% 2014-15	43% 2015-16	44% 2016-17	45% 2017-18
Annual Gifts Received (\$Millions)	-34.1%	\$3.3M 2013-14 Actual	\$5.0M 2014-15 (estimate)	\$5.7M 2015-16	\$6.0M 2016-17	\$6.5M 2017-18
Endowment (\$Millions)	-8.06%	\$127.2M 2013-14 Actual	\$137.9M 2014-15 (estimate)	\$149.7M 2015-16	\$176.3M 2016-17	\$191.1M 2017-18

Note*: The College Board is revising the SAT test starting March 2016.

¹ The BOG dropped Occupational Therapy from this metric because the national benchmark changed to pass rate of new graduates rather than first time pass rate. FAMU had a 92% pass rate in 2014.



KEY PERFORMANCE INDICATORS

Metrics Specific to Research Universities

	FIVE YEAR TREND	2015 ACTUAL	2016 GOALS	2017 GOALS	2018 GOALS	2019 GOALS
Academic Quality						
Faculty Awards	2	2 2012	2 2013	2 2014	2 2015	2 2016
National Academy Members	0	0 2012	0 2013	0 2014	0 2015	0 2016
Number of Post-Doctoral Appointees	18	20 Fall 2012	21 Fall 2013	22 Fall 2014	23 Fall 2015	24 Fall 2016
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures	n/a	1 2012-13	1 2013-14	1 2014-15	1 2015-16	1 2016-17
Return on Investment						
Total Research Expenditures (\$M) [includes non-Science & Engineering disciplines]	-4.7%	\$46.4M 2013-14	\$47.8M 2014-15	\$50.2M 2015-16	\$52.7M 2016-17	\$55.3M 2017-18
Science & Engineering Research Expenditures (\$M)	-5%	\$29M 2013-14	\$29.9M 2014-15	\$30.8M 2015-16	\$31.7M 2016-17	\$32.6M 2017-18
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences (\$M)	17.6%	\$21.4M 2013-14	\$22.0M 2014-15	\$23.1M 2015-16	\$24.3M 2016-17	\$25.5M 2017-18
Percent of Research Expenditures funded from External Sources	-7 pts	80% 2013-14	80% 2014-15	80% 2015-16	80% 2016-17	80% 2017-18
Patents Issued	+1	1 2013	3 2014	4 2015	2 2016	4 2017
Licenses/Options Executed	0%	0 2012-13	0 2013-14	2 2014-15	4 2015-16	4 2016-17
Licensing Income Received (\$M)	-100%	\$0 2012-13	\$0 2013-14	\$0 2014-15	\$5,000 2015-16	\$10,000 2016-17
Number of Start-up Companies	0%	0 2012-13	0 2013-14	1 2014-15	2 2015-16	2 2016-17
National Rank is Higher than Predicted by the Financial Resources Ranking [based on U.S. News & World Report]	n/a	233 198 2015	220 200 2016	218 202 2017	216 202 2018	213 202 2019
Research Doctoral Degrees Awarded	21%	23 2013-14	19 2014-15	23 2015-16	25 2016-17	26 2017-18
Professional Doctoral Degrees Awarded	9%	312 2013-14	320 2014-15	305 2015-16	305 2016-17	305 2017-18
TOTAL NUMBER OF IMPROVING METRICS	14	11	15	22	21	16



KEY PERFORMANCE INDICATORS

Institution Specific Goals

Each university will provide updates for the metric goals reported in last year's Work Plans. The Board of Governors will consider the shaded 2017 goals for approval. University leadership will need to discuss any proposed changes with Board of Governors staff.

	FIVE YEAR TREND	2015 ACTUAL	2016 GOALS	2017 GOALS	2018 GOALS	2019 GOALS
Metric #1: Bachelor's Degrees Awarded to Minorities (includes: Black, Asian, Hispanic, Native, Mixed)	27.2%	1,517 2013-14	1,537 2014-15	1,560 2015-16	1,580 2016-17	1,600 2017-18
Metric #2: Percent of Course Sections Offered via Distance and Blended Learning	2.0 %	2.05 Fall 2014	2.4 Fall 2015	2.8 Fall 2016	2.9 Fall 2017	3.0 Fall 2018
Metric #3: Percentage of Eligible Programs with Specialized Accreditation (** eligible programs calculated based on programs available at FAMU for which majority of other SUS institutions had accreditation)	Cannot compute meaningful comparison as several programs terminated in 2010-11	85.25% 2014-15	83.87% 2015-16	85.48% 2016-17	87.10% 2017-18	87.10% 2018-19

To further distinguish the university's distinctive mission, the university may choose to provide two additional narrative and metric goals that are based on the university's own strategic plan.

Goal 1. Increase the production of graduate degrees awarded to African Americans in the academic programs.

Metric: Number of graduate degrees awarded to African Americans.	-11.4%	475 2013-14	481 2014-15	510 2015-16	550 2016-17	590 2017-18
Metric: Number of students enrolled in graduate online programs	n/a	38 Fall 2014	43 Fall 2015	50 Fall 2016	62 Fall 2017	75 Fall 2018

Goal 2. Establish the position as a top ten producer of African Americans with graduate and professional degrees in the sciences, technology, engineering and mathematics (STEM), law and health disciplines.

Metric: Number of graduate degree programs in STEM, law and health, in which the University is in the top 10 in the production of African American graduates.	15.79%	18 2013-14	18 2014-15	20 2015-16	20 2016-17	21 2017-18
--	--------	---------------	---------------	---------------	---------------	---------------



FISCAL INFORMATION

University Revenues *(in Millions of Dollars)*

	2014-15 Actual	2015-16 Appropriations
Education & General – Main Operations		
State Funds	\$ 112.4	\$ xx.x
Tuition	\$ 72.4	n/a
TOTAL MAIN OPERATIONS	\$ 184.8	n/a
Education & General – Health-Science Center / Medical Schools		
State Funds	n/a	n/a
Tuition	n/a	n/a
TOTAL HSC	n/a	n/a
Education & General – Institute of Food & Agricultural Sciences (IFAS)		
State Funds	n/a	n/a
Tuition	n/a	n/a
TOTAL IFAS	n/a	n/a
EDUCATION & GENERAL TOTAL REVENUES	\$ 184.8	n/a

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.

OTHER BUDGET ENTITIES

Auxiliary Enterprises

Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.

Revenues	\$ 32.6	n/a
----------	---------	-----

Contracts & Grants

Resources received from federal, state or private sources for the purposes of conducting research and public service activities.

Revenues	\$ 51.3	n/a
----------	---------	-----

Local Funds

Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.

Revenues	\$ 83.2	n/a
----------	---------	-----

Faculty Practice Plans

Revenues/receipts are funds generated from faculty practice plan activities.

Revenues	n/a	n/a
----------	-----	-----

OTHER BUDGET ENTITY TOTAL REVENUES

\$ 167.1	n/a
----------	-----

UNIVERSITY REVENUES GRAND TOTAL

\$ 351.9	n/a
----------	-----



FISCAL INFORMATION (continued)

Undergraduate Resident Tuition Summary (for 30 credit hours)

	FY 2012-13 ACTUAL	FY 2013-14 ACTUAL	FY 2014-15 ACTUAL	FY 2015-16 REQUEST	FY 2016-17 PLANNED
Base Tuition	\$3,100	\$3,152	\$3,152	\$3,152	\$3,152
Tuition Differential Fee	\$1,091	\$1,091	\$1,091	\$1,091	\$1,091
Percent Increase	12.0%	1.3%	0.0%	0.0%	0.0%
Required Fees ¹	\$1,583	\$1,583	\$1,583	\$1,583	\$1,583
TOTAL TUITION AND FEES	\$5,774	\$5,826	\$5,826	\$5,826	\$5,826

Note¹: For more information regarding required fees see list of per credit hour fees and block fees on next page.

Student Debt Summary

	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 GOAL
Percent of Bachelor's Recipients with Debt	84%	85%	86%	87%	86%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$29,554	\$29,702	\$31,251	\$31,407	\$31,200
NSLDS Cohort Year	2009	2010	2011	2012	2013 GOAL
Student Loan Cohort Default Rate (3rd Year)	18.3%	18.9%	14.7%	14.9% <i>draft</i>	14.2%

Cost of Attendance (for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2014-15)

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$4,552	\$1,138	\$9,356	\$1,214	\$3,280	\$19,540
AT HOME	\$4,552	\$1,138	\$2,212	\$1,712	\$3,646	\$13,260

Estimated Net Cost by Family Income (for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2014-15)

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVG. GIFT AID AMOUNT	AVG. LOAN AMOUNT
Below \$40,000	3,241	60%	\$8,471	-\$1,973	\$7,433	\$6,495
\$40,000-\$59,999	682	13%	\$11,021	\$91	\$5,416	\$6,655
\$60,000-\$79,999	386	7%	\$13,313	\$2,447	\$3,178	\$6,991
\$80,000-\$99,999	291	5%	\$13,850	\$2,559	\$3,058	\$6,585
\$100,000 Above	542	10%	\$13,634	\$2,827	\$2,851	\$5,792
Missing*	221	4%	\$19,282	\$5,262	\$241	\$122
TOTAL	5,363	100%	AVERAGE	\$10,403*	\$5,873	\$6,222

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2015. Please note that small changes to Spring 2014 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents (note*: the total Net Cost of Attendance does not include students with missing family income data). 'Missing' includes students who did not file a FAFSA.



FISCAL INFORMATION (continued)

UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

University: Florida Agricultural and Mechanical University							
<u>Undergraduate Students</u>	<u>Actual</u>			<u>Projected</u>			
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Tuition:							
Base Tuition - (0% inc. for 2015-16 to 2018-19)	\$103.32	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential ⁵	36.38	\$36.38	\$36.38	\$36.38	\$36.38	\$36.38	\$36.38
Total Base Tuition & Differential per Credit Hour	\$139.70	\$141.45	\$141.45	\$141.45	\$141.45	\$141.45	\$141.45
% Change		1.3%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (per credit hour):							
Student Financial Aid ¹	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Capital Improvement ²	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50
Health	\$6.91	\$6.91	\$6.91	\$6.91	\$6.91	\$6.91	\$6.91
Athletic	\$13.97	\$13.97	\$13.97	\$13.97	\$13.97	\$13.97	\$13.97
Transportation Access	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Technology ¹	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Green Fee (USF, NCF, UWF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Life & Services Fee (UNF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Marshall Center Fee (USF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Affairs Facility Use Fee (FSU only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Fees	\$48.46	\$48.46	\$48.46	\$48.46	\$48.46	\$48.46	\$48.46
Total Tuition and Fees per Credit Hour	\$188.16	\$189.91	\$189.91	\$189.91	\$189.91	\$189.91	\$189.91
% Change		0.9%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (block per term):							
Activity & Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Health	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Athletic	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Transportation Access	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00
Marshall Center Fee (USF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Affairs Facility Use Fee (FSU only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
List any new fee proposed							
Total Block Fees per term	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$4,191.00	\$4,243.50	\$4,243.50	\$4,243.50	\$4,243.50	\$4,243.50	\$4,243.50
Total Fees for 30 Credit Hours	\$1,583.80	\$1,583.80	\$1,583.80	\$1,583.80	\$1,583.80	\$1,583.80	\$1,583.80
Total Tuition and Fees for 30 Credit Hours	\$5,774.80	\$5,827.30	\$5,827.30	\$5,827.30	\$5,827.30	\$5,827.30	\$5,827.30
\$ Change		\$52.50	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.9%	0.0%	0.0%	0.0%	0.0%	0.0%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$379.07	\$379.07	\$379.07	\$379.07	\$379.07	\$379.07	\$379.07
Out-of-State Undergraduate Student Financial Aid ³	\$18.95	\$18.95	\$18.95	\$18.95	\$18.95	\$18.95	\$18.95
Total per credit hour	\$398.02	\$398.02	\$398.02	\$398.02	\$398.02	\$398.02	\$398.02
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$15,563.10	\$15,615.60	\$15,615.60	\$15,615.60	\$15,615.60	\$15,615.60	\$15,615.60
Total Fees for 30 Credit Hours	\$2,152.30	\$2,152.30	\$2,152.30	\$2,152.30	\$2,152.30	\$2,152.30	\$2,152.30
Total Tuition and Fees for 30 Credit Hours	\$17,715.40	\$17,767.90	\$17,767.90	\$17,767.90	\$17,767.90	\$17,767.90	\$17,767.90
\$ Change		\$52.50	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.3%	0.0%	0.0%	0.0%	0.0%	0.0%
Housing/Dining⁴							
\$ Change	\$8,942.00	\$9,140.00	\$10,896.00	\$11,172.64	\$11,459.68	\$11,759.20	\$12,064.93
% Change		2.2%	19.2%	2.5%	2.6%	2.6%	2.6%

¹ can be no more than 5% of tuition.³ can be no more than 5% of tuition and the out-of-state fee.² as approved by the Board of Governors.⁴ combine the most popular housing and dining plans provided to students⁵ report current tuition differential. Only UF or FSU can reflect potential increases up to 6%.



ENROLLMENT PLANNING

Planned Enrollment Growth by Student Type *(for all E&G students at all campuses)*

	5 YEAR TREND (2009-14)	Fall 2014 ACTUAL HEADCOUNT		Fall 2015 PLANNED HEADCOUNT		Fall 2016 PLANNED HEADCOUNT		Fall 2017 PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	-10.0%	3,161	39.5%	3,255	40.5%	3,485	42.6%	3,659	43.9%
FTIC (Profile Admit)*	-31%	3,273	40.9%	3,109	38.7%	2,744	33.5%	2,511	30.1%
AA Transfers from FCS	-28%	877	11%	967	12.0%	1228	15.0%	1,417	17.0%
Other Transfers	16%	690	8.6%	710	8.8%	731	8.9%	752	9.0%
Subtotal	-21%	8,001	100%	8,041	100%	8,188	100%	8,339	100%
GRADUATE**									
Master's	-29%	582	34.3%	605	34.6%	650	35.8%	704	37.0%
Research Doctoral	11%	170	15.8%	181	10.4%	190	10.5%	201	10.6%
Professional Doctoral	-7%	946	49.9%	960	55.0%	975	53.7%	998	52.4%
Subtotal	-15%	1,698	100%	1,746	100.0%	1,815	100.0%	1,903	100.0%
UNCLASSIFIED									
H.S. Dual Enrolled	1,596%	390	73.6%	400	73.8%	400	73.8%	400	73.4%
Other	-14%	140	26.4%	142	26.2%	142	26.2%	145	26.6%
Subtotal	187%	530	100%	542	100%	542	100%	545	100%
TOTAL	-17%	10,229		10,329		10,545		10,787	

Note*: The Profile Admits in this row reflect all students enrolled who entered as profile admits, including those from past years who have been retained. This includes the cohorts with high numbers of profile admits (FAMU refers to them as Access and Opportunity Students) through fall 2012. New Profile Admits enrolling in the fall were drastically reduced from 1,495 in fall 2009 to 310 in fall 2014. The FAMU BOT requires new profile admits not to exceed 500 or 20% of the incoming freshman class.

**Includes Medical students.

Planned Enrollment Growth by Method of Instruction *(for all E&G students at all campuses)*

	3 YEAR TREND (2010-11 to 2013-14)	2013-14		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	100%	54	1.0%	65	1.2%	110	1.9%	250	3.9%
HYBRID (50%-79%)	-100%	0	0%	30	0.5%	90	1.5%	240	3.7%
TRADITIONAL (<50%)	-22%	5,902	99%	5,512	98.3%	5,722	96.6%	5,988	92.4%
TOTAL	-21%	5,956	100%	5,607	100%	5,922	100%	6,478	100%
GRADUATE									
DISTANCE (80%)	0%	0	0%	0	0%	75	5.7%	125	10.2%
HYBRID (50%-79%)	0%	0	0%	0	0%	50	3.8%	100	8.2%
TRADITIONAL (<50%)	-13%	1,317	100%	1,303	100%	1,183	90.5%	1,001	81.6%
TOTAL	-20%	1,317	100%	1,303	100%	1,308	100%	1,226	100%

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for no more than 49% of instruction (per SUDS data element 2052).



ENROLLMENT PLANNING (continued)

Planned Enrollment Plan by Residency and Student Level (Florida FTE)

	Estimated Actual 2014-15	Funded 2015-16	Planned 2015-16	Planned 2016-17	Planned 2017-18	Planned 2018-19	Planned 2019-20	Planned 2020-21	Planned Annual Growth Rate*
STATE FUNDABLE									
Florida Resident									
LOWER	2,653	n/a	2,785	2,924	3,070	3,223	3,545 (10%)	3,899 (10%)	7.0%
UPPER	2,475	n/a	2,598	2,858	3,145	3,460	3,806 (10%)	4,187 (10%)	10.0%
GRAD I	305	n/a	315	328	342	356	371	387	4.2%
GRAD II	809	n/a	810	844	879	916	955	995	4.2%
TOTAL	6,242	n/a	6,508	6,954	7,436	7,955	8,677	9,468	7.8%
Non- Resident									
LOWER	246	n/a	299	311	323	336	349	363	4.0%
UPPER	270	n/a	267	278	289	301	313	325	4.0%
GRAD I	59	n/a	60	62	64	66	68	71	3.4%
GRAD II	94	n/a	96	99	102	106	109	113	3.3%
TOTAL	668	n/a	722	750	778	809	839	872	3.8%
TOTAL									
LOWER	2,898	4,150	3,084	3,235	3,393	3,559	3,894	4,262	6.7%
UPPER	2,745	3,307	2,865	3,136	3,434	3,761	4,119	4,512	9.5%
GRAD I	364	773	375	390	406	422	439	458	4.1%
GRAD II	903	636	906	943	981	1,022	1,064	1,108	4.1%
TOTAL	6,910	8,866	7,230	7,704	8,214	8,764	9,516	10,340	7.4%
NOT STATE FUNDABLE									
LOWER	256	n/a	326	326	326	326	326	326	0.0%
UPPER	172	n/a	219	219	219	219	219	219	0.0%
GRAD I	59	n/a	60	63	63	65	68	68	2.6%
GRAD II	21	n/a	21	22	22	22	22	22	1.0%
TOTAL	508	n/a	626	630	630	632	635	635	0.3%

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. Note*: The average annual growth rate is based on the annual growth rate from 2015-16 to 2020-21.

Medical Student Headcount Enrollments

Medical Doctorate Headcounts

RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Dentistry Headcounts

RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Veterinary Headcounts

RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2015-16

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2014-15 Work Plan list for programs under consideration for 2015-16.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Food Science	01.1001	STEM	UF		70	01-2015
Digital Media	09.0702	STEM	FAU, FGCU CIP 50.0102 UCF, UF		60	03-2016
Public Health	51.2201	HEALTH	USF		80	03-2016

MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS

DOCTORAL PROGRAMS

New Programs For Consideration by University in 2016-18

These programs will be used in the 2016 Work Plan list for programs under consideration for 2016-17.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Supply Chain Management	52.0203	STEM			50	06-2016
Biomedical Sciences	26.0102	STEM	FSU, FAU, UCF		20	06-2017
Computational Science	30.3001	STEM	FSU		20	06-2017
Health Informatics	51.0706	HEALTH	UCF	UCF, USF	30	10-2016

DOCTORAL PROGRAMS

Doctor of Nursing Practice	51.3818	HEALTH	FAU, FIU, FSU, UCF, UF, UNF, USF	FIU, FAU (web-assisted), UCF, UNF, UF	60	06-2016
Public Health (PhD)	51.2201	HEALTH	FIU, UF, USF		25	04-2017
Biology	26.0101	STEM	FAU, FIU, FSU, USF		20	06-2018



DEFINITIONS

Performance Based Funding

Percent of Bachelor's Graduates Employed Full-time or Continuing their Education in the U.S. One Year After Graduation

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are employed full-time or continuing their education somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. Note: This data now non-Florida employment data.
Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

Median Wages of Bachelor's Graduates Employed Full-time in Florida One Year After Graduation

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

Average Cost per Bachelor's Degree

Instructional costs to the university

For each of the last four years of data, the annual total undergraduate instructional expenditures were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours. Sources: State University Database System (SUDS), Expenditure Analysis: Report IV.

Six Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. Students who are active duty military are not included in the data. Source: State University Database System (SUDS).

Academic Progress Rate

2nd Year Retention with GPA Above 2.0

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer).
Source: State University Database System (SUDS).

University Access Rate

Percent of Undergraduates with a Pell-grant

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric.
Source: State University Database System (SUDS).

Bachelor's Degrees Awarded within Programs of Strategic Emphasis (includes STEM)

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).
Source: State University Database System (SUDS).

Graduate Degrees Awarded within Programs of Strategic Emphasis (includes STEM)

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).
Source: State University Database System (SUDS).


Freshmen in Top 10% of High School Class

Applies to: NCF

Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class.

Source: New College of Florida.

BOG Choice Metrics
Percent of Bachelor's Degrees Without Excess Hours

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory.

Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program).

Source: State University Database System (SUDS).

Number of Faculty Awards

This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU).

National Ranking for Institutional & Program Achievements

This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. Source: Board of Governors staff review.

BOT Choice Metrics
Percent of R&D Expenditures Funded from External Sources
FAMU

This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources.

Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

Bachelor's Degrees Awarded to Minorities
FAU, FGCU, FIU

This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code.

Source: State University Database System (SUDS).

National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News
FSU

This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count.

Source: US News and World Report's annual National University rankings.



Percent of Undergraduate Seniors Participating in a Research Course NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
Number of Bachelor Degrees Awarded Annually UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
Total Research Expenditures UF	This metric is the total expenditures (includes non-science & engineering fields) for research & development activities within a given fiscal year. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Percent of Course Sections Offered via Distance and Blended Learning UNF	This metric is based on the percentage of course sections classified as having at least 50% of the instruction delivered using some form of technology, when the student and instructor are separated by time or space, or both. Source: State University Database System (SUDS).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Post-doctorates in Science and Engineering (GSS).
Percentage of Adult Undergraduates Enrolled UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

Preeminent Research University Funding Metrics

Average GPA and SAT Score	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
Public University National Ranking	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.
Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.



6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf .
National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.
Total Annual Research Expenditures (\$M) (Science & Engineering only)	Total Science & Engineering Research Expenditures, including federal research expenditures, of \$200 million or more, as reported annually by the National Science Foundation (NSF).
Total Annual Research Expenditures in Diversified Non-Medical Sciences (\$M) (Science & Engineering only)	Total S&E research expenditures in non-medical sciences as reported by the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Patents Awarded (over 3 year period)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent 3-year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. Note: per legislative workpapers, this metric does <u>not</u> include Professional degrees.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Endowment Size (\$M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.



Goals Common to All Universities

Academic Quality

Avg. SAT Score (for 3 subtests)	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
Avg. HS GPA	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
Professional/Licensure Exam First-time Pass Rates	The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.

Operational Efficiency

Freshman Retention Rate	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the annual Accountability report (table 4B) – see link .
FTIC Graduation Rates In 4 years (or less) In 6 years (or less)	As reported in the annual Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
AA Transfer Graduation Rates In 2 years (or less)	As reported in the annual Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Average Time to Degree (for FTIC)	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.

Return on Investment

Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (table 4G).
Percent of Bachelor's Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (table 4H).
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the Accountability Report (table 5B).
Percent of Graduate Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (table 5C).
Annual Gifts Received (\$M)	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at www.cae.org/vse .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
Endowment (\$M)	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).



Goals Specific to Research Universities

Academic Quality

Faculty Awards

Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html.

National Academy Members

The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html.

Number of Post-Doctoral appointees

As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see [link](#).

Number of Science & Engineering Disciplines nationally ranked in Top 100 for research expenditures

The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at [link](#)), but now data must be queried via WebCASPAR – see [link](#).

Return on Investment

Total Research Expenditures (\$M)

Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).

Science & Engineering Research Expenditures in non-medical/health sciences

This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see [link](#), table 36 *minus* table 52), but now data must be queried via WebCASPAR.

Percent of R&D Expenditures funded from External Sources

This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources.
Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

Patents Issued

Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent calendar year. Due to a year-lag in published reports, Board of Governors and university staff query the USPTO database with a query that only counts utility patents "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".

Licenses/Options Executed

Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A).

Licensing Income Received (\$M)

License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data as reported in the annual Accountability Report (table 6A).

Number of Start-up Companies

The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A).

National rank is higher than predicted by Financial Resources Ranking

This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.



based on US News & World Report

Research Doctoral Degrees Awarded	The number of research doctoral degrees awarded annually as reported in the annual Accountability Report (table 5B).
Professional Doctoral Degrees Awarded	The number of professional doctoral degrees awarded annually as reported in the annual Accountability Report (table 5B).

Student Debt Summary

Percent of Bachelor's Recipients with Debt

This is the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans.
Source: Common Dataset (H4).

Average Amount of Debt for Bachelor's who have graduated with debt

This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution.
Source: Common Dataset (H5).

Student Loan Cohort Default Rate (3rd Year)

Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see:
<http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html>.

Three Year CDR			
Cohort Fiscal Year	Year Published	Borrowers in the Numerator Borrowers in the Denominator	3-Yr Time Period (Numerator) 1-Yr Time Period (Denominator)
2009	2012	Borrowers who entered repayment in 2009 and defaulted in 2009, 2010 or 2011 Borrowers who entered repayment in 2009	10/01/2008 to 9/30/2011 10/01/2008 to 9/30/2009
2010	2013	Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 Borrowers who entered repayment in 2010	10/01/2009 to 9/30/2012 10/01/2009 to 9/30/2010
2011	2014*	Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 Borrowers who entered repayment in 2011	10/01/2010 to 9/30/2013 10/01/2010 to 9/30/2011
2012	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 Borrowers who entered repayment in 2012	10/01/2011 to 9/30/2014 10/01/2011 to 9/30/2012
2013	2016	Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 Borrowers who entered repayment in 2013	10/01/2012 to 9/30/2015 10/01/2012 to 9/30/2013
2014	2017	Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 Borrowers who entered repayment in 2014	10/01/2013 to 9/30/2016 10/01/2013 to 9/30/2014
2015	2018	Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 Borrowers who entered repayment in 2015	10/01/2014 to 9/30/2017 10/01/2014 to 9/30/2015



Excellence With Caring

Florida Agricultural and Mechanical University

TALLAHASSEE, FLORIDA 32307-3200

TELEPHONE: (850) 599-3276

FAX: (850) 561-2551

OFFICE OF THE PROVOST AND
VICE PRESIDENT FOR ACADEMIC AFFAIRS

MEMORANDUM

To: Jan M. Ignash, Vice Chancellor
Academic and Student Affairs

From: Marcella David, Provost and *H. Bailey Rex*
Vice President for Academic Affairs

Date: August 27, 2015

Re: Student Success Funding

Introduction

In the 2015 budget, the Florida Legislature appropriated \$1 million recurring funds to Florida Agricultural and Mechanical University to be used for student success initiatives.

Florida A&M University has carefully considered how this funding can be used to support its goal of becoming a best-in-class university, by raising its student success outcomes, including 4- and 6-year graduation rates, APR and other indicators; FAMU's goal is to meet or exceed the system averages for those indicators by 2021.

Investment

In order to accomplish this, FAMU is enhancing ongoing student success strategies and deploying additional strategies that represent the best practices from within the State University System and on a national level. Taken together, these student success investments fall into three categories: first, investing in an even more proactive academic advising model; second, enhancing the curriculum, including curriculum designed to meet K-12 developmental gaps; and third, holistically responding to student needs. Accordingly, all of the expenditures represent, at a minimum, investments in improving performance funding metrics 4, 5 and 9 (6-year graduation rate, academic progress rate and bachelor's degrees without excess hours).

- **Degree Mapping & Curriculum Software Upgrades (\$100,000+)** - Software upgrades will enhance quality of advising for students through mapping and better tracking.

- **Placement Testing (\$100,000)** - Expanded use of ALEKS and other tests will allow us to better place students in appropriate courses (e.g., math and science) and reduce excess hours; ALEKS was piloted in AY 2014-2015.
- **Developmental Program Director (\$100,000)** - This new hire will allow for coordination of developmental courses across campus to ensure better delivery and better student success.
- **Academic Advisors (\$250,000)** - These additional academic advisors will improve the advising ratio. For example, for pre-majors (students with 59 or fewer credits) the advising ratio would improve from 103:1 to 86:1.
- **Interdisciplinary Advisor (Social Sciences) (\$50,000)** - The new Interdisciplinary Studies majors have become more popular. Specialized advising is necessary to appropriately transition students into this major.
- **Books/Materials (\$50,000)** - This investment is needed to support student success; the costs of textbooks and other materials is a significant barrier to students participating in pre-enrollment “boot camp” and “developmental assistance” programming.
- **Math Lab (\$90,000)** - FAMU has invested in a new computerized Math Lab to support enhanced math curriculum. This funding will support staffing (teaching assistants and other staff) to assist students.
- **Student Affairs: Counseling Certification, Counseling Services and Student Assessment, Title IX; and 9. Student Affairs Assessment and Care Team National Behavior Intervention Team (NaBITA) Association Certification Course (\$267,000)** – Increasingly, student success is impacted by non-academic issues; this funding will support enhancement of our counseling, assessment and Title IX programming.

Beginning in 2016, the funding used for software enhancement will be invested in a new BOOTCAMP to ensure a strong start for FTIC students identified as having risk factors.

FAMU STUDENT SUCCESS EXPENDITURES FY 2016

Student Success Funding	Recurring	Non-Recurring	Performance Metrics
1. Degree Mapping & Curriculum Software Upgrades		\$ 100,000	4,5 and 9
FTIC Bootcamp (scheduled to start 2016 \$107,000)			4,5 and 9
2. Developmental Program Director	\$ 100,000		4,5 and 9
3. Academic Advisors	\$ 250,000		4,5 and 9
4. Placement Testing	\$ 100,000		4,5 and 9
5. Interdisciplinary Advisor (Social Sciences)	\$ 50,000		4,5 and 9
6. Books/Materials	\$ 50,000		4,5 and 9
7. Math Lab and Smart Classrooms	\$ 90,000		4,5 and 9
8. Student Affairs: Counseling Certification, Counseling Services and Student Assessment, Title IX	\$ 253,000		4,5 and 9
9. Student Affairs Assessment and Care Team National Behavior Intervention Team (NaBITA) Association Certification Course		\$ 7,000	4,5 and 9
Total Student Success Funding 2015	<u>\$ 893,000 *</u>	\$ 107,000	

**Total Student Success Funding 2016: \$1,000,000 after 2015 non-recurring expenses are invested in FTIC Bootcamp summer of 2016.*

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
September 2, 2015**

SUBJECT: State University System Affordability

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

This year, the Board's Strategic Planning Committee is undertaking a year-long study that examines the major components of affordability and explores whether the State University System is affordable for all students who are qualified and motivated to attend. At the last several meetings of the Strategic Planning Committee, Chancellor Criser made presentations on several aspects of university affordability in the State University System and nationally. In addition, the Committee was assisted by a presentation by Dr. Donald E. Heller, Dean of the College of Education at Michigan State University and a national expert in the area of higher education finance and affordability.

The affordability study has been guided by four questions:

1. What is the cost of attending an SUS institution?
2. How does that compare to other states? Other sectors?
3. Is the cost of attending an SUS institution affordable for all income groups?
4. If not, what can we do to enhance affordability?

Building on the data analyzed thus far and the materials presented by Dr. Heller, Chancellor Criser will turn the discussion to question #4, "What can we do to enhance affordability?" Previous data presented to the Board showed that there are some gaps in affordability for Florida SUS students and the Committee now begins the process of exploring possible policy recommendations to address the gaps. In November, the Committee will be presented with draft recommendations to address gaps in affordability.

Supporting Documentation Included: None

Facilitators/Presenters: Chancellor Marshall Criser III



BOARD *of* GOVERNORS

State University System of Florida

Affordability Study

Strategic Planning Committee

Marshall M. Criser III
Chancellor
State University System of Florida

September 2, 2015
www.flbog.edu



Purpose & Guiding Questions for Affordability Study

Purpose

Explore whether Florida's State Universities are affordable for all undergraduate students who are qualified and motivated to attend, taking into consideration the three main components of affordability (tuition, state appropriations, financial aid).

Guiding Questions

1. What is the cost of an undergraduate education at an SUS institution?
2. How does that compare to other states? Other sectors?
3. Is the cost of attending an SUS institution affordable by:
 - a. family income group.
 - b. EFC group.
4. If not, what can we do to enhance affordability?



What can we do to enhance affordability?

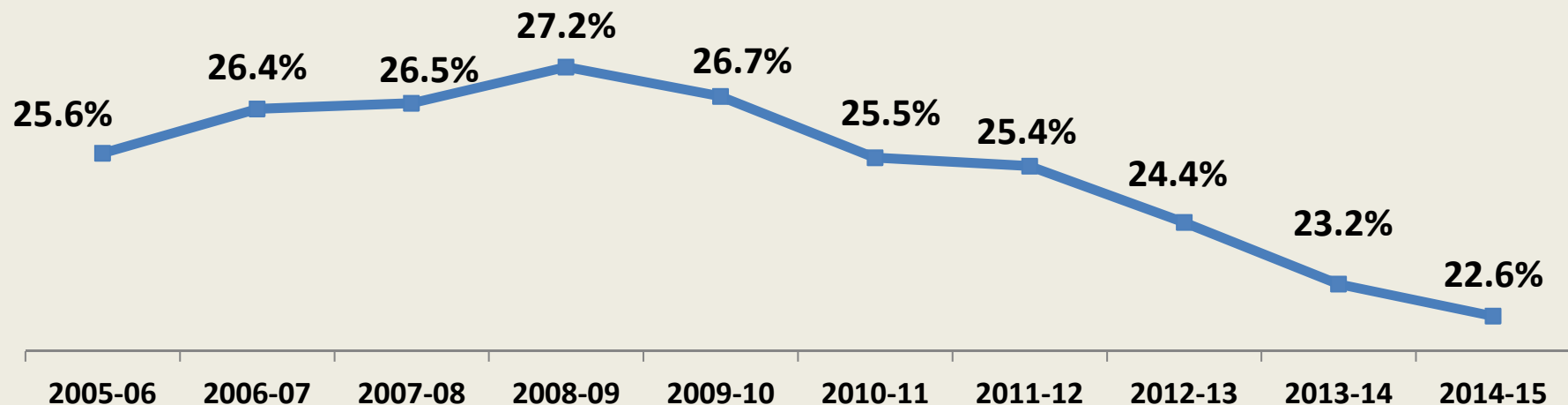


Affordability: *Intensity of Effort*

Intensity of Effort

- Undergraduates in the SUS are taking fewer credit hours each term.
- First Time in College (FTIC) students who enroll in 30 or more credit hours, in their first two semesters, are **TWICE** as likely to graduate in four years than students who take less than 30 hours.

PERCENT OF UNDERGRADUATES WHO ENROLL IN 30+ HOURS PER YEAR





Affordability Policy Options

Intensity of Effort Related

- Summer Bright Futures
- 'Finish in Four' Waivers

Cost-Related

- Cost per Degree (*PBF metric*)
- UBOT Financial Aid Pledge



BOARD *of* GOVERNORS

State University System of Florida

www.flbog.edu



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Academic and Student Affairs Committee

President's Room B

Emerson Alumni Hall

University of Florida

1938 West University Avenue

Gainesville, Florida 32603

September 2, 2015

3:15 p.m. – 4:30 p.m.

or

Upon Adjournment of Previous Meetings

Chair: Mr. Norman Tripp; Vice Chair: Ms. Wendy Link

Members: Beard, Carter, Frost, Graham, Robinson, Stewart

1. Call to Order and Opening Remarks Governor Norman Tripp
2. [Approval of Committee Meeting Minutes](#) Governor Tripp
Minutes, [June 18, 2015](#)
3. [Vice Chancellor and Chief Academic Officer's Report](#) **Dr. Jan Ignash**
*Vice Chancellor for
Academic and Student Affairs
Board of Governors*
4. [Type 1 Campus, Morsani College of Medicine,
University of South Florida, Tampa Downtown](#) **University Representative**
5. Legislative Budget Requests
 - a. [Mental Health Counseling Services](#) **Dr. Kevin Bailey**
*Vice President for Student Affairs
University of West Florida*

Campus Security and Student Safety Issues: Selected News Articles

2015

The Coddling of the American Mind. Lukianoff, Greg, Haidt, Jonathan. *The Atlantic Magazine*. September 2015 Issue.

<http://www.theatlantic.com/magazine/archive/2015/09/the-coddling-of-the-american-mind/399356/>

The article discusses a growing trend on U.S. college campuses that centers on efforts to avoid offensive activities and situations, both in and out of the classroom, which may cause psychological harm to students, in order to preserve their emotional well-being. There is the view that this new, overly protective environment may be doing more harm to students than good as their fragility is resulting in difficulties interacting successfully in the real world.

Campus Gun Debate Looms. Saunders, Jim. *Tallahassee Democrat*. Published on August 3, 2015.

<http://www.tallahassee.com/story/news/politics/2015/08/03/campus-gun-debate-looms/31091351/>

Two bills have been filed for the 2016 Florida Legislature that would allow individuals with concealed weapons licenses to carry guns on Florida college and university campuses. Similar to the 2015 session, a strong debate from both sides of the issue is predicted.

The Case Against More Guns on Campus. Morse, Andrew, Hammond, Lindsey. Commentary: *The Chronicle of Higher Education*. Published on August 3, 2015.

http://chronicle.com/article/The-Case-Against-More-Guns-on/232093/?cid=at&utm_source=at&utm_medium=en

Article provides an update on state efforts to enact legislation that allows guns on college campuses. Research reports on the impact of such legislation are described. College law enforcement professionals are clear in their concern that the increased presence of guns on campus will hinder their efforts to effectively respond to incidents of violence.

Suicide on Campus and the Pressure of Perfection. Scelfo, Julie. *The New York Times*. Published on July 27, 2015.

<http://www.nytimes.com/2015/08/02/education/edlife/stress-social-media-and-suicide-on-campus.html?smid=fb-nytimes&smtyp=cur&r=1>

Article discusses the alarming increase in suicides on U.S. college campuses. The suicide rate among 15-24-year-olds has increased steadily since 2007. A survey of college counseling centers has found that more than half of their clients have severe psychological problems, an increase of 13 percent in just two years. Anxiety and depression are now the most common mental health diagnosis among college students. Article reviews the societal, academic, and personal pressures facing college students.

UNA labeled Safe Campus. Edwards, Jennifer. *Times Daily*. Published on July 25, 2015. http://www.timesdaily.com/news/education/una-labeled-safe-campus/article_48b2f963-c683-5d1e-a746-7e59f3cfd263.html

UNA received high ranks on a nationwide list of safest college campuses. The ranking site gave UNA points for its alert systems, parking garage security cameras, the Student Nighttime Auxiliary Patrol, and its fully accredited police department.

LiveSafe Selected to be Tech's New Mobile Safety App. Raji, David. *Technique*. Published on July 24, 2015

<http://niquie.net/news/2015/07/24/livesafe-selected-to-be-techs-new-mobile-safety-app/>

A student committee organized by the SGA made the decision to select LiveSafe as Tech's new safety application. The demand for the app has grown rapidly due to increased demand for safety by various organizations, but was specifically designed for institutions of higher education.

Campus Security Heightened after Assault Allegations. Rusch, Samuel. *The Sentinel*. Published on July 14, 2015

<http://www.ksusentinel.com/2015/07/14/campus-security-heightened/>

Recent sexual assault allegations at Kennesaw State University have prompted the KSU Department of Public Safety & University Police to augment efforts to increase enforcement of campus security.

States Requiring Colleges to Note Sexual Assault Responsibility on Student Transcripts. New, Jake. *Inside Higher Ed*. Published on July 10, 2015.

<https://www.insidehighered.com/news/2015/07/10/states-requiring-colleges-note-sexual-assault-responsibility-student-transcripts>

Last month, New York became the second state to require colleges to note on a transcript if a student was suspended or dismissed for sexual assault. Few colleges are required to share such details, but now there is increased state and federal interest to create laws to do so. Resistance has surfaced in regards to concern over transcripts becoming an internal sex offender registry for colleges.

Campus Safety Summit Set for October. Baldus, Daniel. *Iowa State Daily*. Published on July 9, 2015

http://www.iowastatedaily.com/news/article_0ea97510-2656-11e5-b931-3b059a067881.html

University administrators and governing bodies are looking for ways to ensure student safety on and around campuses all across Iowa. The state-wide summit will look for ways to improve responses to emergencies, support for victims of sexual assault, and aid communication and investigations.

UCF PD Safety Talks Designed to Keep Students, Community Safe. Walden, Tiffany. *Orlando Sentinel*. Published on June 19, 2015

<http://www.orlandosentinel.com/news/breaking-news/os-ucf-police-apartment-safety-talks-20150619-story.html>

UCF police department holds “safety talks” at on- and off-campus houses throughout the year to educate students and apartment managers on crime prevention.

Push for Campus Safety Means More Guns, Officers, Security Spending. Castellano, Jill. *Forbes*. Published on June 6, 2015

<http://www.forbes.com/sites/jillcastellano/2015/06/11/push-for-campus-safety-means-more-guns-officers-security-spending/>

Equipment to enhance security is becoming prominent in quads and dorms across the country. Full-time campus law enforcement employees grew by 16%. Two-thirds of colleges and universities reported that budgets for campus safety and security have increased over the past three years.

Anxious Students Strain College Mental Health Centers. Hoffman, Jan. *The New York Times*. Published on May 27, 2015.

http://well.blogs.nytimes.com/2015/05/27/anxious-students-strain-college-mental-health-centers/?_r=0

Article reports on significant increase in reported anxiety and depression among college students. Data show that one in six students has been diagnosed with or treated for anxiety in the past year. Treating anxiety is now an enormous challenge for campus mental health centers. The UCF Counseling Center experienced a 15 % increase in client visits over the past year.

Georgia Board of Regents Adopts Statewide Plan to Prevent Sexual Violence. Foody, Kathleen. *The Florida Times-Union*. Published on May 19, 2015

<http://jacksonville.com/news/crime/2015-05-19/story/georgia-board-regents-adopts-statewide-plan-prevent-sexual-violence>

The Board of Regents adopted a statewide plan to prevent sexual violence, requiring student and staff training and setting minimum standards for reporting and responding to such crimes at every campus. Schools will perform regular “campus climate” surveys to measure the effectiveness of programs, will post campus safety reports on an easily accessible single system website, and hire a Title IX coordinator.

UNA officials: Security Cameras to be installed in Parking Deck. Remkus, Ashley. *The Flor-Ala*. Published on April 2, 2015

http://www.floral.net/news/una-officials-security-cameras-to-be-installed-in-parking-deck/article_7c8f5b9e-d8ae-11e4-b532-27f982adc7b8.html

University officials are prepared to take the next step in ensuring a safe campus by spending an expected \$225,000 on new surveillance equipment. “Cameras do work as a deterrent to crime and people realize the cameras increase the likelihood of being apprehended.” Crimes in the on-campus parking deck have prompted student requests for security cameras for several years.

State Board looks for Ways to Fund Campus Cops. Stockfisch, Jerome R. *The Tampa Tribune*. Published on March 22, 2015

<http://tbo.com/news/crime/state-board-looks-for-ways-to-fund-campus-cops-20150322/>

The Florida Board of Governors heard testimony from police and counselors as they examine ways to make sure campus police departments are adequately funded and have enough officers and equipment. Campus safety has become a priority due to an increasing number of serious, violent incidents in the past decade in which campus police have needed to take the same responsibilities as municipal law enforcement.

25 years later...Has Clery made Campuses Safer? Gardner, Lee. *The Chronicle of Higher Education*. Published on March 9, 2015

<http://chronicle.com/article/25-Years-Later-Has-Clery/228305>

Cases have been solved thanks to the Clery Act, which requires that colleges across the country be prepared to notify students and faculty and staff members of emergencies and security threats. However, it has come with costs and complications as colleges spend hundreds of thousands of dollars and thousands of working hours to count their crimes according to Clery's rules and to produce annual security reports that apparently a few students read.

Campus looks to Improve University Lighting. Leiva, William. *Daily Nexus*. Published on February 22, 2015

<http://dailynexus.com/2015-02-22/campus-looks-to-improve-university-lighting/>

The UCSB Police Department hosted its annual Lighting and Safety Walk to inspect light posts and light bulbs on campus in an effort to make the university safer and more light-efficient.

College Freshmen Seek Financial Security Amid Emotional Insecurity. Berrett, Dan, Hoover, Eric. *The Chronicle of Higher Education*. Published on February 5, 2015.

<http://chronicle.com/article/College-Freshmen-Seek/151645/>

Article reviews national survey results of college freshmen, focusing on increasing reports of depression and anxiety. Student ratings of their emotional health were the lowest since the survey was initially administered which portends a higher demand for assistance by campus professionals with students and their emotional health issues.

Faculty Members Object to New Policies Making all Professors Mandatory Reporters of Sexual Assault. Flaherty, Colleen. *Inside Higher Ed*. Published on February 4, 2015

<https://www.insidehighered.com/news/2015/02/04/faculty-members-object-new-policies-making-all-professors-mandatory-reporters-sexual>

A growing number of institutions are adopting policies requiring all faculty members and other professional employees to report sexual misconduct to designated administrators, who may then initiate investigators and alert authorities. Faculty members are concerned that fewer students will come forward knowing that a report will be filed with personal identifiable information.

Public, Private Colleges Beefing up Campus Security Forces. Gajanan, Mahita. *Pittsburgh Post-Gazette*. Published on January 22, 2015

<http://www.post-gazette.com/news/education/2015/01/20/Report-Campuses-arming-officers-as-parents-others-see-assurances-Colleges-universities/stories/201501200150>

Most public universities in the U.S. arm their campus police officers and are giving them full arrest power, and private schools are quickly following suit.

Florida's Universities are on a Mission to Educate all about Sexual Assaults on Campus. Lepri, Katie. *Miami Herald*. Published on January 13, 2015

<http://www.miamiherald.com/news/state/florida/article6347241.html>

Federal agencies and victims' rights advocates are calling for greater transparency, accountability and educating all those involved on how to properly handle a sexual assault allegation. To raise awareness last year, the federal DOE released a list of 55 higher-education institutions under investigation for possibly violating Title IX, the federal law that prohibits sexual discrimination at schools receiving federal funds, including for athletic programs.

2014

Senate Hearing Explores Law Enforcement's Role in Campus Sexual Assault.

New, Jake. *Inside Higher Ed*. Published on December 10, 2014

<https://www.insidehighered.com/news/2014/12/10/senate-hearing-explores-law-enforcements-role-campus-sexual-assault>

The Senate hearing focused on finding ways to inspire campus sexual assault survivors to have more confidence in law enforcement to lessen the need of a Title IX option.

Colleges Across the Country Adopting Affirmative Consent Sexual Assault Policies. New, Jake. *Inside Higher Ed*. Published on October 17, 2014.

<https://www.insidehighered.com/news/2014/10/17/colleges-across-country-adopting-affirmative-consent-sexual-assault-policies>

The slogan "no means no" is being changed to "yes means yes" and is being adopted among institutions as they define consent on their own campuses. Legislation in California defines consent as an "affirmative, unambiguous, and conscious decision by each participant to engage in mutually agreed-upon sexual activity" and the consent has to be "ongoing" throughout any sexual encounter.

When Guns Come to Campus, Security and Culture Can Get Complicated.

Bowerman, Mary. *The Chronicle of Higher Education*. Published on October 16, 2014.

<http://chronicle.com/article/When-Guns-Come-to-Campus/149411/>

Article discussed the impact of state legislation that permits individuals to carry concealed firearms on college campuses. There is the view that many institutions are now finding it difficult to safeguard their campus and comply with state gun laws.

UVA Students Feel Safe on Campus with Increased Security. McCloud, Curtis. *NBC12*. Published on September 28, 2014

<http://www.nbc12.com/story/26648803/uva-student-s-feel-safe-on-campus-with-increased-security>

Since Hannah Graham, a UVA student, went missing, there has been a renewed interest and concern from students about the safety of UVA. The university announced an increase of campus patrols and more assistance from local law enforcement. They also expanded the number of vans and hours for their SafeRide program.

White House Plans to Roll Out Campaign Against Sexual Violence on Campuses. Mangan, Katherine. *The Chronicle of Higher Education*. Published on September 19, 2014.

<http://chronicle.com/article/White-House-Plans-to-Roll-Out/148915/>

“It’s On Us” is a national public-service campaign to encourage everyone on campus, especially men, to take steps to prevent sexual assault. The campaign is part of a multipronged effort to prevent sexual violence on college campuses.

In Florida Student Assaults, an Added Burden on Accusers. Perez–Pena, Richard. *The New York Times*. Published on September 14, 2014

http://www.nytimes.com/2014/09/15/us/in-florida-student-assaults-an-added-burden-on-accusers.html?_r=0

An examination of judicial cases from recent years shows a pattern to the handling of sexual assault complaints by Florida State students. A key finding: when police ask victims if they want them to further investigate an incident, the victim drops the case if she doesn’t explicitly agree with the process.

Presumed Guilty – College Men Accused of Rape Say the Scales are Tipped Against Them. Wilson, Robin. *The Chronicle of Higher Education*. Published on September 1, 2014. <http://chronicle.com/article/Presumed-Guilty/148529>

Young men were expelled after their colleges found them responsible for sexual assault. A national campaign against what some have called a rape culture on college campuses has brought attention to sexual violence, and to victims - typically women - who have long described being ignored. There is the view that the movement has gone too far as a result of labeling some innocent students as rapists.

UNC-Chapel Hill Revamps Sexual Assault Policy. Stancill, Jane. *The News & Observer*. Published on August 28, 2014

<http://www.newsobserver.com/news/local/education/article10042874.html>

UNC-Chapel Hill announced a new sexual misconduct policy for students and employees that comply with federal regulation after five women filed federal complaints against the University for its handling and reporting of sexual assaults. There are concerns that the university may not hold offenders accountable.

Florida's Campus Cops Solve Few Crimes. Ordway, Denise-Marie. *Orlando Sentinel*. Published on August 15, 2014

http://articles.orlandosentinel.com/2014-08-15/features/os-campus-police-solve-crime-20140815_1_florida-state-crimes-central-florida

Campus police departments in Florida have some of the lowest crime-clearance rates of any law enforcement agencies in the state. The campus police chiefs say that they must investigate far more crimes as city police departments and county sheriff's offices sometimes do not pursue certain cases.

Colleges Under Pressure to Stem Sexual Assault. Marklein, Mary Beth. *USA Today*. Published on August 11, 2014.

<http://www.usatoday.com/story/news/nation/2014/08/11/campuses-prepare-for-new-sexual-assault-regulations/13091139/>

Over the past three years, a network of advocates for victims of sexual assault has made the case that campus rape is far more prevalent than most colleges like to admit. A new federal law requires colleges to educate students and new employees about the prevention of dating violence, sexual assault and stalking and to ensure "prompt, fair and impartial" disciplinary proceedings.

U.S. Senators Announce Campus Sexual Assault Legislation. Stratford, Michael. *Inside Higher Ed*. Published on July 31, 2014

<https://www.insidehighered.com/news/2014/07/31/us-senators-announce-campus-sexual-assault-legislation>

The US Senate unveiled legislation aimed at holding colleges more accountable for preventing and dealing with the sexual assaults that occur on campuses. Legislation requires implementing climate surveys and posting results online for anyone to see, a Title IX coordinator, and stiffer financial penalties for mishandling sexual assault cases.

UF Leads the State in Reported Sex Assaults. Schweers, Jeff. *The Gainesville Sun*. Published on July 13, 2014.

<http://www.gainesville.com/article/20140713/ARTICLES/140719909>

UF led all state and private universities in Florida in the number of reported sexual assaults for 2010, 2011, and 2012. The numbers show that UF is more vigilant about reporting and investigating incidents of sexual assaults.

Ways Parents, Students Can Research Campus Safety. Boyington, Briana. *U.S. News & World Report*. Published on June 16, 2014.

<http://www.usnews.com/education/best-colleges/articles/2014/06/16/learn-how-to-research-campus-safety>

Article provides recommendations on how prospective parents and students can research and evaluate campus security and safety conditions.

Sophisticated Mobile Apps are Reshaping Campus Safety. O'Neil, Megan. *The Chronicle of Higher Education*. Published on March 10, 2014

<http://chronicle.com/article/Sophisticated-Mobile-Apps-Are/145151/>

Real-time alerts from students to the university police dispatch center surprised campus-safety officials. With new a new app called LiveSafe, police are fielding tips, critical details need in a response, and exact GPS locations, physical descriptions, and photographs of license plates. This technology enhances emergency communication and response above the mass-alerting system required by institutions.

What is Causing the College Student Mental Health Crisis? Henriques, Gregg. *Psychology Today*. Published on February 21, 2014.

<https://www.psychologytoday.com/blog/theory-knowledge/201402/the-college-student-mental-health-crisis>

The author identifies societal and other considerations that have resulted in a significant increase in mental health problems for college students, including increased anxieties, financial pressures, academic pressures to succeed, information overload, self-esteem issues, shifting gender ratios, and an ineffective mental health care system.

2013

Campus Police Forces Increasingly Expand Reach and Could Keep Growing Authority. Tucker, Eric. *Huffington Post*. Published on December 17, 2013.

http://www.huffingtonpost.com/2013/12/17/campus-police-forces-authority_n_4461099.html

Campus police are empowered to do more than respond to campus emergencies by expanding their jurisdiction beyond the campus and into the surrounding neighborhoods. Proponents believe this arrangement will allow schools to keep a closer tab on off-campus students to facilitate disciplinary proceedings, gives campus police flexibility to investigate campus crimes committed by community members, and ease the workload of resource-strapped municipal police departments. However, opponents are concerned private and public university police do not have the same level of training or requirements as municipal departments to do such work without a clear and transparent mechanism.

Campus Safety and Security of the Future – Beyond a Duty of Care. Monkman, Robb. *Southeast Education Network*. Published on August 21, 2013

<http://www.seenmagazine.us/articles/article-detail/articleid/3266/campus-safety-and-security-of-the-future-%E2%80%94-beyond-a-duty-of-care.aspx>

Serious, violent incidents at several institutions have elevated the need for better protections and have put student safety at the forefront of school priorities in 2013. Parents are looking at what schools are doing to enhance the security of their students.

Universities Face a Rising Barrage of Cyber-attacks. Perez-Pena, Richard. *The New York Times*. Published on July 16, 2013.

http://www.nytimes.com/2013/07/17/education/barrage-of-cyberattacks-challenges-campus-culture.html?_r=0

Article discusses the alarming increase in cyber-attacks on university campuses, with millions of hacking attempts weekly. Campuses are being forced to tighten security, constrict their culture of openness, and regularly work to determine what has been stolen or compromised.

What the New Campus-Safety Center Can Accomplish.

Lake, Peter. *The Chronicle of Higher Education*. Published on July 15, 2013

<http://chronicle.com/article/What-the-New-Campus-Safety/140321/>

Congress authorized temporary funds for the new National Center for Campus Public Safety within the Department of Justice. The purpose of this center is to promote federal government involvement in addition to what is already done at the state level, such as permanent financial support from Congress and improved regulation on campuses.

Top Campus Security Trends to Watch in 2013. Hattersley Gray, Robin. *Campus Safety Magazine*. Published on January 6, 2013.

<http://www.campussafetymagazine.com/article/top-trends-to-watch-in-2013/Yearbook>

Article explores trends in campus security including: visitor management and access control, training of faculty and staff, arming campus officers, tracking keys, backup power, integration of security systems, stalking policies, weapons.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
September 2, 2015**

SUBJECT: Approval of Minutes of June 18, 2015 Committee Meeting

PROPOSED COMMITTEE ACTION

Approval of the minutes of the meeting held on June 18, 2015 at the University of South Florida

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and approve the minutes of the meeting held on June 18, 2015 at the University of South Florida.

Supporting Documentation Included: Minutes, June 18, 2015

Facilitators/Presenters: Governor Norman Tripp

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
UNIVERSITY OF SOUTH FLORIDA
TAMPA, FLORIDA
JUNE 18, 2015

*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 Norman Tripp convened the meeting at 9:04 a.m. on June 18, 2015, with the following members present and answering roll call: Governor Beard; Governor Carter via phone; Governor Frost; Governor Graham; Governor Robinson; Governor Stewart; and Governor Link. A quorum was established.

2. Meeting Minutes

Governor Robinson moved that the Committee approve the minutes of the March 18, 2015 meeting, as presented. Governor Link seconded the motion and the members concurred.

3. Vice Chancellor and Chief Academic Officer's Report

Dr. Ignash reported on the following activities of the Academic and Student Affairs unit:

- the SUS hosted the National Science Foundation Grants Conference with attendees from 42 states on May 30-June 2 in Tampa , which helped Florida research faculty develop connections with the people who fund research activities;
- an SUS subgroup of campus IRB directors is currently drafting a shared/reciprocal IRB grant application that will then be vetted through university channels;
- planning is underway for the SUS Campus Safety Summit that will be held at UCF on July 28-29.

Staff activities scheduled for August include: a SUS Vice Presidents for Research planning meeting to discuss progress in working toward gaining more grants in the five designated top areas of research for Florida, and a CAVP academic coordination workgroup meeting that will review data of 1700 programs at all levels and specifically discuss the low productivity programs in preparation for a report to the Committee at its September meeting.

4. Academic Program Items

Chair Tripp introduced the items and stated that members have been briefed on the issues. Board staff and university representatives were available to respond to questions.

- a. Implementation of the Ph.D. in Computer Science, CIP 11.0101, University of Florida

Chair Tripp explained that the UF Board of Trustees approved the program on June 6, 2014. If approved by the Board of Governors, the program will be implemented in fall 2015. Chair Tripp recognized UF Provost Joe Glover to comment on the proposal. Provost Glover stated that UF has been offering a computer engineering program and that the proposed computer science program will better serve graduates in this professional area.

Governor Link moved to approve the Ph.D. in Computer Science, CIP Code 11.0101, at the University of Florida. Governor Beard seconded the motion, and the program was approved.

- b. Reclassification to Type II Campus and Implementation of Lower Level Courses with General Education Component

Chair Tripp explained that USF is requesting to reclassify the Sarasota-Manatee regional campus from a Type III Campus to a Type II Campus and to approve the site to offer a full range of general education and lower level courses. He said that although there are two separate approvals under Board of Governors Regulation 8.009 governing educational sites, they will be discussed as one item because they are interrelated. He indicated that there will be separate motions for each item.

Chair Tripp further stated that reclassifying the site to a Type II Campus will more accurately reflect the status of the campus because it has reached and maintained above the prerequisite level of 1,000 FTE enrollments. In addition, a limited number of lower level courses are currently offered at the site in agreement with the local Florida College System institution. He explained that the University would like to offer a full range of general education and lower level courses in order to better serve the needs of first-time-in-college students. Chair Tripp said that USF Board of Trustees approved both proposals on March 5, 2015. If approved by the Board of Governors, he concluded that the reclassification and authorization of lower level courses will be effective fall 2015.

Governor Beard moved to reclassify the University of South Florida, Sarasota Manatee regional campus to be a Type II Campus. Governor Link seconded the motion, and the motion was approved.

Governor Beard moved to approve the University of South Florida, Sarasota Manatee regional campus to offer a full range of general education and lower level courses. Governor Robinson seconded the motion, and the motion was approved.

- c. Request for Limited Access Status and for Exception of 120 credit hours to the Bachelor of Music Therapy Program, CIP 51.2305, Florida Gulf Coast University

Chair Tripp introduced a request from Florida Gulf Coast University for Limited Access Status and an exception to 120 credit hours to degree for the recently implemented Bachelor of Music Therapy program. Although these are two separate approval actions under Board

of Governors Regulations, he said he is presenting them as one item for discussion and will ask for separate motions for each item. The FGCU Board of Trustees approved the Bachelor of Music Therapy with Limited Access Status and the exception to 120 credit hours-to-degree on April 21, 2015. If approved by the Board of Governors it will be effective for fall 2015.

Governor Morton asked if the degree program was going to be funded by expenses covered by donations. He further asked about the amount in donations received and asked if the institution anticipates funding problems. A university representative replied that 80% of gifts have been received and they expect the remaining funding to be obtained next year.

Governor Frost moved to approve Limited Access Status for the Bachelor of Music Therapy, CIP 51.2305 at Florida Gulf Coast University. Governor Beard seconded the motion and the motion was approved.

Governor Frost moved to approve an exception to 120 credit hours to degree for the Bachelor of Music Therapy, CIP 51.2305 at Florida Gulf Coast University. Governor Beard seconded the motion and the motion was approved.

5. Board of Governors Regulations

- a. Public Notice of Intent to Amend Board of Governors Regulation 6.015, Student Conduct Code and Discipline

Chair Tripp introduced the public notice of intent to amend Board of Governors Regulation 6.015, Student Conduct Code and Discipline. A system-wide work group was created by the SUS Title IX work group to review the regulation. The work group made a number of recommendations for amendments which are outlined in the agenda item. 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 Web site at least 30 days before adoption of the proposed regulation amendments. Chair Tripp said that the amended regulation will provide clearer direction to the universities as to what the responsibilities exist for both the university and the students.

Governor Frost moved to approve Public Notice of Intent to Amend Board of Governors Regulation 6.015, Student Conduct Code and Discipline. Governor Link seconded the motion and the motion was approved.

- b. Public Notice of Intent to Amend Board of Governors Regulation 7.005, Residency for Tuition Purposes

Chair Tripp introduced the public notice of intent to amend Board of Governors Regulation 7.005, Residency for Tuition Purposes to clarify verification of residency for dependent children and to align with federal law with regard to the eligibility or ineligibility of immigrants and non-immigrants to establish residency for tuition purposes. The amendments are further explained in the agenda item and staff is available to respond to questions. Chair Tripp explained that 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 Web site at least 30 days before adoption of the proposed regulation amendments.

Governor Frost moved to approve Public Notice of Intent to Amend Board of Governors Regulation 7.005, Residency for Tuition Purposes. Governor Link seconded the motion and the motion was approved.

6. Academic and Student Affairs Updates

a. SUS Council of Academic Vice Presidents (CAVP) Update

Chair Tripp introduced FGCU Provost Dr. Ron Toll, representing the Council of Academic Vice Presidents (CAVP). Provost Toll provided a few updates:

- CAVP is charged with oversight and submission of a system-wide LBR at the request of the Chancellor's office;
- CAVP will provide input and discussion to Dr. Ignash on issues relating to the General Education common core for dual enrollment programs;
- discussed at the request of the Chancellor an opportunity to participate in a relationship at the international level in response to an invitation to do so;
- continued discussion on the CAVP academic program productivity project and confirmed that the Board of Governors is aware that in September each university will be complying with the request to address issues related to low enrollment program productivity.

Chair Tripp expressed appreciation for the collaborative efforts of the CAVP and for the open working relationship that is now in place with the Board and Board staff.

b. SUS Council for Student Affairs (CSA)

Chair Tripp introduced Dr. Kevin Bailey, UWF Vice President for Student Affairs, to provide a brief update on activities of the SUS Council for Student Affairs. Dr. Bailey shared three items of interest:

- The anti-hazing online tool was piloted in spring 2015 with the participation of 2,861 students. The program will be fully implemented in fall 2015, as each institution is identifying campus populations that will take the survey, which may include first year students, new and current members of the Greek system, and university band members. Survey results will be compiled and reported.
- There is ongoing vigilance to stay current with new information relating to Title IX policies and procedures. The work of the SUS work group on reaching consensus on definitions and procedures is noted and much appreciated.
- The Council is planning for its annual summer Retreat in July to plan for the 2015-16 year.

Chair Tripp expressed appreciation for the work of the Council under the leadership of Chair Bailey and believes that they are making a real difference throughout the System.

c. Florida Student Association

Chair Hosseini introduced Governor Tonnette Graham, the new student Board member, to provide a brief update on activities and issues of interest to the Florida Student Association and State University System students. Governor Graham has been reelected to a 2nd term as FAMU's student body president. She graduated from FAMU in Health Administration and is pursuing a master's in Public Administration from FAMU.

Governor Graham recognized that she represents hundreds of thousands of students from diverse backgrounds that have chosen to go into higher education in the SUS. Governor Graham has plans to revitalize the FSA organization by focusing on six issue areas such as governance, management and administration, organization branding, legislative affairs, advocacy, and community engagement. She also plans to improve FSA management by streamlining governance and taking a top down review of the FSA governance structure with an aim to become relevant and consistent. Thus far, Governor Graham has sought out elected officials and leaders from both the house and senate in order to express students' desire to have a seat at the table in discussions involving the future of higher education. In addition, the FSA will continue to champion traditional student causes like access and affordability by advocating for positions that will best serve students in the SUS. Governor Graham is also working to develop long term community partnerships that will strengthen the FSA and the role of SUS students role in the state.

Governor Graham announced that the annual FSA strategic planning retreat will be held on June 26-28 in Boca Raton, hosted by FAU.

7. Concluding Remarks and Adjournment

Governor Tripp reminded the Committee that the SUS Campus Security Summit will occur at UCF on July 28-29. He will provide a full report at the Committee's September meeting.

Having no further business, Chair Tripp adjourned the meeting at 9:37 a.m.

Norman Tripp, Chair

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

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
September 2, 2015**

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
September 2, 2015**

SUBJECT: University of South Florida, Morsani College of Medicine Type 1 Campus

PROPOSED COMMITTEE ACTION

Consider the establishment of a Type 1 Campus for the University of South Florida, Morsani College of Medicine, at Meridian Avenue and Channelside Drive in Tampa, Florida

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.009

BACKGROUND INFORMATION

The University of South Florida (USF) requests authorization to establish a Type I Campus in accordance with Board of Governors Regulation 08.009. The new educational site will be located in downtown Tampa, Florida and will house the USF Health, Morsani College of Medicine which will be relocated from the main campus. Initial funding for the Morsani College of Medicine facility downtown has been provided from the Legislature and Governor Scott. In previous Legislative sessions, the majority of funding necessary to construct a new USF Heart Health Institute was also secured. These two projects will be combined in downtown Tampa to provide interdisciplinary medical education, clinical care, and translational research in a medical environment that will be designed to provide optimal educational and training opportunities for students.

Although the proposed campus will not initially meet the student enrollment threshold of a Type I Campus, it will be offering complete degree programs, provide a full range of student support services, and is expected to have significant research activity. Each of these factors can be considered when assigning a campus designation. The site will also be offering a professional doctorate program (Medical Doctor) and may eventually offer other doctorate programs related to health sciences.

The USF Board of Trustees approved the creation of a Type I Campus and relocation of the Morsani College of Medicine on June 4, 2015. If approved by the Board of Governors USF expects to open the new facility in August 2019.

Supporting Documentation Included: New Educational Site Proposal

Facilitators / Presenters: University Representative

BOARD OF GOVERNORS, STATE UNIVERSITY SYSTEM OF FLORIDA PROPOSAL TO ESTABLISH A NEW TYPE I, II, OR-III CAMPUS, OR SPECIAL PURPOSE CENTER

University of South Florida

Morsani College of Medicine and Heart
Institute

University Submitting Proposal

Proposed Name of Educational Site

TBD

Type I Campus

Site ID

Proposed Type of Educational Site

(Type I, II, or III Campus, or Special Purpose Center)

Meridian Ave. and Channelside Dr, Tampa, FL

August 2019

Physical Address of Educational Site

Proposed Opening Date

(US Site: address, city, state, zip) (International site: street
address, number, city, county/province, country)(First date and term student instruction will be offered at the
site)

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing or relocating an educational site have been met prior to the initiation of the first course offerings.

June 4, 2015

Date Approved by the University Board of
Trustees

President

8/3/15
DateSignature of Chair, Board of
Trustees8/8/15
DateVice President for Academic
Affairs8/3/2015
Date

Under Projected Enrollment, provide headcount (HC) and full-time equivalent (FTE) student enrollment estimates by level from Table 1 in Appendix A for Years 1 and 5, or the Final Year of implementation if it exceeds five. Under Projected Costs, provide revenues and expenses from Table 2 and capital project costs from Table 3 for Years 1 and 5, or the Final Year if it exceeds five.

Projected Site Enrollment (from Table 1)			
		HC	FTE
Undergraduate	Year 1	0	0
	Year 5	0	0
Graduate	Year 1	724	728
	Year 5	794	831

Projected Costs (from Tables 3 and 4)				
Operational				
	E&G Funding	Other (Contracts & Grants, Auxiliary)	Capital Projects	Total Cost
2015-16	40,969,978	17,068,895	96,897,469	154,936,342
2016-17	42,099,369	15,084,336	35,755,000	92,938,705
2017-18	42,499,369	19,576,493	20,000,000	82,075,862
2018-19	49,110,092	26,781,441	0	75,891,533
2019-20	50,136,548	31,976,174	0	82,112,722

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

I. Introduction

A. Provide a short description of the project and rationale for the request to establish an educational site, including the main purpose for this site (research, instruction, administration, student services, etc.).

USF Health critically needs a new Morsani College of Medicine (MCOM) to address significant facility issues and remain competitive with a facility that meets both today's standards and can accommodate modern 21st century medical education. Furthermore, USF has received from the Legislature and Governor Scott initial funding for the MCOM facility downtown. In previous Legislative sessions, the majority of funding necessary to construct a new USF Heart Health Institute was secured to address major programmatic needs as well as leading national, state, and local health concerns.

Combined in downtown Tampa, these projects will provide superior interdisciplinary medical education, clinical care, and translational research – all designed to improve patient care and health outcomes in a dynamic medical environment that provides optimal educational and training opportunities for students. This facility will allow USF Health to:

- Maximize student success
- Create student and faculty learning synergies with closer proximity to the USF Center for Advanced Medical Learning & Simulation (CAMLs) and Tampa General Hospital (TGH)
- Enhance academic integration through co-location of core medical educators
- Expand and diversify valuable NIH and other revenue-generating research
- Assure a significantly greater impact on area economic development

USF medical students overwhelmingly support the move to a downtown campus. Key considerations in evaluating the impact on students include the following:

- Student tuition and fees will not increase as a result of this relocation
- A downtown location will enhance USF's ability to recruit more high-quality faculty thus ensuring greater student learning opportunities
- In a recent survey, 84% of students responded that establishing the Morsani College of Medicine downtown will have a "large" or "very large" positive

impact on students' educational experiences

- Greater proximity to clinical training sites at TGH for medical students
- Many medical students already live within two miles of the downtown site than the main campus

At the same time, this move will relieve current high student density and free space on the main campus to enhance and grow healthcare programs identified by the Board of Governors as high-need and high-demand particularly in such programs as nursing and physical therapy.

B. Provide a short narrative assessment of how the establishment of the educational site supports the university mission and the goals incorporated into the university strategic plan and Board of Governors State University System Strategic Plan.

The relocation of the USF Health Morsani College of Medicine will support each goal in the Board of Governors State University System Strategic Plan to enhance Excellence, Productivity and to meet Strategic Priorities for a Knowledge Economy. Those goals are to:

- **Improve the quality and relevance of the System's institutions with regard to state, national, and international preeminence.**
 - *The new downtown location will help USF attract more highly qualified faculty and students, thus elevating the quality and relevance of the entire institution as well as strengthening the reputation of the entire State University System.*
- **Increase access and efficient degree completion for students.**
 - *More USF's medical students currently live within two miles of the proposed site than the existing on-campus site. Relocating to a downtown site will create greater ease and efficiency for those students while helping them graduate on time and enter the workforce. It will also provide students better access to their primary teaching hospital, Tampa General Hospital, as well as the university's world-class medical simulation training facilities at CAMLS, a site only a few blocks away from the proposed new medical school site.*
- **Increase student access and success in degree programs in the STEM/Health fields and other Programs of Strategic Emphasis that respond to existing, evolving, and emerging critical needs and opportunities.**
 - *Not only will there be greater student access to community-based professionals in STEM and Health fields at the new downtown site, but USF will be able to free-up space on its main campus to expand existing, evolving and emerging areas of critical needs such as*

nursing, physical therapy and occupational therapy – subject to BOG priority and availability of state funds.

- **Increase research activities to help foster entrepreneurial campus cultures.**
 - *Moving in closer proximity to USF's main teaching hospital, where the volume of cardiovascular procedures is among the nation's highest, will expand the training opportunities for students in that specific field. Also, the Heart Institute portion of the facility will have new state-of-the art space to allow top-quality researchers to perform critically needed cardiovascular research. Both students and faculty will have greater access to CAMLS simulation and research. All of these research activities -- performed in a vibrant downtown entrepreneurial environment-- will foster rich learning opportunities.*
- **Attract more research funding from external (includes federal and private) sources.**
 - *The coexistence of three state-of-the-art facilities, CAMLS, TGH, and a new medical education and research complex will provide great leverage in the search for external grant funding from all potential sources federal and private. Research funding cannot be procured without sufficient facilities to attract highly productive researchers and the equipment necessary to conduct cutting-edge research. While medical research funding at USF has grown significantly in the past decade, its future potential will be restricted without a concomitant growth in the state-of-the-art physical space represented by the new downtown site.*
- **Improve the quality and relevance of public service activities, and grow the number of institutions recognized for their commitment to community and business engagement; Increase faculty and student involvement in community and business engagement activities.**
 - *Close connection with the Tampa Bay business community, Tampa General Hospital, and other health entities in the downtown area will open up myriad opportunities for public service activities and community engagement for our students and faculty. Closer physical proximity to the heart of the community will provide a greater sensitivity and outreach to the needs of those in the community.*
- **Increase the percentage of graduates who continue their education or are employed full-time.**
 - *The proposed downtown medical facility places students and faculty in the thriving center of workforce development and places both further academic growth and workforce opportunities in greater proximity to the facilities where student clinical and technical skills will be honed and nurtured. The accessibility to a vibrant metropolitan area explains why students have repeatedly expressed strong support for a*

potential move to the downtown area. These added benefits, proximity, opportunity, and accessibility, will incentivize students to remain on track toward graduation. Furthermore, a large portion of our MDs elect to stay at USF for their residence requirement increasing the likelihood that they will remain in Florida to work. For the planned PA program, USF will specifically target students who are current state residents, this program will likely see graduates who choose to remain in Florida after their education, thereby meeting the goal of increased community and business workforce.

The medical programs housed in a new downtown location will provide significant leverage for USF to meet the goals and objectives of its own complementary Strategic Plan's goals to:

- **Create well-educated and highly skilled global citizens through our continuing commitment to student success;**
 - *Students at the relocated Medical School will have access to the full array of student services and personalized attention of faculty – promoting successful progress through the curricula as well as their ability to graduate on time. Specifically, proximity to their primary teaching hospital at TGH and CAMLS will foster mentorship and training opportunities.*
- **Develop high-impact research and innovation to change lives, improve health, and foster sustainable development and positive society change;**
 - *The primary focus of the USF Morsani College of Medicine is changing lives through impactful health research, teaching and service. Synthesizing this effort in a metropolitan hub will focus that energy in greater intensity and bring it closer to the patients and community members who need it most. Meanwhile, attracting more world-class faculty and students will translate into enhanced research and innovation.*
- **Build a highly effective, major economic engine, creating new partnerships to build a strong and sustainable future for Florida in the global economy;**
 - *This project has been called a “game changer” by those in Tampa Bay’s most influential economic and civic circles. It promises to elevate the region to national excellence – attracting new companies, spurring economic development partnerships and providing an educational foundation that will infuse the area with a renewed energy.*
- **Provide sound financial management to establish a strong and sustainable economic base in support of USF’s continued academic advancement.**

- *The downtown location of the USF Medical School has already received overwhelming support across each of its constituencies, including anticipated philanthropic supporters. This location and the innovations that will be born there will unquestionably help USF establish a stronger economic base for the benefit of generations of future students.*

C. Provide a timetable of critical benchmarks that must be met for full implementation, which can be used to monitor progress (planning, design, funding, construction, etc.). The timetable should also include ensuring appropriate accreditation of the proposed educational site and any proposed programs requiring specialized accreditation, if required.

- Dec. 4, 2014: Relocation approval by USF BOT
- Feb. 19, 2015: Consideration for approval by BOG
- June 4, 2015: Educational Site Form approval by USF BOT
- June 2015: \$17M for MCOM funding approved by the Legislature and Gov. Rick Scott
- June 2015- Jun3 2016: Design-build team selection; Pre-construction design and permitting
- December 2015 – December 2017: Road/infrastructure improvements and site prep
- June 2016 – December 2018: Begin core, shell and interior build-out
- September 2018 – December 2018: Substantial construction and completion
- June 2018 – Submission of SASCO Substantial Change Document
- September 2018- December 2018: USF move-in

The MD program is fully accredited by the Liaison Committee for Medical Education (LCME). The administration and faculty have recently hosted the on-site LCME accreditation team and have been notified of another full 8 years of accreditation. The PA program is early in its application phase for initial accreditation but the administration expects to host the final site visit in summer of 2016 followed by notification of accreditation status in October 2016.

II. Need and Demand Assessment

A. Provide a detailed assessment of unmet local student demand for access to academic programs in the vicinity of the proposed educational site. Complete

Table 1 in Appendix A to enrollment projections for unduplicated student headcount and FTE by degree program and level.

By 2017, we estimate 46-50 SELECT students in the MD program at the current site. The PA program is a new program that, once implemented, will be offered and the headcount included in the program approval process is anticipated regardless of location. Demand for these programs was articulated in the original BOG-approved proposals. However, more recent data are provided in the following section.

Recent surveys of current USF MD students as well as individuals accepted into the USF MCOM program but did not matriculate show that a new downtown campus would result in an increase in applications for the programs. Specifically, 92% of current students indicated that a new downtown facility would be more attractive to prospective students. Furthermore, 26% of those respondents from the admitted but non-matriculating survey indicated they would have been more likely to choose USF MCOM if the campus was located on a waterfront property in a metropolitan part of a city. Of this same sample, 88% indicated that it was important to attend a medical school in close proximity to the main teaching hospital. Eighty-four percent of the current students responding to the survey believed that establishing a medical campus downtown would have a “large” to “very large” positive impact on a student’s educational experiences. These data indicate a significant upturn in prospective student interest in USF’s medical programs should a downtown location be established.

B. Provide a detailed data-driven assessment that describes unmet local and regional workforce need for programs and services to be offered at the proposed educational site. In the appendices, provide letters of support from the local community and business interests.

There continues to be local, regional and statewide demand for a range of healthcare programs as has been documented by studies conducted by the BOG and by the Association of American Medical Colleges. AAMC data show there will be 45,000 too few primary care physicians and a shortage of 46,000 surgeons and medical specialists during the next decade. There is a general growth in population and the “Baby Boom” generation, whose birth rate peaked in 1947, is reaching the age where health care needs are increasing exponentially while simultaneously the number of physicians available to treat Americans over the age of 65 is shrinking. The average age of medical doctors is also increasing adding to a potential crisis in the availability of highly trained physicians. Nearly one-third of all physicians will retire in the next decade even as more Americans need care.

At the same time, the competition for top undergraduates seeking medical school admission is also expected to increase as U.S. medical school enrollment grows. First-year medical school enrollment has increased by over 20% in the past decade and is projected to increase by almost 30% by 2018–2019. Of the 125 schools that were accredited in 2002, 41 (33%) are projected to grow from 2014 to 2018. By comparison, six of the 16 schools accredited since 2002 (38%) are projected to grow their enrollments during that period.

Demand for physician assistants is equally high as demonstrated by a surge in recent applicants seeking entrance into Physician Assistant programs. As articulated in the BOG-approved proposal for the USF PA program, there are just two members of the State University System offering PA programs – both a great distance geographically from Tampa Bay. USF is eager to help meet this growing statewide demand.

According to the Board of Governors' initial findings in its in-depth workforce gap analysis for healthcare fields in Florida, there continues to be a substantial need for new physicians, physical therapists and other medical technologists. There is also an acute and growing demand for nurses, a workforce need so large and complex that the BOG continues to analyze its impact on the State University System. The chart below shows the BOG's initial findings on these gaps, excluding nursing for the reason previously stated.

Gap Analysis: A Sample of Initial Figures

Occupation	Annual Demand	Adjusted Supply	Initial Difference	Needs Additional Steps
Physicians	1,934	975	-959	✓
Physical Therapists	527	340	-187	✓
Dentists	511	205	-306	✓
Occupational Therapists	320	215	-105	✓
Medical Technologists	303	74	-229	
Medical and Public Health Social Workers	302	184	-118	
Veterinarians	162	94	-68	

www.flbog.edu

BOARD of GOVERNORS State University System of Florida 12

The new location for the USF Health Morsani College of Medicine in downtown Tampa will allow the college to maintain its commitment to meeting demand for these high-demand physicians in a variety of fields. Meanwhile, the vacated space on the main USF campus will allow USF Health to greatly expand capacity for many of those other fields recognized in the BOG's analysis, such as nursing, physical therapy and public health.

Our local and regional communities have been incredibly supportive of this proposal. Please see attached letters of support in Appendix B:

- Tampa General Hospital
- Tampa Bay Partnership
- Florida High Tech Corridor
- Tampa Mayor Bob Buckhorn
- Hillsborough County Commission
- USF Morsani College of Medicine faculty leadership
- USF Morsani College of Medicine student leadership

III. Academic Programs and Courses

- A. Provide a list of the degree programs, partial programs, or college credit certificates and courses to be offered at the proposed educational site by year five or the Final Year of implementation if different, using Table 1 in

Appendix A. The proposed degree programs must be identified by six-digit CIP Code, by program title, and degree level.

The following USF programs are currently proposed for the downtown location:

Morsani College of Medicine

MD in Medicine (51.1201) Both the Core and SELECT tracks.

MS in Physician Assistant Studies (51.0912)

- B. Provide an explanation as to how the proposed degree programs and courses will be affiliated with similar programs offered on the central campus and/or other educational sites of the university. Will they be independent or an extension of existing programs? (Please see BOG regulation 8.011 (5))**

In keeping with current practice, neither the MD nor PA program will be offered at any other USF campus/educational site. Specialized accreditation standards require strict centralized oversight and management for each program.

Per BOG regulation 8.001 (5), the movement of these programs was approved by the USF BOT on [Dec. 4, 2014](#), as part of its motion to amend the USF System Five-year Capital Improvement Plan to support the College's movement downtown.

- C. Provide an assessment, supported with data, that justifies any duplication of degree programs and services that might already be provided by an existing state university or Florida College System campus in the vicinity of the proposed educational site. Describe any discussions that have taken place with affected colleges and universities and provide letters of support or letters of concern in the appendices.**

Because both the MD and PA programs have already been fully approved by both the USF Board of Trustees and the Board of Governors, any issues of duplication within the State University System have previously been considered by those bodies and addressed. The Florida College System has neither medical schools nor graduate programs. As such, there will be no new impact to existing programs within in the vicinity.

IV. Administration and Student Support Services

A. Describe the administrative structure of the proposed educational site and how it will relate to the central administration of the university. Include any necessary funding in the financial plan outlined in Table 2 of Appendix A.

As with any site, new facilities and planned student, faculty, classroom and research growth will impact operational infrastructure budgets for the following areas: post-office/receiving, courier services, clinical learning center, security/safety and the medical library, information technology student services (see sections IV, B. and C.).

While there are operational needs regardless of site for these units, the impact of a downtown campus will require some redundancy in these services. This has been estimated as follows:

Plant, Operations, and Maintenance (PO&M)

The State of Florida classifies buildings into seven unique categories for calculating Plant, Operations & Maintenance (PO&M) costs. Using FY15 cost factors, for a combined facility with 319,176 gsf and a Class E designation located in downtown Tampa, it is estimated that the PO&M requirement would be \$4,747,737 annually. This funding is generated by formula and the ultimate designation will be determined based on final design, utility assessments and other base factors provided by the architects.

Moving Costs

The anticipated moving costs associated with a downtown location will be minimal and are based on actual quotes from one of our contract movers. The majority of the costs will be incurred with the relocation of seven existing researchers and their labs to the Heart Institute (estimated at \$50k for a move to a downtown location). The remaining cost would be incurred with the move of faculty and staff offices from the Morsani College of Medicine (estimated at less than \$75k for a move to a downtown location). This will be funded through existing funds. The source of the funds is identified in Table 2 of Appendix A.

B. Describe how the proposed site will provide student services, either onsite or online from the central university campus.

Morsani College of Medicine programs are served by personnel in our Health-wide Shared Student Services model. In this model, a central hub is created for a particular location where all students, regardless of the academic goals they are pursuing, can receive assistance for services such as financial aid and admissions. Specific accreditation standards, however, also require certain on-site services.

Therefore, a downtown Tampa facility would require the assemblage of a new team for Shared Student Services at that location. This would include approximately 6 staff at an estimated cost of approximately \$304k. This will be funded through existing College of Medicine funds. The source of the funds is identified in Table 2 of Appendix A.

C. Provide a plan to provide library services and other instructional resources that will support the proposed programs. Include any necessary funding in the financial plan outlined in Table 2 of Appendix A.

Additional library costs for a downtown location would be approximately \$293,000. This would cover library-related technology costs to support students and faculty on site, library resources to obtain site licenses for various book, online, and consult collections for the Heart Institute. It also includes costs for an additional librarian and two staff to meet the minimum staffing requirements needed for the facility's planned academic and research programs. This will be funded through existing College of Medicine funds.

The planned facilities must also be able to meet the highly technical academic and research demands of future medical students and NIH researchers. We expect the cost to be approximately \$1.51 million. This would include two new bio-informatic analysts who would be needed to support the new researchers at the Heart Institute. The technology support costs are broken down into three types of costs: A) those based on the square footage of the facility, which represents a basic level of IT support, B) those need for additional licenses to accommodate the expected growth in faculty and enrollment, and C) those needed for infrastructure support. This will be funded through direct grant funds and indirect grant funds through the new cardio-vascular grants. The source of the funds is identified in Table 2 of Appendix A.

V. Budget and Facilities

A. Provide a projected operational budget using Table 2 in Appendix A that includes revenues and expenses out to year five, or the final year of implementation if different. Provide a narrative that explains the cost assumptions reflected in Table 2. Include the operational costs on the proposal cover page.

Table 2 in Appendix A shows the operational costs for the Heart Institute; the request for Plant Operations and Facility funds starting in 2018 when the building is complete; and the additional \$807,000 in operation costs for the downtown MCOM delta for various services described in the written

section. We are not asking for new funds for the \$807K for MCOM. Regardless of location, it is estimated that for the Heart Institute to reach optimum capacity and research productivity by recruiting physician and basic scientists with current NIH funding will require \$13.2 million in non-recurring funding to support their start-up costs and \$1.77 million will be needed in recurring funds to support faculty and staff salaries. These operating expenses are expected to be funded through a request for new state appropriations (an LBR was submitted to the BOG for this issue in 2014). While less optimal from a recruitment timing standpoint, the non-recurring LBR component could be spread out over 2, 3 or 4 years. Alternatively, repurposing of existing university funds and new base funding awards such as performance funding awards and/or philanthropic gifts could be used to offset LBR depending on BOG priorities and the availability of state education outlays.

- B. Use Table 3 in Appendix A, to identify each facility or facilities required to establish the proposed educational site, and any additional facilities that will be required once the site has reached its expected size and enrollments. Include capital facility costs on the proposal cover page.**

Please see Table 3 of Appendix A.

- C. Describe ownership of the new location and provide documentation of ownership or lease agreements, to include any special clauses, easements, or deed restrictions. If the property is a gift, provide the gift agreement. Please provide information on the type of ownership if the site is leased or owned (if leased please provide information on the duration of the lease and the entity that owns the lease). If the site is joint-use please provide the name of the other entity in the joint agreement as well as the total number of students this site will serve from year 1 through year 5.**

The University of South Florida Board of Trustees, a public body corporate, ("USF BOT") will be granted a fee simple ownership of the unimproved, new location (the "Property") via a special warranty deed from Crestline Acquisition Group, LLC ("Crestline"). The University of South Florida Foundation Inc. will also enter into a Gift Agreement with Crestline to effectuate the donation of the Property. The USF BOT will then develop the Property for the intended USF Morsani College of Medicine and Heart Health Institute at the new location. The USF BOT currently anticipates that utilities for the Property will be run through the public right-of-ways that surround the Property on three sides, however, if necessary the USF BOT will enter into any requisite private utility easements for the usage of the Property.

D. Are the facilities owned or leased by the University?

(X) Owned () Leased

VI. Addendum for International Campuses and Special Purpose Centers

If the proposed site is international, include a copy of any MOU or other agreements related to the site as an appendix

() The University certifies that all requirements of BOG Regulation 8.009(3)(f) have been met.

N/A

APPENDIX A
TABLE 1
DEGREE PROGRAMS PLANNED AND PROJECTED ENROLLMENTS
(Annual Unduplicated Headcount and FTE)

CIP Code	Master's Degree Program Title	Degree Level	USF Tampa Campus 2014-15		Downtown Campus 2018-19		Downtown Campus 2019-20		Downtown Campus 2020-21		Downtown Campus 2021-22	
			Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
51.0912	Physician Assistant	M	0	0	20	23.76	55	74.06	80	110.32	90	126.56
			0	0	0	0	0	0	0	0	0	0
			0	0	0	0	0	0	0	0	0	0
			0	0	0	0	0	0	0	0	0	0
			0	0	0	0	0	0	0	0	0	0
			0	0	0	0	0	0	0	0	0	0
			0	0	0	0	0	0	0	0	0	0
TOTAL MASTER'S			0	0	20	23.76	55	74.06	80	110.32	90	126.56

CIP Code	Professional Degree Program Title	Degree Level	USF Tampa Campus 2014-15		Downtown Campus 2018-19		Downtown Campus 2019-20		Downtown Campus 2020-21		Downtown Campus 2021-22	
			Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
51.1201	Medicine (MD)	P	658	658	704	704	704	704	704	704	704	704
			0	0	0	0	0	0	0	0	0	0
			0	0	0	0	0	0	0	0	0	0
			0	0	0	0	0	0	0	0	0	0
			0	0	0	0	0	0	0	0	0	0
			0	0	0	0	0	0	0	0	0	0
TOTAL PROFESSIONAL			658	658	704	704	704	704	704	704	704	704

NOTE: Add Year columns as necessary to cover the period of time needed for full implementation.

Edition 06/23/14

APPENDIX A

TABLE 2

SUMMARY FINANCIAL PROJECTIONS TO FULL IMPLEMENTATION

Fiscal Year Ending June 30		Current Site	New Year 1	New Year 2	New Year 3	New Year 4	New Year 5
General Operations Revenues		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Carry Forward from Prior Year		0	1,119,436	5,490,968	592,429	1,078,386	3,620,498
General Revenue/Lottery - PO&M 319,176 SQ						4,747,737	4,747,737
	LBR State Allocations (GR Non Recurring) HEART*		13,230,280				
	LBR State Allocations (GR Recurring) HEART		1,769,720	1,769,720	1,769,720	1,769,720	1,769,720
	State Allocations (GR/Lottery Recurring) UME	16,800,000	17,220,000	17,650,500	18,091,763	19,900,939	21,891,033
Tuition/Tuition Differential and Fees UME		2,288,925	2,288,925	2,288,925	2,288,925	2,288,925	2,288,925
	Tuition (Marticulation) UME	22,156,930	22,156,930	22,156,930	22,156,930	22,156,930	22,156,930
	Tuition (Differential, 70% UG Support)	0	0	0	0	0	0
	Out of State Student Tuition Fees	0	0	0	0	0	0
Research Trust Funds (by title)							
	XYZ Trust Fund	0	0	0	0	0	0
Financial Aid and Academic Related Fees							
	Financial Aid	0	0	0	0	0	0
	Tuition (Differential, 30% Financial Aid)	0	0	0	0	0	0
	Out of State Financial Aid	0	0	0	0	0	0
	Student Technology Fee	0	0	0	0	0	0
	Student Distance Learning Fee	0	0	0	0	0	0
	Other Fees (Material/Supply), Facility/Equipment, etc.)	0	0	0	0	0	0
Other Revenues							
	Other Convenience Accounts-DASF upon opening	0				807,775	807,775
	F&A/Grants/Endowment earnings	0	5,744,550	8,419,091	18,254,481	26,761,619	32,113,943
Total Revenues		41,245,855	63,529,841	57,776,134	63,154,248	79,512,031	89,396,560
General Operations Expenses							
	Compensation and Employee Benefits	26,993,895	27,668,742	28,360,461	28,360,461	30,026,490	30,927,285
	Undergraduate Medical Education Expenses	6,748,474	6,917,186	7,090,115	7,090,115	7,090,115	7,090,115
	Shared Services	100,235	100,235	100,235	100,235	316,059	316,059
	Incremental Shared and/or Contractual Services Costs	0	0	0	0	0	0
	Library Services/e-Collections	648,558	648,558	648,558	648,558	926,613	926,613
	Contractual Services - SELECT TRANSFER	2,706,095	2,706,095	2,900,000	3,200,000	3,200,000	3,200,000
	Plant Costs and Operating Supplies New Building	0				4,747,737	4,747,737
	Lease Agreements						
	Financial Aid, Scholarships, Stipends	2,929,162	2,929,162	3,000,000	3,100,000	3,222,078	3,347,739
	Equipment	0	0	0	0	0	0
	List: Shared Operational Expenses upon opening	0				388,775	388,775
	List: Grant Salaries and Expenses	0	17,068,895	15,084,336	19,576,493	25,973,666	25,973,666
Total Expenses		40,126,419	58,038,873	57,183,705	62,075,862	75,891,533	76,917,989
Operating Net Revenues Over Expenses		1,119,436	5,490,968	592,429	1,078,386	3,620,498	12,478,571

* The non-recurring LBR for \$13.2M can be split over three years for research start-up and recruitment.

Board of Governors Committees and Meeting - Academic and Student Affairs Committee

STATE UNIVERSITY SYSTEM
CIP-3 SHORT TERM PROJECT EXPLANATION

Page__of __

GEOGRAPHIC LOCATION: **Downtown Tampa, FL**

COUNTY: Hillsborough

PROJECT DESCRIPTION/TITLE: **5. MORSANI COLLEGE OF MEDICINE & HEART INST**

PROJECT BR No. (if assigned):

Facility/Space	Net Area	Gross *	Gross Area	Unit Cost	Construction	Assumed	Occupancy
Type	(NASF)	Conversion	(GSF)	(Cost/GSF)*	Cost	Bid Date	Date
College of Medicine	65,057	1.725	112,223	\$380.00	\$42,644,645		Jul-18
Heart Institute Labs	62,743	1.840	115,447	\$380.00	\$43,869,993		
Aud/Dining/Support	33,265	1.438	47,818	\$380.00	\$18,170,897		
Faculty Offices	21,150	1.610	34,052	\$380.00	\$12,939,570		
Clinical Trials/Care Unit	5,985	1.610	9,636	\$380.00	\$3,661,623		
			0		\$0		
*Program and Building Grossing Factor			0		\$0		
			0		\$0		
			0		\$0		
			0		\$0		
Totals	188,200		319,176		\$121,286,728		
*Apply Unit Cost to total GSF based on primary space type							
Remodeling/Renovation	0		0		\$0		
Total Construction - New & Rem./Renov.					\$121,286,728	Total	0
						Total	0

SCHEDULE OF PROJECT COMPONENTS

	ESTIMATED COSTS						
	Funded to	2015-16	2016-17	2017-18	2018-19	2019-20	Funded & In CIP
Basic Construction Cost	Date						
1. a.Construction Cost (from above)	\$ 39,393,118	\$32,755,000	\$ 25,000,000	\$ 24,138,610			\$121,286,728
Add'l/Extraordinary Const. Costs							\$0
b.Environmental Impacts/Mitigation							\$0
c.Site Preparation		\$500,000					\$500,000
d.Landscape/Irrigation		\$30,000					\$30,000
e.Plaza/Walks		\$20,000					\$20,000
f.Roadway Improvements		\$20,000					\$20,000
g.Parking ___ spaces		\$0					\$0
h.Telecommunication		\$1,500,000	\$ 1,000,000	\$1,000,000			\$3,500,000
i.Electrical Service		\$20,000					\$20,000
j.Water Distribution		\$20,000					\$20,000
k.Sanitary Sewer System		\$20,000					\$20,000
l.Chilled Water System		\$20,000					\$20,000
m.Storm Water System		\$5,000					\$5,000
n.Energy Efficient Equipment							\$0
Total Construction Costs	39,393,118	\$34,910,000	26,000,000	25,138,610	0	0	\$125,441,728
2. Other Project Costs							
a.Land/existing facility acquisition							\$0
b.Professional Fees	\$ 10,439,593						\$10,439,593
c.Fire Marshall Fees	\$ 102,678						\$102,678
d.Inspection Services	\$ 1,000,000						\$1,000,000
e.Insurance Consultant	\$ 268,306						\$268,306
f.Surveys & Tests	\$ 347,506						\$347,506
g.Permit/Impact/Environmental Fees	\$ 148,285						\$148,285
h.Artwork		\$100,000					\$100,000
i.Moveable Furnishings & Equipment		\$3,000,000	\$3,000,000	\$3,000,000			\$9,000,000
j.Project Contingency	\$ 2,551,627	\$2,496,622	\$756,124				\$5,804,373
Total - Other Project Costs	\$14,857,995	\$5,596,622	\$3,756,124	\$3,000,000	\$0	\$0	\$27,210,741
ALL COSTS 1+2	\$ 54,251,113	\$40,506,622	\$29,756,124	\$28,138,610	\$0	\$0	\$152,652,469

Appropriations to Date			Project Costs Beyond CIP Period			Total Project In CIP & Beyond
Source	Fiscal Year	Amount	Source	Fiscal Year	Amount	
PECO	2012-13	\$ 6,893,118				
	2013-14	\$ 12,500,000				
	2014-15	\$ 20,000,000				
TOTAL		\$ 39,393,118	TOTAL		0	\$152,652,469

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
September 2, 2015**

SUBJECT: State University System Mental Health Counseling Services Legislative Budget Request

PROPOSED COMMITTEE ACTION

For Information and Consideration of the State University System Mental Health Counseling Services Legislative Budget Request

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The State University System Mental Health Counseling Services Legislative Budget Request is designed to increase campus counseling services in order to address the critical need for student mental and behavioral health coverage in a State University System that is steadily expanding in size, scope, and complexity.

SUS leaders have identified the need for an increasing number of well-trained, professional counselors to address the mental and behavioral health of university students. This legislative budget request is for \$6,208,211 (\$4,111,644 recurring and \$2,096,487 nonrecurring) for additional mental health professionals and staff, including psychologists, mental health counselors, psychiatric ARNPs, case managers, prevention specialists, and office staff. The LBR is designed to raise the staffing levels of the SUS Counseling Centers to the minimum staffing ratios that are recommended by the profession's accreditation association, the International Association of Counseling Services.

Supporting Documentation Included:	Legislative Budget Request Form I
---	-----------------------------------

Facilitators / Presenters:	Dr. Kevin Bailey
-----------------------------------	------------------

**State University System
Education and General
2016-2017 Legislative Budget Request
Form I**

University(s):	State University System
Issue Title:	Mental Health Counseling Services
Priority Number	
Recurring Funds Requested:	\$4,111,644
Non-Recurring Funds Requested:	\$2,096,487
Total Funds Requested:	\$6,208,211
Please check the issue type below:	
Shared Services/System-Wide Issue	<input checked="" type="checkbox"/>
2015-2016 Non-Recurring Issue	<input type="checkbox"/>
New Issue for 2016-2017	<input checked="" type="checkbox"/>

I. Description

The **SUS Mental Health Counseling Services** Legislative Budget Request is designed to increase campus counseling services in order to address the critical need for student mental and behavioral health coverage in a State University System that is steadily expanding in size, scope, and complexity.

Universities are directly responsible for providing a safe educational, working, and living environment for students, faculty, staff, and visitors. SUS leaders have identified a number of current campus security challenges and focused on two issues: (1) law enforcement staffing needs in an expanding State University System, and (2) the increasing need for well-trained, professional counseling services to address the mental and behavioral health of university students.

The SUS Counseling Centers provide a wide variety of clinical services, including individual and group counseling and psychiatric services and assessment. Professional staff provide substance abuse treatment and prevention efforts and consult with many campus constituencies to provide prevention and outreach services. University counseling services are integral to graduation and retention rates in that counselors directly assist students in their mental and behavioral health needs so they can reach their academic potential.

While the SUS centers are now fully imbedded in the overall health and wellness of their campuses, the centers are struggling to keep up with the demand for their services. Students are coming into counseling earlier, in larger numbers, and with more crisis issues than ever before. The SUS centers have experienced a 67% increase in student client sessions in the past six years for issues of anxiety, depression, academic stress, and relationship issues. Further, SUS centers recorded nearly 4,200 emergency or crisis visits during 2013-2014.

The LBR is designed to raise the staffing levels of the SUS Counseling Centers to the minimum staffing ratios that are recommended by the profession's accreditation association, the International Association of Counseling Services (IACS). IACS standards state that minimum staffing ratios should strive to be "in the range of one FTE professional staff member to every 1,000 to 1,500 students, depending on services offered and other campus mental health agencies." Currently, ten of the 12 SUS counseling centers (not New College and Florida Polytechnic) are operating above the IACS standard for minimum staffing of one professional staff member per 1,000 students, and eight of the 12 centers are operating above the high end of the range recommended by IACS of one staff member per 1,500 students.

The System request for counseling services appears below:

SUS Counseling Services Mental Health Counseling Services Legislative Budget Request				
University	# Positions (FTE)*	Salary	Other/Related Expenses**	Total
Florida A&M University	4.0	\$200,000	\$130,000	\$330,000
Florida Atlantic University	9.5	\$653,000	\$555,702	\$1,208,702
Florida Gulf Coast University	5.8	\$372,000	\$188,015	\$560,015
Florida International University	3.0	\$276,000	\$157,060	\$433,060
Florida State University	5.0	\$335,000	\$161,350	\$496,350
New College of Florida and USF Man.	4.0	\$249,000	\$176,690	\$425,690
University of Central Florida	12.0	\$872,400	\$30,000	\$902,400
University of Florida	6.0	\$315,000	\$445,050	\$760,050
University of North Florida	2.0	\$134,000	\$59,540	\$193,540
University of South Florida	3.0	\$201,000	\$99,810	\$300,810
University of South Florida St. Pete	3.0	\$117,000	\$55,770	\$172,770
University of West Florida	3.5	\$387,244	\$37,500	\$424,744
Total	60.8	\$4,111,644	\$2,096,487	\$6,208,131
*Positions include Psychologists, Mental Health Counselors, Psychiatric ARNPs, Case Managers, Prevention Specialists, Office staff. **Other/Related Expenses include benefits, hiring expenses, professional development, overhead, technology, assessment.				

II. Return on Investment

The SUS counseling centers are busy operations and their professional services are critical to a university's well-being and, more importantly, to student retention and success. The American College Health Association recently reported that over 50 percent of college students say that they have experienced "overwhelming anxiety" in the last year and 32 percent say they have felt so depressed "that it was difficult to function." Research has shown that students seeking university counseling services are more likely to maintain and improve their academic performance and persist to graduation. Student client surveys at state universities consistently verify that counseling services are enabling students to address their personal problems and remain enrolled to pursue a degree. As students are enrolling in state universities with a greater and more urgent need for mental health services, there is an increasing challenge for university counseling centers to provide immediate and appropriate professional services that will forestall serious behavioral incidents and reinforce academic progress and success.

The operations of campus counseling services maintain strong support for the Board of Governors performance funding model as the model provides a financial incentive for universities to prioritize student health and safety and to provide access to the academic and personal assistance needed by students to attain a degree and be successful in a career. Each state university recognizes that its reputation for academic quality and student success is dependent on its ability to provide a healthy and safe environment for those learning, working, and living on its campus.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
September 2, 2015**

SUBJECT: Florida Collaborative Data Initiative Legislative Budget Request

PROPOSED COMMITTEE ACTION

For Information and Consideration of the Florida Collaborative Data Initiative Legislative Budget Request

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

This request is for six Florida universities (UF, FSU, USF, UCF, FIU and FAU) to build a shared research data storage and sharing system that allows researchers to easily collaborate, store enormous quantities of data securely and be more competitive for federal grants. The service will be provided by the Sunshine State Education and Research Computing Alliance (SSERCA) through six of its member institutions (UF, FSU, USF, UCF, FIU, FAU). Additional universities can be added to the system in the future. UNF, UWF, and FAMU are already participating affiliate members.

A shared research data storage system encourages more cross-university collaboration, leveraging the best researchers in the state and making Florida researchers more competitive for federal grants. Each initial storage unit will cost \$650,000 and will be purchased using first year salary savings, as a phased approach for staff hiring will be implemented. When demand dictates, additional and replacement storage will be purchased using grants and institutional sources of funds.

The total request is for \$2,161,800 recurring which will be evenly divided among the six universities (\$360,300) to cover new staff positions and the annual equipment maintenance contract of \$60,000 at each location.

Supporting Documentation Included:

Legislative Budget Request Form I and II

Facilitators/Presenters:

Dr. Ron Toll, Dr. Elias Eldayrie

**State University System
Education and General
2016-2017 Legislative Budget Request
Form I**

University(s):	UF, FSU, USE, UCF, FIU, FAU
Issue Title:	Florida Collaborative Data Initiative
Priority Number	
Recurring Funds Requested:	\$2,161,800
Non-Recurring Funds Requested:	\$0
Total Funds Requested:	\$2,161,800
Please check the issue type below:	
Shared Services/System-Wide Issue	<input checked="" type="checkbox"/>
2015-2016 Non-Recurring Issue	<input type="checkbox"/>
New Issue for 2016-2017	<input checked="" type="checkbox"/>

I. Description

a. Executive summary

Six Florida universities (UF, FSU, USE, UCF, FIU and FAU) seek to build a shared research data storage and sharing system that allows researchers to easily collaborate, store enormous quantities of data securely and be more competitive for federal grants. By working together as a system, tremendous cost savings and efficiencies can be realized. A single system can be built for considerably less money than six separate systems. The shared infrastructure provides researchers from around the state opportunities they would not have otherwise, simplifies computer systems support, and speeds up data transfer to days rather than weeks. It is a shared system, yet each university will build a component part on its own campus, hire its own support staff and pay for operations. This project scales and is easy to use and maintain. Additional universities can be added to the system in the future. UNF, UWF, and FAMU are already participating affiliate members. Universities across Florida have unique faculty, data and research expertise. A shared research data storage system encourages more cross-university collaboration, leveraging the best researchers in the state and making Florida researchers more competitive for federal grants. All Florida universities are elevated with the increased research capabilities and opportunities for collaboration this shared system will provide. Harvard College, Massachusetts Institute of Technology, and Boston College have a similar system to allow their researchers to collaborate.

2016-2017 LBR

Modern research is becoming increasingly complex and increasingly associated with vast amounts of data. The universities in the SUS have a great potential to collaborate on these issues, but lack the proper tools. This project is a new service to build a statewide data infrastructure to support collaborative research within and across the State of Florida. This infrastructure will make researchers in the SUS more competitive in their research activities and in obtaining external funding for their research projects in which only the most contending efforts can obtain funding. This is more important than ever as the amount of federal funds for grants continues to decline, thus driving competition up. The service proposed in this issue addresses all three of the goals articulated in the Scholarship, Research, Innovation section of the 2012-2025 Board of Governors Strategic Plan and will fill fundamental needs expressed in that plan, as will be discussed in section II below.

This is a new service that is a much enhanced and expanded evolution of a successful project called “Sunshine Grid” funded by the BOG in 2010 within the New Florida Clustering Award Program. In that project, FSU (award #15 for \$150,000), UF (award #26 for \$200,000) and USF (award #37 for \$100,000) supported three selected collaborative STEM research projects by providing storage infrastructure that could be shared by researchers located at different institutions to collaborate more effectively.

The service will be provided by the Sunshine State Education and Research Computing Alliance (SSERCA) through six of its member institutions (UF, FSU, USF, UCF, FIU, FAU), and will consist of recurring funds in the amount of \$360,300 at each of the six SUS institutions acting in collaboration as part of the SSERCA organization.

b. Business model

The business model will provide easy access to the service, but also become sustainable in the long term. It will provide a free, limited level of storage for any faculty researcher at any SUS institution, thereby immediately supporting the SUS as a whole. If needed, additional storage can be acquired at an affordable cost. This rate structure will be based on hardware cost-recovery and determined by the service providing institutions. The cost of the personnel will be treated as a subsidy from the State as an investment in advanced infrastructure for its researchers. Future growth will be funded by new external funding supported by the Florida Collaborative Data Initiative.

This mixed model of funding has been shown to work at other campuses and provides a sustainable balance between low cost for the researchers and sustainable investment by the State and the SUS to provide its faculty and researchers with advanced infrastructure.

c. Motivation

Technological advances have enabled researchers to study more complex and challenging problems than ever before. However, this has led to a large increase in amounts of data that need to be processed, analyzed, and stored on computer systems that have become more complex and costly. Research grants often pay for these expenses, but the added expense associated with the collaborative nature is typically too cost prohibitive to be competitive for the grants. A State investment is necessary for the researchers to succeed.

The result is that research teams spend an increasing fraction of their budget and time managing the infrastructure for doing research, instead of conducting the research. Having institutions provide the required state-of-the-art infrastructure with support from professional staff to provide advanced training, consulting and security will provide researchers with significant competitive advantages:

1. A portion of storage costs are eliminated from grants and will be noted as State contribution.
2. The time it takes to get research results is shortened because of increased researcher efficiency.
3. The likelihood of obtaining external funding for research is increased because reviewers and funding agencies recognize that projects with advanced infrastructure have a lower risk of failure and increased effectiveness of the researchers.

This initiative will address these major issues in the following ways:

1. Promote research on combined data sets between SSERCA members and/or its affiliate members, and with other Florida educational institutions and researchers world-wide.
2. Provide a cost-effective disaster recovery solution.
3. Provide access to resources for workforce development.

d. Infrastructure and service implementation details

Positions: A major component of the service consists of three expert staff to be hired at each of the six research universities. The team of staff members will coordinate the operation and maintenance of the research data storage infrastructure within the existing organization of SSERCA. The expertise of the staff is such that an average competitive salary for people in these positions is \$77,000 plus fringe benefits, or \$100,100 per person.

These individuals are also the primary people to provide the human interface to the faculty members, their students, and research associates for training and expert consulting services. Together with the other, existing staff members of the

research computing support centers at each of the institutions, they will organize outreach and training sessions and workshops to ensure that the faculty at each institution is aware of the service and knows how to make the most effective use of it in their research.

Equipment: The service consists of a coherent network of storage servers deployed at each of the six SSERCA member institutions UF, FSU, USF, UCF, FIU, and FAU in their data centers. Each initial storage unit will cost \$650,000 and provide 2 Petabytes (1 Petabyte is equivalent to 100,000 high-definition movies) of storage for a total of 12 PB across the State. It will be purchased using first year salary savings, because a phased approach for staff hiring will be implemented. When demand dictates, additional and replacement storage will be purchased using grants and institutional sources of funds.

The annual maintenance cost for the equipment is \$60,000 per year per site. This includes replacement of failed parts as well as expert support from the storage system vendor.

This storage has been architected to provide cost-effective, easy-to-use, and efficient sharing of data by researchers at any of the SUS institutions with their collaborators at other SUS institutions and elsewhere in the world. Its attributes include the following:

1. An important feature is automatic replication of data across multiple sites. This facilitates easy sharing of research data by researchers and educators.
2. Data replication will also provide extra data security, for example during an extreme weather event, such as a hurricane, which can jeopardize the data integrity at one site, but not at all six service sites simultaneously.
3. An easy interface will be implemented to upload and download data with the same functionality as provided by cloud vendors such as Dropbox, Google Drive, and others. By leveraging economies of scale, SSERCA can offer this service at competitive rates.

During 2014 SSERCA issued an ITN (Invitation to Negotiate), led by FSU, to engage storage vendors to build a system with the above requirements. In November DataDirect Networks was selected as a partner. Four institutions (UF, FSU, USF, and FIU) have already made an investment of over \$500K to acquire and deploy a proof-of-concept system with total capacity around 1 PB. In partnership with DDN, this system has been tested and validated. At the SuperComputing 2014 Conference, this system was demonstrated to a global audience. This initiative will build upon the experience gained from this proof-of-concept system.

Fund allocation: Funds for this initiative should be allocated equally to each of the six participating SUS institutions. The equipment will be acquired and maintained by each institution and the positions will become part of the institutions' IT staff as well. SSERCA will coordinate the activities and will ensure that the new service functions in a coherent and efficient way. This is an ability it has already demonstrated in several projects. SSERCA does not own equipment or positions.

Leveraging data centers: By installing the storage systems in the data centers at SUS institutions that already operate and maintain research computing systems for complex scientific and engineering research, that existing infrastructure can be leveraged for the data processing, analysis, and visualization of the collaborative research data. Only the storage systems need to be acquired as part of this issue to provide a collaborative research infrastructure and service for Big Data research activities.

Leveraging the network: The Florida LambdaRail (FLR) already connects the institutions with a high speed network at 100 Gigabits per second and this network will provide the underlying infrastructure to support real time collaboration on joint data sets. All six institutions are members of FLR and have unlimited access to the FLR transport at no extra cost as part of existing and ongoing agreements.

e. Future evolution and sustainability of the service

We envision a multi-stage development both to provide accountability and to mitigate risk in order to ensure a successful deployment. The six SSERCA members providing the service --UF, FSU, USF, UCF, FIU, and FAU-- have been selected because they already provide research computing support for the faculty on their campus. The new staff will complement existing staff and expertise to deploy the proposed infrastructure and support its use by the collaborative research teams of which the faculty on their respective campuses are part.

Once the infrastructure has been deployed, SSERCA will extend its use to its affiliates at no cost. The infrastructure proposed in this issue will provide an attractive value for these institutions to join so that their faculty members can benefit as well. The conditions to become an affiliate of SSERCA include appointing a contact person on the campus to act as the liaison among the researchers on each campus and the SSERCA service providers. These support personnel are essential in order to provide a positive user experience for the faculty and their students at each campus when using SSERCA resources. A time table for the project is shown in the table below. Because the pilot project among UF, FSU, and USF, is already underway, the production system can be deployed as soon as funding becomes available.

Jul 2016	Oct 2016	Jan 2017	Apr 2017	July 2017
Acquisition Installation Hiring	Testing Pilot Members	Service for members	Service for members	Begin Recruitment of Permanent Staff
		Explore use by affiliates	Service for affiliates	

Initially, the proposed research data storage service will be set up for all SUS institutions exclusively. However, the long term goal is to extend the service to state colleges.

f. About SSERCA

SSERCA is the organization that provides advanced services in support of education and research computing in the State of Florida on top of the statewide network infrastructure operated by the Florida LambdaRail (FLR, <http://www.flrnet.org>) of which the SUS institutions are founding members. SSERCA was created as a collaborative organization in 2010 by several SUS institutions (UF, FSU, USF, UCF) and one private institution (the University of Miami [UM]), each of which has a campus-wide effort to support research computing. In recent years, FIU and FAU joined as members and FAMU, UNF, and UWF became affiliate members.

In the five years since SSERCA was founded, it has already provided a number of benefits to the faculty and researches at the member and affiliate institutions. To name a few:

- SSERCA sponsored workshop on programming accelerators at FSU and XSEDE and SSERCA sponsored workshop at FIU
- Joint research by research computing staff of the member institutions on shared storage infrastructure, authentication methods, and sharing of expertise and experience on resource scheduling, system provisioning, and billing research grants for services and infrastructure costs. A recent example in 2012 involved a collaboration among FSU, UF, and UM. The climate modelers at FSU and UM generated the climate evolution data over a period of several centuries. Then the researcher at UF used the climate data as background for generating a crop model to determine which crops would produce the greatest yield under the given climate conditions temperature, humidity, rainfall across the state of Florida. In another joined project, gene sequencing data generated at FSU needed to be analyzed by a team at UF.

- Joint booth exhibiting the research of its faculty at the international Super Computing conference starting in 2011 at various locations. The booth for 2015 in Austin is being planned now.

The long-term vision for SSERCA includes supporting education and research computing at all Florida institutions of higher learning, including state colleges. As an organization, SSERCA also plans to provide access to advanced resources and training for high-school projects.

II. Return on Investment

a. Alignment with BOG Strategic Plan

The “State University of Florida Board of Governors Strategic Plan 2012-2025” lists on pages 16 and 17 a number of goals that this issue addresses.

The opening paragraphs state that “...the Board of Governors will work to increase federal and private funding for collaborative research that targets STEM initiatives...” The proposed infrastructure aligns directly with the plan.

The Plan continues with “...the Board of Governors will more sharply focus the research agenda of the State University System ... by strengthening research collaboration among the universities.” SSERCA is an organization that has the mission to foster and support collaboration on the computing infrastructure for education and research and the infrastructure proposed in this issue is a concrete, enabling, and cost effective step towards that objective.

The first goal in the Plan is on Excellence and seeks to “...strengthen the quality and reputation of scholarship, research, and innovation.” The proposed state-of-the-art infrastructure for collaborative research on Big Data Science and Engineering is an investment that will enable the highly talented researchers in the SUS to reach this goal.

The second goal in the Plan is to increase productivity. By providing shared, professionally managed infrastructure, the researchers will be able to spend more time on their research and commercialization efforts.

The third goal in the Plan seeks to “increase collaboration and external support for research activity.” Providing the faculty, the students, and research associates in the SUS institutions with the proper infrastructure will allow them to make this goal a reality.

Metrics for the value to the State

The metrics to be used to establish the return on investment from building and maintaining the infrastructure proposed in this issue will be the ones developed recently by SSERCA to measure its own effectiveness:

1. Number of grants funded at SUS institutions using the provided infrastructure and services.
2. Number of collaborations between faculty at different SUS institutions supported by data storage, high-performance computation, and high-speed data transmission infrastructure, training, and consulting.
3. Number of shared resources deployed under the umbrella of SSERCA.
4. Number of researchers, faculty and students reached by SSERCA sponsored training sessions and workshops, including online participation.

The investment by institutions in advanced infrastructure has paid off to obtain very competitive grant funding many times over the past decades at numerous institutions across the Nation. An example was the \$10M award to the University of Florida by NNSA of the PSAAP II Center for Compressible Multiphase Turbulence <http://www.eng.ufl.edu/ccmt>, where the recent investments by UF in research computing infrastructure played an important role. Another example is the Southeast Center for Integrated Metabolomics <http://secim.ufl.edu> funded by a \$9.2M NIH award.

III. Facilities

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	N/A			
2.				

2016-2017 Legislative Budget Request
Education and General
Position and Fiscal Summary
Operating Budget Form II
(to be completed for each issue)

University: UF, FSU, USF, UCF, FIU, FAU
Issue Title: Florida Collaborative Data Initiative

	RECURRING	NON-RECURRING	TOTAL
<u>Positions</u>			
Faculty	0.00	0.00	0.00
Other (A&P/USPS)	18.00	0.00	18.00
	-----	-----	-----
Total	18.00	0.00	18.00
	=====	=====	=====
<u>Salary Rate (for all positions noted above)</u>			
Faculty	\$0	\$0	\$0
Other (A&P/USPS)	\$1,386,000	\$0	\$1,386,000
	-----	-----	-----
Total	\$1,386,000	\$0	\$1,386,000
	=====	=====	=====
Salaries and Benefits	\$1,801,800	\$0	\$1,801,800
Other Personal Services	\$0	\$0	\$0
Expenses	\$0	\$0	\$0
Operating Capital Outlay	\$0	\$0	\$0
Electronic Data Processing	\$0	\$0	\$0
Special Category (Specific)	\$0	\$0	\$0
Annual maintenance contract	\$360,000	\$0	\$360,000
	\$0	\$0	\$0
	\$0	\$0	\$0
	-----	-----	-----
Total All Categories	\$2,161,800	\$0	\$2,161,800
	=====	=====	=====

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

Academic and Student Affairs Committee

September 2, 2015

SUBJECT: Support for the Florida Institute of Oceanography, Keys Marine Laboratory

PROPOSED COMMITTEE ACTION

For Information and Consideration of the Support for the Florida Institute of Oceanography, Keys Marine Laboratory Legislative Budget Request

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Florida Keys Marine Laboratory in Layton, Florida is operated by the Florida Institute of Oceanography (FIO). It is a platform that provides unique opportunities for short- and long-term field and laboratory experiences and research for undergraduate and graduate students, academic and non-academic faculty and researchers from throughout the U.S. and internationally. The Keys Marine Laboratory, through a Federal grant, recently has installed the most advanced saltwater system to expand the capacity to conduct laboratory experiments and manipulate water quality and hence allow on-site research not previously possible.

The requested \$475,000 in recurring funds will allow FIO to:

- Provide a 2-week field intensive certification course at Keys Marine Laboratory to state certified K-12 teachers to provide them with marine science teaching techniques that keeps them current in emerging ocean research and technologies so they can apply that knowledge in the classroom.
- Ensure the Keys Marine Laboratory's fleet maintains its Research Vessel designations to meet the new technical standards, and comply with safety provisions set by the U.S. Coast Guard, which are not optional and are expensive.
- Maintain the Keys Marine Laboratory as a teaching laboratory visited by over 121 different user groups around Florida, nationally and internationally, including countries like Germany and Poland.
- Hire and retain critical personnel to support the increasing demands and usage trends at Keys Marine Laboratory and maintain the newly installed seawater

system and small research vessels.

The requested \$600,000 in non-recurring funds will allow FIO to:

- Procure advanced satellite communication (e.g. Mondo pads for Skyping abilities) and equipment systems to support interactive remote instruction from ship to shore or remotely from the Keys Marine Lab to classrooms. Day to day operation costs associated with the purchases would be covered through normal accounts and through grants received by the Guy Harvey Ocean Foundation (GHOF).
- Increase inventory of scientific equipment available at Keys Marine Laboratory for researchers.
- Purchase holding tanks and other necessary equipment to leverage the unique salt water system at Keys Marine Laboratory to conduct controlled experiments on various marine species.
- Purchase a remote operating vehicle (ROV) to enable real-time observations without disturbing habitat, which can be used to assess stocks, broadcast back to classrooms and public areas, and streamed online for outreach purposes.

The total funded requested is \$1,075,000.

Supporting Documentation Included:

Legislative Budget Request Forms I and II

Facilitators/Presenters:

Provost Ron Toll, Provost Ralph Wilcox

**State University System (SUS)
Florida Board of Governors
2016-2017 Legislative Budget Request Instructions
Forms I and II**

The main objective of Form I and Form II is to align the university's budget issues and dollar values with the goals and objectives of the strategic priorities and the 2015 University Work Plan established by each university.

For FY 2016-2017, each university should submit one Form I and Form II for each budget issue and any system-wide issue identified as a critical system-wide need. Any issues unique to a branch campus or a special unit (e.g., IFAS Workload Initiative) should not be rolled into the main campus request, but reflected separately by use of the forms provided.

For system-wide issues, consideration will be given to issues that allow for greater efficiencies through shared system resources or identified as a system-wide need. If requesting funds as such, please list all university participants of the initiative and check the box "Shared Services/System-Wide Issue".

If a university received non-recurring funds in 2015-2016 for a unique issue, and that issue is a university priority for continued funding in 2016-2017, please check the box "2015-2016 Non-Recurring Issue".

For new issues identified by a university as a priority issue for 2016-2017, please check the box "New Issue for 2016-2017".

Please keep in mind that all issues submitted for consideration by the Board should align with the goals and objectives of the strategic priorities and work plan established by each university.

**State University System
Education and General
2016-2017 Legislative Budget Request
Form I**

University(s):	Florida Institute of Oceanography (FIO) Hosted by the University of South Florida (USF)
Issue Title:	Support for FIO's marine lab facility, Keys Marine Laboratory (KML)
Priority Number	
Recurring Funds Requested:	475,000
Non-Recurring Funds Requested:	600,000
Total Funds Requested:	1,075,000
Please check the issue type below:	
Shared Services/System-Wide Issue	<input checked="" type="checkbox"/>
2015-2016 Non-Recurring Issue	<input type="checkbox"/>
New Issue for 2016-2017	<input checked="" type="checkbox"/>

- I. Description** – 1. Describe the service or program to be provided and how this issue aligns with the goals and objectives of the strategic priorities and the 2015 Work Plan established by your institution (include whether this is a new or expanded service/program). If expanded, what has been accomplished with the current service/program? 2. Describe any projected impact on academic programs, student enrollments, and student services.

The Florida Institute of Oceanography (FIO), an Academic Infrastructure Support Organization (AISO) established by the Board of Governors (BOG), serves as the State University System (SUS) coordinating body for research vessels, equipment, marine laboratories and other shared-use facilities and services. Shared use of resources, expertise and infrastructure will maintain Florida as a leader in oceanographic and coastal education and research. Currently 21 staff members provide services to the 30 member institutions and agencies across the State of Florida.

FIO enables the SUS to provide a virtual intellectual and physical hub for the mature and diverse marine science enterprise that exists in Florida. Entities across academia, government, and the private sector have been collaborating for many years to meet the expectation of the FIO members and the BOG as defined by the AISO Memorandum of Understanding (MOU).

The BP Deepwater Horizon Disaster has created a much greater demand for research and monitoring of the Gulf of Mexico ecosystems to better understand the potential long-term impacts

to the Gulf marine resources. FIO continues to play a key role in documenting and disseminating information to Florida's citizens on the potential long term impacts of the oil spill and other natural disasters, this LBR is critical to achieving success in this endeavor.

The Florida Keys Marine Laboratory (KML) in Layton, Florida is a platform that provides unique opportunities for short and long term field and laboratory experiences and research for undergraduate and graduate students, academia and non-academia faculty and researchers from throughout the U.S. and internationally. The KML through a Federal grant recently has installed the most advanced saltwater system to expand the capacity to conduct laboratory experiments and manipulate water quality and hence allow on-site research not previously possible.

The Gulf of Mexico contains the world's third largest oil and gas reserves. Whether or not drilling takes place in Florida's water, the drilling could seriously impact the multi-billion dollar tourist and fishing industries. Additional, 2 million acres for lease sales for the hydrocarbon industry with water depths down to approximately 3,400 meters as well as off the Gulf and Cuba will drill: both of these activities could have dramatic impacts on Florida's economy. In fact, the latest drilling trends are in much deeper waters and closer to the moratorium lines. If an accident occurs, Florida's beaches and marine resources could be significantly impacted along Florida's gulf coastal waters flowing down to the Keys. The work of FIO researchers is critical for monitoring activities in order to protect Florida's economy. The FIO has the resources at the KML to provide reliable information and forecasts about many such concerns, but cannot be achieved without critical staff and state of the art equipment.

The receipt of requesting recurring funds will allow FIO to:

- FIO plans to introduce a certification course to state certified K-12 teachers to a 2-week field intensive course designed to engage and provide teachers with marine science teaching techniques that keeps them current in emerging ocean research and technologies. These teachers will also have the opportunity to expand their knowledge of the biodiversity, geochemistry and human impact of Florida's coastal and offshore ecosystems through a round-robin trip around Florida and applying it back in the classrooms.
- Ensure the KML's fleet maintains its Research Vessel designations to meet the new technical standards, and comply with safety provisions. Standards set by the U.S. Coast Guard are not optional and are expensive—all requirements for ensuring the safety of researchers, students and staff. With new regulations set by the USCG, we must provide and maintain credentials of our staff in order operate the research vessels. Establish high standards of safety throughout marine operations to prevent and minimize occupational injuries/illnesses aboard the vessels.
- The Keys Marine Lab has been visited by over 121 different user groups around Florida, nationally and internationally; including countries like Germany and Poland. The KML currently serves as the fifth location during the FIO's summer course and will be the field station to serve teachers in future course. KML affords the SUS members an opportunity to teach undergraduate and graduate students in one of the most unique marine ecosystems (coral reefs, mangroves, seagrasses etc....) to the State of Florida.
- With FIO now the sole operator of the KML, the need for critical personnel to support not only the increasing demands and usage trends at the Keys Marine Lab and maintaining the newly installed of the seawater system requires having experienced,

highly skilled crew, science and support staff to accommodate all the requests for vessel and personnel usage year round at the KML. Experience personnel and the necessary emergency resources at the facility needed will assure that faculty, researchers and students are safe and resources are readily available while performing their research along the waters of the Florida Keys.

The receipt of requesting non-recurring funds will allow FIO to:

- Upgrade and maintain its' state-of-the-art marine facility at a reasonable cost to member institutions. Procuring advanced satellite communication (e.g. Mondo pads for Skyping abilities) and equipment systems, students will be able to follow daily updates from their faculty remotely, as well as being able to interact directly with the other classmates from ship to shore or remotely from the Keys Marine Lab to classrooms, will enhance the faculty and students experience conducting courses or research. Day to day operation costs associated with the purchases would be covered through normal accounts and through grants received by the Guy Harvey Ocean Foundation (GHOF).
- Increase inventory of scientific equipment availability. Having specialized equipment such as the Multicorer that satisfies sediment sampling goals that can be cross-compatibility with larger-format multicorers; Acoustic Equipment to record fish location to coordinate with habitat and supplement stock assessments; Dynamic Position System to control propulsion systems for precision station keeping abilities.
- With the new unique salt water system at the KML, demand is increasing to conduct controlled experiments on various measure species. Purchasing holding tanks and other necessary equipment to address the demands of the salt water system is essential. The holding tanks can control temperature, light, monitor water quality, and capacity for water recirculation are needed to conduct research and meet requests to utilize the KML.
- A Remote operating vehicle (ROV) is essential to provide the faculty, students and researchers the ability to have a more complete data collection access to Florida's environmental parameters are essential as well providing a competitive platform for science and educational programs in the Gulf of Mexico. Currently FIO does not own an ROV and to continue to be competitive and provide state of the art equipment to conduct research and teaching an ROV is required. The ROV enables real-time observations without disturbing habitat and can be used to assess stocks, broadcast back to classrooms, public areas and streamed online for outreach purposes.

II. Return on Investment - *Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate. Similarly, if it focuses on expanding access to academic programs or student services, indicate the current and expected outcomes.*

The FIO connects Florida's academia, public, private sectors and resources between the health and sustainability of the state's economy while supporting Florida's major engine of economic activities—ocean science. FIO, as a designated AISO provides shared resources, knowledge, laboratory space and equipment that has positioned the State of Florida as a national leader in

academia ocean science discovery allowing faculty, researchers and students the opportunity to better understand our oceans.

With Florida's economy largely based on tourism and agriculture, and with ever-growing coastal populations and associated development, it can be said that no aspect of Florida's economic health goes untouched by Florida's oceans. In 2012, oceaneconomics.org estimated over 500,000 jobs are being supported by ocean resources—contribution of \$24.5 billion to Florida's ocean economy; \$16.4 billion from recreation and tourism industry. Florida's fisheries contributes approximately \$30 billion to the economy, much greater than citrus, cattle, ranching and space industry combined (\$14.5B).

FIO will continue to be positioned to support systems-wide SUS scientific leadership in an area unique to the State of Florida. Expanded access to share-use shore based facility (Keys Marine Lab) with peer researchers throughout the SUS will enhance the recruitment and retention of talented professors—more than 30 faculty members and researchers are currently working at an SUS institution where they graduated and have utilized FIO's resources; FIO has exposed over 5,500 undergraduate and graduate students to STEM based field experiences representing real world research opportunities; attract more high ability Bachelor's, Master's and PhD students resulting in more degrees awarded in related high demand, high skilled and high wage targeted areas; increase interface with public and private employers of marine scientists leading to new job creation and economic growth; and foster cooperation and collaboration which will produce more publications (assisted over 475 journal publications have been produced by the SUS's faculty), awards, and recognition for the SUS as a national leader in coastal oceanographic education and research.

Most importantly, the FIO have significantly strengthened the SUS' competitive position in securing higher levels of R&D investment from the federal government, foundations and industry (i.e. Gulf of Mexico Research Initiative (GoMRI) is expected to release approximately \$80 million in competitive grants for consortia in late 2017; FIO as the named Gulf coast entity under the RESTORE Act will operate the Centers of Excellence Grants Program pumping approximately \$4 million in the coming fiscal year; pending more funding to be released by Treasury with the recent settlement. The RESTORE Act funds cannot be utilized for operate day-to-day operations; these funds can only be used to provide competitive, peer review scientific studies. FIO's platforms have enabled over \$110 million in grants over the years and it is anticipated that the creation of FIO will continue to elevate the SUS' status as a global hub of world-class oceanographic education and research.

III. Facilities *(If this issue requires an expansion or construction of a facility, please complete the following table.):*

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
2.				

2016-2017 Legislative Budget Request
Education and General
Position and Fiscal Summary
Operating Budget Form II
(to be completed for each issue)

University: Florida Institute of Oceanography (FIO), hosted by the
University of South Florida (USF)

Issue Title: Support for FIO's marine lab facility, Keys Marine Lab
(KML)

	RECURRING	NON-RECURRING	TOTAL
<hr/>			
<u>Positions</u>			
Faculty	0.00	0.00	0.00
Other (A&P/USPS)	2.00	0.00	2.00
	-----	-----	-----
Total	2.00	0.00	2.00
	=====	=====	=====
 <u>Salary Rate (for all positions noted above)</u>			
Faculty	\$0	\$0	\$0
Other (A&P/USPS)	\$200,000	\$0	\$200,000
	-----	-----	-----
Total	\$200,000	\$0	\$200,000
	=====	=====	=====
Salaries and Benefits	\$200,000	\$0	\$200,000
Other Personal Services	\$0	\$0	\$0
Operating Expenses	\$275,000	\$0	\$275,000
Specialized Oceanographic			
Equipment	\$0	\$600,000	\$600,000
	\$0		\$0
	\$0	\$0	\$0
	-----	-----	-----
Total All Categories	\$475,000	\$600,000	\$1,075,000
	=====	=====	=====

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
September 2, 2015**

SUBJECT: FAMU-FSU Joint College of Engineering

PROPOSED COMMITTEE ACTION

For Information and Consideration of the FAMU-FSU Joint College of Engineering
Legislative Budget Request

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

This request will fund several critical investments to meaningfully improve the academic quality, research rigor and overall efficiency and effectiveness of the FAMU-FSU Joint College of Engineering.

- \$600,000 recurring funding is requested to hire 5 new faculty at the Assistant Professor level who will develop independent research programs and teach undergraduate and graduate courses, with arrival of the new faculty by fall 2016.
- \$5,000,000 nonrecurring is requested to provide startup funds for the new faculty to enable them to obtain the necessary equipment, reagents, and supplies to collect data and develop proposals for external funding to launch their research careers.
- \$1,000,000 recurring funding is requested to address salary inequities to retain the best and brightest existing faculty, because it costs more to recruit new faculty than to provide incremental increases to improve the salaries of existing faculty so that they are on par with market conditions.

Supporting Documentation Included: Budget Outline

Facilitators/Presenters: Chancellor Marshal Criser III

To meaningfully improve the academic quality, research rigor and overall efficiency and effectiveness of the FAMU-FSU Joint College of Engineering, several critical investments must be made.

1) Five new faculty lines

5 X \$120,000 = \$600,000

- a. As the FAMU-FSU College of Engineering for the foreseeable future will remain a relatively small College of Engineering, then the highest priority must be placed on the strategic hiring of faculty to complement existing strengths and also have a bridge to other disciplines at FAMU and FSU that reside outside engineering.
- b. It is only through a strategic and highly selective hiring process that we can expect to positively enhance the academic and research missions of both the FAMU-FSU College of Engineering and other colleges and schools within our institutions.
- c. Funding is requested to hire 5 new faculty at the Assistant Professor level in the FAMU-FSU College of Engineering, who will develop independent research programs and teach undergraduate and graduate courses. The Dean of the FAMU-FSU College of Engineering in consultation with the Provosts, Vice Presidents for Research, and FAMU-FSU Faculty will identify the strategic areas of hiring and immediately begin the search process with arrival of the new faculty by fall 2016.

2) Startup funds for new faculty

\$5 million

- a. Universities provide “start-up” packages enabling faculty to obtain the necessary equipment, reagents, and supplies to collect data and develop proposals for external funding to launch their research careers.
- b. Faculty hired in the College of Engineering embrace a multifaceted mission of teaching, research and service.
- c. Research activity centers on conducting original study in the field of engineering and effectively creating “new knowledge” for the discipline. Conducting original research is central to the mission of a research university.
- d. Primary focus in training students is so that they can obtain jobs and perform effectively as professional engineers.
- e. Packages include funds for renovation and for technician and student support. The latter are critical for the training of graduate and undergraduate students.

3) Salary inequities

\$1 million

- a. In order to retain the best and brightest faculty, faculty salaries must be improved.
- b. Currently, faculty salaries are below the Oklahoma State University (OSU) market level – 114 public research institutions are included in the OSU salary survey.
- c. It costs more to recruit new faculty than providing an incremental increase to get faculty salaries on par with market conditions.
- d. There would not be an across the board salary increase. Salary levels would be based on a review of the current classes faculty teach, in comparison to faculty teaching the same courses at other institutions who participate in the OSU salary survey.

4) Potential Outcomes for the state of Florida

- a. Increases in the number of bachelors and advanced degree graduates in the strategic research areas of energy, biomedical engineering, environmental sustainability, controls and optimization.

- b. Significant increases in the number of degrees awarded in the core engineering disciplines of civil, chemical, biomedical, electrical, computer, industrial and mechanical engineering – all engineering areas of strategic and critical importance to the state.
- c. Graduates with higher wages based on their marketability and areas of strategic interest and importance in the engineering profession.
- d. Improved research focus and outputs in the form of patents, startup companies and commercialization of research products in the identified strategic areas for the five faculty positions.
- e. Assistance to the state in diversifying its energy portfolio and meeting its goals with respect to biomedical research, environmental sustainability, controls, and optimization.
- f. Enhanced business climate attracting companies to Florida with significant research interest in the identified strategic areas—especially companies in the energy and power, materials, biomedical, environmental, robotics and prosthetics fields.
- g. Retaining engineers produced in Florida to stay and work for Florida’s growing field of technology based companies.
- h. Support of the state’s existing tourism and agricultural industries tied to additional research and related companies doing business in Florida.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
September 2, 2015**

SUBJECT: Council of Academic Vice Presidents Reports and Updates

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

As Chair of the Council of Academic Vice Presidents (CAVP), Dr. Ronald Toll will provide an update on current CAVP activities and issues.

Supporting Documentation Included: None

Facilitators / Presenters: Dr. Ronald Toll

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
September 2, 2015**

SUBJECT: Student Affairs Reports and Updates

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

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

In addition, Governor Tonnelle Graham, President of the Florida Student Association, will update the Committee on recent Association activities and plans for 2015-2016.

Supporting Documentation Included:	None
---	------

Facilitators / Presenters:	Dr. Kevin Bailey Governor Tonnelle Graham
-----------------------------------	--



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Facilities Committee
President's Room B
Emerson Alumni Hall
University of Florida
1938 West University Avenue
Gainesville, Florida
September 2, 2015
4:30 p.m. – 5:30 p.m.

or

Upon Adjournment of Previous Meetings

Chair: Mr. H. Wayne Huizenga, Jr.; Vice Chair: Mr. Dick Beard
Members: Carter, Doyle, Hosseini, Levine, Link, Morton, Robinson

1. Call to Order and Opening Remarks Governor H. Wayne Huizenga, Jr.
2. [Approval of Committee Meeting Minutes](#) Governor Huizenga
Minutes, July 23, 2015
3. [2016-2017 SUS Fixed Capital Outlay Legislative Budget Request](#) Mr. Chris Kinsley
Assistant Vice Chancellor
Finance & Facilities
Board of Governors
4. [2015-2016 CITF Project Allocations](#) Mr. Kinsley
5. [Funding of Facilities Benchmarking Services](#) Mr. Kinsley
6. Concluding Remarks and Adjournment Governor Huizenga

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
September 3, 2015**

SUBJECT: Minutes of the Conference Call held July 23, 2015

PROPOSED COMMITTEE ACTION

Approval of the minutes of the Facilities Committee Conference Call held on July 23, 2015.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board members will review and approve the minutes of the conference call held on July 23, 2015.

Supporting Documentation Included: Minutes: July 23, 2015

Facilitators/Presenters: Governor H. Wayne Huizenga, Jr.

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
FACILITIES COMMITTEE
CONFERENCE CALL
July 23, 2015

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

Chairman H. Wayne Huizenga, Jr., convened the Board of Governors Facilities Committee conference call at 1:30 p.m., July 23, 2015. The following members were present: Vice Chair Dick Beard, Matt Carter, Daniel Doyle, Mori Hosseini, Wendy Link, Edward Morton and Kathy Robinson. Other members present included Tonnelle Graham, Tom Kuntz, and Norm Tripp.

1. Call to Order

Governor Huizenga called the meeting of the Facilities Committee to order.

2. Approval of Minutes of the Meetings of the Facilities Committee

Governor Beard moved that the Committee approve the minutes of the Facilities Committee Meeting held June 18, 2015. Governor Doyle seconded the motion, and members of the Committee concurred.

3. Public Private Partnership Guidelines

Board staff has been working on draft guidelines for Public Private Partnerships with University staff and with staff of the Division of Bond Finance going back to August 2014. The Facilities Committee met this past May to consider differing viewpoints of interest and rally key issues. Finally, the Committee again met last month and presented a Draft version of the Guidelines. Board Staff was charged to finalize this draft, which allowed for the conference call to take place to agree on this finalized draft version.

A few questions were asked by committee members seeking clarity in several sections of the Guidelines. The members also want to ensure that competition is sought for each project brought before the Committee. One update going into effect involves

clarification in section eight of the Guidelines that the Private Party would provide an annual report to both the university and the Board staff.

No further discussion was posed; Governor Beard moved that the Committee consider adoption of the Public Private Partnership Guidelines as presented. Governor Carter seconded the motion, and the members of the Committee concurred.

4. Concluding Remarks and Adjournment

There being no further business following, the meeting adjourned at 2:06 p.m., July 23, 2015.

H. Wayne Huizenga, Jr., Chair

Kristen Connors,
Facilities Planner, Finance & Facilities

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
September 3, 2014**

SUBJECT: 2016-2017 State University System Fixed Capital Outlay Legislative Budget Request

PROPOSED COMMITTEE ACTION

Review and approve the 2016-2017 SUS Fixed Capital Outlay Legislative Budget Request.

Authorize the Chancellor, State University System of Florida, to make technical revisions to the 2016-2017 SUS Fixed Capital Outlay Legislative Budget Request.

Approval is recommended by the Chancellor.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The requested budget provides the State University System of Florida continued capital outlay support and has been prepared in accordance with statutory requirements and guidelines adopted by the Board of Governors. All university fixed capital outlay budget requests have been approved by the institutional boards of trustees.

This is the initial budget request for 2016-2017. A workshop is scheduled for September 22, 2015, in Orlando, FL. At the workshop, the Committee will review additional high priority projects with detailed project presentations by university representatives. Amendments to the 2016-2017 FCO LBR will be considered in November 2015.

Specific Fixed Capital Outlay Appropriation Requests

- ◆ **[ADOPT \$146 M] The 2016-2017 SUS Five Year Fixed Capital Outlay Request** provides funding to meet A) critical deferred maintenance; B) high priority scheduled maintenance; and C) completion of identified high priority projects. (Attachment I)

- ♦ **[Information] SUS Projects for Review** represents a preliminary list of projects selected for review at the September 22, 2015 Facilities Workshop. **(Attachment II)**
- ♦ **[Information] ROI, Summary and Detail n All Projects Recommended for Inclusion in FCO LBR.** **(Attachment III & IV)**
- ♦ **[ADOPT \$35 M] Request for Capital Improvement Trust Fund Allocation,** represents an amount based on current CITF revenue projections, with a base assumption of no future fee increases. The pro-rata distribution will be adopted at a future meeting of the Board.

Supporting Documentation:

Attachment I - IV

Facilitators/Presenters:

Mr. Chris Kinsley

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
2016/2017 - 2018/2019 FIXED CAPITAL OUTLAY REQUEST
SEPTEMBER 2, 2015

ATTACHMENT I

					Board Proposed Request		
Univ	Project	Total Amount Funded to Date	2015-16 Appropriation	ROI Form Submitted	2016-2017	2017-2018	2018-2019
SYSTEM	From PECO - Renovation/Repair/Modeling *	N/A	35,000,000	NA	61,804,699	57,510,879	59,106,321
SYSTEM	From PECO - Critical Deferred Maintenance	N/A	-	NA	-	5,000,000	29,000,000
Combined Maintenance Request **			35,000,000		61,804,699	62,510,879	88,106,321
Projects Previously Approved by BOG, Legislature and Governor							
NCF	Heiser Natural Science Addition	3,655,000	3,000,000	✓	4,222,601	1,000,000	
UNF	Skinner Jones Hall South (STEM) Previously Renovations Bldg 3	15,750,000	3,000,000	✓	11,000,000		
UCF	Partnership IV	28,000,000	20,000,000	✓	14,000,000		
FSU	Earth Ocean Atmospheric Sciences Building, Phase I	28,850,000	5,000,000	✓	22,500,000	18,500,000	
USF	Morsani College of Medicine and Heart Health Institute	39,393,118	17,000,000	✓	22,500,000	33,255,000	
UF	Nuclear Science Building Renovations/ Additions		6,000,000	✓	10,000,000	15,000,000	18,000,000
FIU	Satellite Chiller Plant Expansion - MMC		2,252,959	✓		5,616,384	1,445,657
	To Be Determined						32,099,873
TOTAL					84,222,601	73,371,384	51,545,530
					146,027,300	135,882,263	139,651,851
Renovation/Repair/Modeling (Official PECO Allocation)					61,804,669	57,510,879	59,106,321
SUS Projects Allocation (Official PECO Allocation)					84,222,631	78,371,384	80,545,530
BOG LBR = Base PECO Funding					146,027,300	135,882,263	139,651,851

* Note - Florida Statute S. 1013.64 provides the calculation for maintenance, and requires that this line "shall be given priority consideration by the Legislature";
All PECO amounts are from the PECO Revenue Estimating Conference as of 08/06/2015

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS - Workshop Only
The Following Projects are not included in the Initial SUS FCO LBR
SEPTEMBER 2, 2015

ATTACHMENT II

Additional Projects - To Be Presented on 09/22

Univ	Project	Total Amount Funded to Date	ROI Form Submitted	Total Funding Required to Complete
UF	Norman Hall Remodeling - Vetoed	\$ 8,000,000	✓	\$ 24,437,950
UCF	UCF Downtown Campus, Building I - Vetoed	\$ 15,000,000	✓	\$ 57,750,000
FIU	Land Acquisition- Vetoed	\$ 5,000,000	✓	\$ 40,000,000
SUS	FIO Replacement Vessel (R/V Bellows) - Vetoed	\$ 6,000,000	✓	\$ 5,400,000
FSU	Interdisciplinary Resarch and Commercialization Building		✓	\$ 41,000,000
FSU	College of Busines		✓	\$ 40,000,000
USF	Sarasota-Manatee Parcel Disposal			\$ -
FAMU	Student Affairs Building	\$ 6,155,000	✓	\$ 30,137,845
UWF	Laboratory Sciences Annex, Phase I	\$ 11,000,000	✓	\$ 13,390,942
UCF	Interdisciplinary Research and Incubator Facility		✓	\$ 46,614,853
UCF	Engineering Building I Renovation	\$ 3,620,723	✓	\$ 15,783,937
FAU	Jupiter STEM/Life Sciences Building		✓	\$ 32,167,000
SUS	Florida Academic Repository (FLARE)	\$ 2,017,511	✓	\$ 25,000,000
FGCU	Central Energy Plant Expansion, Phase III		✓	\$ 9,000,000
FGCU	School for Integrated Watershed and Coastal Studies (formerly Academic 9)		✓	\$ 44,671,415
FPU	Applied Research Center		✓	\$ 35,000,000
	TOTAL Previously Approved Projects	<u>\$ 22,793,234</u>		<u>\$ 460,353,942</u>

* Vetoed projects may be presented with the requirement that the project has been modified to address the comments found in the applicable veto message.

**State University System of Florida
Return on Investment
2016-2017 FCO LBR**

The Board of Governors has identified 7 projects for inclusion in the initial SUS FCO budget request, using the PECO allocation amounts for each year. These are projects previously requested by the Board; which have received partial funding from the Legislature and Governor this past legislative session. Other projects will be considered for inclusion following the September 22nd workshop. The Return on Investment (ROI) checklist has been included for each of the 7 identified projects.

These 7 projects are collectively forecast to result in 50,000 additional STEM degrees over the expected useful life of the facilities. This increase in degree production is led by the renovation and expansion of UNF's Skinner Jones Hall, with 19,000 physicists, chemists, engineers, and computer scientists; and the renovation and expansion of UF's Engineering Innovation Nexus Facility, which will produce more than 15,000 engineers.

UCF's Partnership IV clearly leads on the job creation/retention metric - based on an independent economic study indicating that over 60,000 high-wage jobs are linked to completion of funding for the Partnership IV project which will educate students pursuing modeling and simulation degrees for work in the military and other federal government agencies. The Commission on Higher Education Access and Educational Attainment's report, *Aligning Workforce and Higher Education for Florida's Futureⁱ*, shows a clear workforce demand for these specific degree areas.

In terms of future Florida jobs, the focus of these projects is clearly on expanding the STEM disciplines, both at the graduate and undergraduate levels:

- Science (Chemistry, Physics, Meteorology, Ocean Science, Biology)
- Technology/Computer Science; Simulation and Modeling
- Engineering
- Health and Medicine

The ROI detail that follows provides several illustrations of how the Florida business community is supporting these facilities, and that a major impetus behind these buildings are the private donations, led by the \$28 million received to date for the USF College of Medicine building in downtown Tampa. Each of these projects reflects the core mission of the SUS mission to 1) Serve Florida Students 2) Conduct Research to Benefit Florida and 3) Public Service to the Florida Community.

ⁱ This report may be found at fibog.edu

Higher Educational Facilities Return on Investment

This is a tool developed by a collaborative group of stakeholders designed to facilitate the identification of return on investment metrics for higher education facilities. Check any box(es) that apply, provide a quantitative explanation, and identify the term or years in which ROI information is provided.

Institution: New College of Florida

Project: Heiser Natural Science Addition

Total Project Cost: \$ 8.9 M

Previous Funding (State): \$ 655,000

Current Request: \$ 5.3 M

STEM (Yes or No): YES

Contact Person (Alan Burr, Director of Facilities and Construction, 941-487-4694, aburr@ncf.edu)

Check any box(es) that apply and provide a quantitative explanation. Identify the term or years in which ROI information is projected.

1. ☒ Number of Additional Degrees and Certificates Produced and How Those Degrees are Meeting the Needs of our State (Job Openings, Average Wages of those Job Openings, etc)

Explanation:

2013-14 Enrollment in majors in the Biology, Chemistry, Computer Science, Data Science, Mathematics, and Physics was 208 students. We expect enrollments in these majors to increase by 10% by 2018 (20 students) and 20% by 2020 (40 students).

The percentage of New College of Florida bachelor's degrees awarded in STEM majors in 2014 was 34% (49 STEM degrees). By 2020, we expect the percentage of New College of Florida bachelor's degrees awarded in STEM majors to increase to 41% (74 STEM degrees)

New College of Florida graduates the largest percentage in the SUS of undergraduates who go on to earn PhD's: 14.5% for NCF compared to next highest (UF 1.7%) and the SUS average of 1.5%.¹ Thus a critical payoff of the Heiser Addition will be the undergraduate training of a significant number of Florida's future Ph.D. scientists.

¹ Source: National Opinion Research Center (NORC) at the University of Chicago, Survey of Earned Doctorate (SED)

2. ☒ Number of Additional Students Served and the Benefits/Efficiencies Created (increase graduation rate, alleviate waitlist, increase academic support, etc)

Explanation:

The Heiser Natural Sciences Addition will provide additional space for student learning and research and faculty teaching and research in these disciplines: Biology, Chemistry, Computer Science, Data Science, Mathematics, and Physics. In Fall 2014, 472 students (57% of the student body) took at least one course in Natural Sciences.

At New College, professors work directly with undergraduate students, unmediated by graduate teaching assistants and postdocs.

Research laboratories in the Heiser Addition will be the loci of high quality advanced teaching, where students work collaboratively on open research problems, learning while doing actual science, and working collaboratively with the professor, and more advanced students will mentor less advanced students. This research lab set-up is the reason that New College and similar high-quality, very selective, primarily undergraduate, residential colleges out-perform research intensive institutions and produce such a disproportionately large share of the nation's scientists.

With the addition, we will be able to teach more students in laboratory courses. Our current science laboratories only hold 14-24 students, requiring multiple sections of laboratory classes staffed by adjuncts and other instructors. The new addition will allow the College to accommodate 360 more students per semester in biology, chemistry, and physics laboratories in the three new 24 station teaching laboratories. A larger number of slots in laboratory classes each semester will help students complete their graduation requirements in a shorter time. New science laboratories are likely to improve retention of first year students taking introductory laboratory classes in the sciences.

3. ☒ Amount of Additional Research Funding to be Obtained; Patents Awarded

Explanation:

The Heiser Addition will allow NCF to at least double externally funded faculty research. Currently, some professors do not have the research space needed to successfully compete for extramural funding. At New College, all research money directly benefits undergraduates, who get advanced training in science and go on to contribute to Florida's research efforts. Between 2010 and 2014, 85 undergraduate New College students were directly involved in externally funded research projects.

4. ☐ Project is in an Area of Strategic Emphasis as Determined by the Board of Governors' Gap Analysis or the Department of Economic Opportunity's National Occupational Forecast

Explanation: N/A

5. ☒ Improves the Ranking of a Preeminent Program or Improves on a Performance Funding Model Metric

Explanation:

We expect to improve two Performance Funding Model metrics once the new building is completed. First, the new teaching and research laboratories will provide more space for students to complete their science degree requirements. New College has the second highest SUS percentage of bachelor's degrees awarded in STEM disciplines; NCF Work Plan sets the goal to increase undergraduate degrees in STEM to 32% by 2016-17 and has already surpassed this goal at 34% in 2013-14. With the new space, we can set our STEM goals even higher.

Second, the six new research laboratories will provide space for new science faculty to do their research and supervise undergraduate student research projects, which are a required part of the New College curriculum. The new science equipment that will be purchased for the new building will help students complete their degrees in a shorter time frame, improving our six year graduation rate. Each research lab will be able to accommodate 4 to 6 research students, leading to 24 to 36 more STEM graduates per year.

6. ☒ Increase Business Partnerships Which Will Lead to Guaranteed Internships and Jobs for Students

Explanation:

The new Data Science masters program (which will be housed in the Heiser Addition) has business partners that will provide guaranteed internships for the students during their second year in the program, and these internships are expected to lead to lucrative jobs that will benefit the state. When the new building is completed, the masters program will be completely developed, and there will be 15 students each year in internships, and these students will graduate at the end of each year to enter the workforce.

These Florida businesses have expressed interest in a partnership with the Data Science MS program:

- i. Star2star
- ii. Voalte
- iii. Mobilebits
- iv. HSN
- v. NextEra
- vi. Catalina Marketing
- vii. Beals
- viii. Roskamp
- ix. Riskwatch

b) These U.S. businesses have expressed interest in a partnership with the Data Science MS program:

- i. Akamai
- ii. Ancestry.com
- iii. Annalect
- iv. Colchis Capital
- v. Lovelace Respiratory Research Institute
- vi. Mind Research Network
- vii. Allen Brain Institute
- viii. Protege Partner

7. ☒ Project Improves the Use, either Operationally or Academically, of Existing Space

Explanation:

At the moment, space is extremely tight in the existing Heiser Natural Sciences building, which works against the spontaneous, serendipitous interactions so valuable to science. The Heiser Addition will increase the utility of the existing building through space reassignments to the benefit of the various science disciplines. Interaction among faculty and students in these different disciplines will be enhanced, leading to better science.

8. ☐ Contribution of Local Funds Through Matching Grants, Property Donations, etc.

Explanation: N/A

9. ☐ Reduces Future Deferred Maintenance Cost and Extends the Life of the Facility by Bringing the Project up to Existing Standards (cost-benefit analysis of renovation or new facility vs. maintenance)

Explanation: N/A

Other Pertinent Information not included above:

This request will allow New College of Florida to break ground and complete this STEM expansion project.

Higher Educational Facilities Return on Investment

Institution: University of North Florida

Project: Skinner Jones Hall Renovations (North and South)

Renovation/Expansion

Total Project Cost: \$ 30.0 M

Previous Funding (State): \$ 18.75 M

Current Request: \$ 11.25 M

STEM (Yes or No): YES

Contact Person (Name, Position, Office and Cell Phone No., Email):

Ms. Shari Shuman, Vice President for Administration & Finance

Office: (904) 620-4727; Cell: (904) 338-6075; Email: sshuman@unf.edu

Check any box(es) that apply and provide a quantitative explanation. Identify the term or years in which ROI information is projected.

1. ☒ Number of Additional Degrees and Certificates Produced and How Those Degrees are Meeting the Needs of our State (Job Openings, Average Wages of those Job Openings, etc)

Explanation:

- a. Producing 380 STEM degrees per year
- b. Average starting salary for graduates:

Physics	\$ 60,000
Chemistry	\$ 44,700
Computing Sciences	\$ 55,400
Engineering	\$ 62,000

2. ☒ Number of Additional Students Served and the Benefits/Efficiencies Created (increase graduation rate, alleviate waitlist, increase academic support, etc)

The additional academic space will allow for a 6% increase in enrollment per year in Civil, Mechanical and Electrical Engineering, and will accommodate the UNF Materials Science and Engineering Research Facility, a partnership with TESCAN USA to establish a training demonstration and development center for advanced electron microscopy. The result of this collaboration will establish an innovation laboratory that explores unique applications and establishes a highly effective outreach program to both industry and academia.

Increasing academic support: The facility will accommodate academic advising and career services for the college, which will be co-located to better align academic progress to employment.

3. ☒ Amount of Additional Research Funding to be Obtained; Patents Awarded

Increase of \$2 - \$3 million per year in additional research funding to result from the activities in the facility.

4. ☒ Project is in an Area of Strategic Emphasis as Determined by the Board of Governors' Gap Analysis or the Department of Economic Opportunity's National Occupational Forecast
5. ☒ Improves the Ranking of a Preeminent Program or Improves on a Performance Funding Model Metric
Increased STEM Degree Production, which in turn increases employability and salaries of graduates.
6. ☒ Increase Business Partnerships Which Will Lead to Guaranteed Internships and Jobs for Students
Partnership with TESCO USA to house a training demonstration and development center for advanced electron microscopy. Industry partnerships include: Boeing, Vistakon, Crowley, US Army Corps of Engineers, Mayo Clinic, Embraer, Haskell, Stellar, Saft American, Inc., and Goodrich, among many other environmental and engineering firms.
7. ☒ Project Improves the Use, either Operationally or Academically, of Existing Space
Explanation:
a. Renovations and the addition will provide for 66,000-100,000 NASF
8. ☒ Contribution of Local Funds Through Matching Grants, Property Donations, etc.
Explanation:
a. Leverage possibilities for NSF, NIH and ACS grants
9. ☒ Reduces Future Deferred Maintenance Cost and Extends the Life of the Facility by Bringing the Project up to Existing Standards (cost-benefit analysis of renovation or new facility vs. maintenance)

This project is a substantial renovation of an original 1970's building in need of modernization. This project extends the life of current facilities and through updating, will result in efficiencies in per square foot operating and maintenance costs due to LEED-standard construction. A cost-benefit analysis was performed which supported the decision to renovate rather than build a new building. Not only less expensive, but the renovation would result in increased square footage. Deferred Maintenance Costs are \$6.2 million in projects identified consisting of HVAC, electrical, plumbing, building envelope, fire / life-safety, and interiors.

Other Pertinent Information not included above:

Private Investment

Within the Memorandum of Understanding currently being negotiated between TESCOAN USA and the University of North Florida, in the first 4 years, TESCOAN USA would provide:

1. Scholarships (\$15,000/year for 4 years):	\$ 60,000.00
2. Warranties (parts & labor service contract):	\$ 480,000.00
3. Outreach events:	\$ 60,000.00
4. TESCOAN USA fulltime personnel:	\$ 80,000.00
5. School Demonstrations (see below):	\$ 850,000.00
6. Technical personnel training:	<u>\$ 90,000</u>
	\$1,620,000

TESCAN USA would dedicate two of their roving instruments to the five county area (First Coast) predominantly for public school demonstrations, but a minor fraction for industry as well. This enhances outreach, builds the STEM pipeline, and increases workforce development in this important technical area with high-paying jobs.

Outreach: This doesn't include any of the instruments at UNF, nor does it detract/compete with benefits in the MOU. Over the initial four-year term, and between instrument use time and support, we estimate an \$850,000 benefit to the state.

Quantifiable Secondary Benefits in first 4-years

It is anticipated that the TESCOAN Center and Associated Advanced Manufacturing and Materials Innovation Programs will produce approximately 100 additional Bachelor of Science graduates in Materials Engineering and 20 additional masters degree graduates over the first five years.

In addition, we anticipate partnering with Florida State College at Jacksonville (FSCJ) to develop a two-year or less SEM Technician training program (which TESCOAN USA is contributing to) that would produce about 50 graduates. The Jax Chamber has identified these types of engineers as in short-supply in the Northeast Florida Area, and estimates the shortage in these areas will increase over the next few years, and may result in an inability to attract companies if this workforce gap is not met. These positions form the basis of aeronautical, automotive and advanced manufacturing companies. According to information from the Florida Department of Economic Opportunity, Starting Materials Engineers (BS level) earn an average of \$60,650, and experienced engineers (MS level) earn an average of \$103,764. In addition, according to Simply Hired, Inc., Microscopy Technicians earn an average of \$43,000/year.

The total estimated additional benefit to the State from a wage perspective would be:

50 technicians averaging \$43,000/year:	\$ 2.15 million/year
100 Entry Engineers averaging \$60,650/year:	\$ 6.07 million/year
20 advanced engineers averaging 103,764/year:	<u>\$ 2.08 million/year</u>
	\$10.3 million/year

Higher Educational Facilities Return on Investment

This is a tool developed by a collaborative group of stakeholders designed to facilitate the identification of return on investment metrics for higher education facilities. Check any box(es) that apply, provide a quantitative explanation, and identify the term or years in which ROI information is provided.

Institution: University of Central Florida

Project: Partnership IV

Total Project Cost: \$ 61.0 M

Previous Funding (State): \$ 28.0 M

Current Request: \$ 26.9 M

STEM (Yes or No): YES

Contact Person (Name, Position, Office and Cell Phone No., Email):

Dr. Daniel Holsenbeck, Senior Vice President of University Relations

Office: (407) 823-2387; Cell: (407) 247-9421; daniel.holsenbeck@ucf.edu

Check any box(es) that apply and provide a quantitative explanation. Identify the term or years in which ROI information is projected.

1. ☒ Number of Additional Degrees and Certificates Produced and How Those Degrees are Meeting the Needs of our State (Job Openings, Average Wages of those Job Openings, etc.)
 Explanation:
 - a. The Modeling and Simulation MS and PhD programs benefit from partnerships with the military commands and other federal government organizations that share the UCF Partnership buildings located in Central Florida Research Park. There were 44 graduates in 2012-13. Florida Education and Training Placement Information Program (FETPIP) data indicates 20 employed in Florida, with an average annual wage of \$89,168. Twenty-two of the 2012-13 graduates are pursuing further education.
 - b. Partnership IV has direct employment implications for more than 27,000 Floridians in the Modeling, Simulation & Training (MS&T) sector, with an approximate average salary of \$69,797.

2. ☒ Number of Additional Students Served and the Benefits/Efficiencies Created (increase graduation rate, alleviate waitlist, increase academic support, etc.)
 Explanation:
 - a. Partnership IV will support the MS&T cluster, which, on average, contributes nearly \$4.8B annually to Florida's Gross State Product.
 - b. Enhancing Central Florida Research Park with Partnership IV potentially avoids loss to the region and to the state of strategic national programs

and dollars that could result from Department of Defense (DoD) budget cuts, sequestration, and any future rounds of Base Realignment & Closure (BRAC).

3. ☐ Amount of Additional Research Funding to be Obtained; Patents Awarded
Explanation: N/A

4. ☒ Project is in an Area of Strategic Emphasis as Determined by the Board of Governors' Gap Analysis or the Department of Economic Opportunity's National Occupational Forecast

Explanation:

The Modeling and Simulation MS and PhD programs are designated as STEM programs. A large footprint of industry companies in Florida recruit heavily from these advanced degree programs to fill their high-tech workforce needs.

5. ☒ Improves the Ranking of a Preeminent Program or Improves on a Performance Funding Model Metric

Explanation:

Graduates of the Modeling and Simulation MS and PhD programs contribute to Metric 8A of the Performance Funding Model (graduate degrees awarded in areas of strategic emphasis (includes STEM)).

6. ☒ Increase Business Partnerships Which Will Lead to Guaranteed Internships and Jobs for Students

Explanation:

- a. Partnership IV enhances UCF/DoD partnerships in MS&T and lessens the likelihood of BRAC actions, which would have an alarming negative effect on the current \$4.8B annual economic benefit to Florida. Education in MS&T also develops a workforce to meet future academic, military, and industrial requirements.
- b. More than 1,000 companies and organizations are involved in the MS&T industry in Florida, creating more than 60,700 jobs (direct, indirect and induced) across the state.

7. ☒ Project Improves the Use, either Operationally or Academically, of Existing Space

Explanation:

Partnership IV creates classified lab space for both the Military and UCF. This space will not only satisfy a long-standing unfunded requirement for the University and military commands, but will support advanced research and development (R&D) and the R&D work to meet emerging missions (e.g., cyber defense training, etc.). In the long run, this will set

the conditions for additional budget authority for our military commands, which, in turn, could translate into more jobs in the Central Florida Research Park.

8. ☒ Contribution of Local Funds Through Matching Grants, Property Donations, etc.

Explanation:

Partnership IV avoids loss to the region and to the state of strategic national programs and dollars that could result from DoD budget cuts, sequestration, and any future rounds of BRAC.

9. ☐ Reduces Future Deferred Maintenance Cost and Extends the Life of the Facility by Bringing the Project up to Existing Standards (cost-benefit analysis of renovation or new facility vs. maintenance)

Explanation: N/A

Other Pertinent Information not included above:

- Partnership IV supports UCF's state charter as the Center of Excellence in Simulation and Training.
- The Central Florida region's Modeling, Simulation and Training (MS&T), including UCF's contributions, result in the following economic impact:
 - On average, more than \$4.8B annually to Florida's Gross State Product
 - Nearly \$8.0B in state sales (economic output) activity
 - 1,000+ Florida companies and organizations involved in MS&T
 - Direct employment of more than 27,000 Floridians in the sector, with an approximate average annual salary of \$69,797
- Specifically in the Central Florida Research Park, the economic impact is as follows:
 - Average salaries reported at more than \$82,000
 - Federal government employment of 2,800 military and civilian personnel involved in advanced R&D
 - Heavy military reliance on MS&T training devices and other technologies provided by UCF to meet their training and future high-tech workforce requirements, as well as cooperative R&D programs to advance the state-of-the-art in MS&T
- Partnership IV's short-term impact to the local economy is:
 - Year 1: \$83,861,787 355 construction jobs, 276 other sectors
 - Year 2: \$10,938,494 46 construction jobs, 36 other sectors

Higher Educational Facilities Return on Investment

This is a tool developed by a collaborative group of stakeholders designed to facilitate the identification of return on investment metrics for higher education facilities. Check any box(es) that apply, provide a quantitative explanation, and identify the term or years in which ROI information is provided.

Institution: Florida State University

Project: Earth Ocean Atmospheric Sciences Building Replacement/Expansion

Total Project Cost: \$ 69.85 M

Previous Funding (State): \$ 28.85 M

Current Request: \$ 41.00 M

STEM (Yes or No): YES

Contact Person (Name, Position, Office and Cell Phone No., Email):

Kathleen Daly, Associate Vice President, 850-644-4453, 850-591-3920, kdaly@fsu.edu

Check any box(es) that apply and provide a quantitative explanation. Identify the term or years in which ROI information is projected.

1. ☒ Number of Additional Degrees and Certificates Produced and How Those Degrees are Meeting the Needs of our State (Job Openings, Average Wages of those Job Openings, etc)
 Explanation:
 - a. The current annual average of degrees awarded by the programs, taken over the past five years, is 106 degrees per year.
 - b. After the new building is in place we project an increase of this degree rate over the subsequent five-year timeframe, resulting in an annual degree output of 156 degrees per year.
 - c. All of these degrees are and will be in STEM fields.
2. ☐ Number of Additional Students Served and the Benefits/Efficiencies Created (increase graduation rate, alleviate waitlist, increase academic support, etc)
 Explanation: N/A
3. ☒ Amount of Additional Research Funding to be Obtained; Patents Awarded
 Explanation:
 - a. FY 2014 research funding exceeded \$11 million.
 - b. After the new building is in place, the projection is an increase to at least \$15 million per year, with potential to go higher.

4. ☒ Project is in an Area of Strategic Emphasis as Determined by the Board of Governors' Gap Analysis or the Department of Economic Opportunity's National Occupational Forecast

Explanation:

a. Degrees awarded by this program include Environmental Science (CIP 03.0104), Biological, Chemical and Physical Oceanography (CIP 40.0607), Geology (CIP 40.0601), Geophysical Fluid Dynamics (CIP 40.9999), and Meteorology (CIP 40.0401). All of these degree programs qualify for the category identified by the BOG titled Programs of Strategic Emphasis.

5. ☒ Improves the Ranking of a Preeminent Program or Improves on a Performance Funding Model Metric

Explanation:

a. This new facility will help FSU compete for high performing, nationally competitive faculty that will increase opportunities for new grants raising the University's reputation and productivity. One measure used to measure universities is research productivity. Between 2008 and 2013, the EOAS faculty generated \$64 M in external research funds to support university research activities, primarily through federal grants. With the addition of space for additional faculty, more efficient labs and space to collaborate, research productivity should increase.

6. ☐ Increase Business Partnerships Which Will Lead to Guaranteed Internships and Jobs for Students

Explanation: N/A

7. ☒ Project Improves the Use, either Operationally or Academically, of Existing Space

Explanation:

- a. Currently EOAS operates in 7 separate buildings, two of which are off the Main Campus; creation of the new facility will allow other existing disciplines to move into some of the previously occupied space by EOAS.
- b. The new facility will enhance multidisciplinary research involving MagLab personnel and the Center for Ocean-Atmospheric Prediction Studies (COAPS) by providing a seamless co-location of laboratory activities.

8. ☐ Contribution of Local Funds Through Matching Grants, Property Donations, etc.

Explanation: N/A

9. ☒ Reduces Future Deferred Maintenance Cost and Extends the Life of the Facility by Bringing the Project up to Existing Standards (cost-benefit analysis of renovation or new facility vs. maintenance)

Explanation:

- a. Deferred maintenance needs will be eliminated by the demolition of two 1950's buildings, and will allow room for construction of EOAS.

Other Pertinent Information not included above:

This project has received previous funding, and this will complete the request for construction funding.

Higher Educational Facilities Return on Investment

This is a tool developed by a collaborative group of stakeholders designed to facilitate the identification of return on investment metrics for higher education facilities. Check any box(es) that apply, provide a quantitative explanation, and identify the term or years in which ROI information is provided.

Institution: University of South Florida - USF Health

Project: 5. USF Health Morsani College of Medicine Facility

Total Project Cost: \$ 62,000,000

Previous Funding (State): \$ 22,000,000

Current Request: \$ 20,000,000

STEM (Yes or No): Yes

Contact Person (Name, Position, Office and Cell Phone No., Email):

Charles J. Lockwood, MD
Senior Vice President, USF Health
Dean, USF Morsani College of Medicine
(813) 974-0533 office
cjlockwood@health.usf.edu

Check any box(es) that apply and provide a quantitative explanation. Identify the term or years in which ROI information is projected.

1. ☒ **Number of Additional Degrees and Certificates Produced and How Those Degrees are Meeting the Needs of our State (Job Openings, Average Wages of those Job Openings, etc)**

Explanation:

Relocating the Morsani College of Medicine (MCOM) and the Heart Institute to a downtown Tampa location will afford the MCOM the opportunity to offer a Physician's Assistant Program which will produce an estimated 50 new graduate degrees each year a program capacity. The relocation will also free up roughly 81,000 gross square feet of space on the USF Tampa Campus and will create a number of opportunities for the expansion of some academic programs in the College of Nursing and allow for the establishment of a new occupational therapy doctorate program which will produce 30 new graduate degrees per year at program capacity.

In addition, the relocation will ease the growth pressure of an expanding PharmD program within the USF College of Pharmacy (COP). This program is currently housed within MCOM lab space and will produce 100 graduate degrees per year once program capacity is achieved in AY 2016-17.

2. ☒ **Number of Additional Students Served and the Benefits/Efficiencies Created (increase graduation rate, alleviate waitlist, increase academic support, etc)**

Explanation:

The relocation of the MCOM to a downtown Tampa location will allow for the expansion of the academic programs at USF Health. USF Health served approximately 6,800 students in academic year 2013-14. With a new facility, the academic needs of an additional 2,500 students could be met by academic year 2018-19.

- Nursing – Current enrollment exceeds 2,000 students and will not be able to accommodate further growth without additional space.
- PharmD program will reach program capacity of 400 students by academic year 2016-17.
- Occupational Therapy is currently in the planning stages and will have a total of 90 new students at program capacity.
- Athletic Training will generate and addition 15.0 new FTE with the conversion of their program to the graduate level.
- Physician Assistant program – 100 new students (pending ARC-PA approval)
- Nursing had 431 qualified applicants to the pre-licensure nursing program; 77% qualified applicants were denied entrance (fall 2014).
- DPT has experienced exponential growth in applicant pool since implementation of degree in 2006.
- Pharmacy currently has an 8:1 application ratio.

3. ☐ **Amount of Additional Research Funding to be Obtained; Patents Awarded**

Explanation:

4. ☒ **Project is in an Area of Strategic Emphasis as Determined by the Board of Governors' Gap Analysis or the Department of Economic Opportunity's National Occupational Forecast**

Explanation:

This project would house and free up space **for academic programs that are** currently identified as Programs of Strategic Emphasis and fall into the category of Critical Workforce Needs in the Healthcare field.

Academic programs that would be specifically impacted include:

- Medicine
- Athletic Training
- Physician Assistant
- Pharmacy
- Occupational Therapy
- Physical Therapy
- Registered Nursing
- Nurse Anesthetist
- Nursing Practice

5. ☒ **Improves the Ranking of a Preeminent Program or Improves on a Performance Funding Model Metric**

Explanation:

The USF Morsani College of Medicine is currently ranked 78th among the Top 100 medical schools in the nation by U.S. News & World Report. We expect to improve this ranking and be a top 50 medical school with a new facility.

6. ☐ **Increase Business Partnerships Which Will Lead to Guaranteed Internships and Jobs for Students**

Explanation:

7. ☒ **Project Improves the Use, either Operationally or Academically, of Existing Space**

Explanation:

Project allows us to move existing medical education program downtown in the proposed new facility. Thus, creating opportunities to repurpose, rebuild, and improve approximately 80,000 SF of existing facility space. These spaces will be used for the current expansion and growth of other Health Care academic

programs, along with also housing administrative support programs necessary for sustaining high quality academic standards in these academic programs.

8. ☒ **Contribution of Local Funds Through Matching Grants, Property Donations, etc.**

Explanation:

- A gift of \$18M was made by Carol and Frank Morsani to the project with additional gifts projected if the state support continues.
- Through the generosity of Mr. Jeff Vinik, the USF Board of Trustees will be granted a fee simple ownership of an unimproved parcel of land in downtown Tampa for the Morsani College of Medicine facility. This gift is estimated at \$10M.
- The City of Tampa and Hillsborough County are slated to invest \$30M in street and infrastructure improvements in the vicinity surrounding the donated property from Mr. Vinik.
- Strategic Property Partners will construct a medical office building and parking garage on the donated property adjacent to the Morsani College of Medicine facility with an estimated value of \$90M.

9. ☒ **Reduces Future Deferred Maintenance Cost and Extends the Life of the Facility by Bringing the Project up to Existing Standards (cost-benefit analysis of renovation or new facility vs. maintenance)**

Explanation:

Deferred maintenance will be reduced for the existing 81,000SF of reusable space. However, a reasonable capital investment is necessary for repurposing and building this space.

Other Pertinent Information not included above:

Higher Educational Facilities Return on Investment

August 1, 2015

This is a tool developed by a collaborative group of stakeholders designed to facilitate the identification of return on investment metrics for higher education facilities. Check any box(es) that apply, provide a quantitative explanation, and identify the term or years in which ROI information is provided.

Institution: University of Florida

Project: Engineering Innovation Nexus Renovation/Addition

Total Project Cost: \$ 53.0 M(\$45M PECO approved by BOG, \$4M University commitment, \$4M additional PECO request to be submitted to BOG for approval)

Previous Funding (State): 0

Current Request: \$ 25.0 M

STEM (Yes or No): YES

Contact Person

Curtis Reynolds, VP for Business Affairs; Office Phone: 352-392-1336

Email: curtrey@ufl.edu

Cammy Abernathy, Dean of Engineering; Office Phone: 352-392-6000

E-mail: caber@eng.ufl.edu

Linda Collins, UF Government Relations; Phone: 850-933-6385; Email: collinslbem@comcast.net

Check any box(es) that apply and provide a quantitative explanation. Identify the term or years in which ROI information is projected.

1. ☒ Number of Additional Degrees and Certificates Produced and How Those Degrees are Meeting the Needs of our State (Job Openings, Average Wages of those Job Openings, etc)
Explanation:
 - a. 5-year projected increase in engineering degrees: 300
 - b. Range of wages for student graduates in engineering fields (BS: \$55K-\$70K; PhD: \$70K-\$120K)
 - c. Projected job openings: state (18,000) and nation (300,000)
 - d. Proposed transformation of the engineering educational process at the University of Florida will result in graduates entering the workforce with enhanced leadership and entrepreneurship skills.
2. ☒ Number of Additional Students Served and the Benefits/Efficiencies Created (increase graduation rate, alleviate waitlist, increase academic support, etc).
Explanation:

- a. As an integral part of UF's plan for Preeminence, there is a need to re-purpose the 50-year old Nuclear Sciences Building to establish a 21st Century infrastructure to support increased numbers of students earning engineering degrees and to provide for cutting-edge research.
 - b. Currently, UF and the nation experience a 45% attrition rate of students leaving engineering programs by their junior year. The new 21st Century facility will support changes in the way students are educated by providing hands-on learning experiences early on in their curriculum, thus improving sustained interest, creativity, retention, and recruitment efforts. The Integrated Classroom design includes movable walls and furniture to facilitate different instructional modalities. Collision spaces will compel collaboration.
 - c. Transforming Engineering Education would involve a Global Innovation Network of alumni, experts, and student/faculty teams in pursuing real-world team approaches to innovation.
 - d. Currently, 1700 number of undergraduate and graduate students are accommodated in the Nuclear Sciences Building. The newly renovated/expanded Innovation Nexus Building will accommodate a projected additional 1800 students and 25 faculty. Additionally, the prototyping laboratory will be made available to all 8000 engineering students.
3. ☒ Amount of Additional Research Funding to be Obtained; Patents Awarded
Explanation:
 - a. Currently, the College of Engineering engages in more than \$65M research annually. The newly renovated/expanded facility will support a projected increase of \$4M in industry research funding and \$10M in multidisciplinary research funding. Tech transfer will be increased and annual production of Start-up companies will be doubled from 5 to 10.
 - b. COE Preeminence efforts include: Neuroengineering, Cybersecurity, Data Analytics, Autonomous Systems, Renewable Energy, Online Learning Institute, Human Centered Computing, Computer Graphics/Biodiversity, Advanced Manufacturing all of which address statewide and national needs. Emphasis on these areas will result in increased research funding, and additional invention disclosures, executed license and option agreements, and patents. (See 5 b.)
4. ☒ Project is in an Area of Strategic Emphasis as Determined by the Board of Governors' Gap Analysis or the Department of Economic Opportunity's National Occupational Forecast
Explanation: Yes. The need for additional graduates with Engineering degrees, especially in the areas of advanced manufacturing, biotechnology and computer engineering has been recognized by the Access and Attainment Commission and the Department of Economic Opportunity. Additionally, the Department of Economic Opportunity has projected that engineering job openings are included in the top 15 largest-growing occupational groups in the future. As one of the State's premier

universities, UF is perfectly positioned to address the State's workforce and economic development goals in this area.

5. ☒ Improves the Ranking of a Preeminent Program or Improves on a Performance Funding Model Metric
 - a. Explanation: The proposed Innovation Nexus Building will facilitate, support an increase the university's performance on all of the preeminent university metrics specified in s.1001.7065, F.S. related to freshmen qualifications and retention and graduation rates; national academy memberships for faculty; annual research expenditures; numbers of patents awarded; national rankings for programs; annual award of doctoral degrees; number of postdoctoral appointees; and endowment funding. In addition UF continues to emphasize the Board of Governors Performance Funding Model metrics addressing student retention/graduation/employment rates and average earnings, continued emphasis on increasing the number of undergraduate and graduate STEM degrees, increased research funding and faculty awards.
 - b. College of Engineering R&D Statistics for the past 5 years: 536 invention disclosures submitted; 896 US & Foreign Patent applications submitted/254 Patents issued; 185 executed license & option agreements; 30 start-up companies (5-6 by students), 2x national average per research dollar in patents issued, 4x national average per research dollar in # of start-up companies.
6. ☒ Increase Business Partnerships Which Will Lead to Guaranteed Internships and Jobs for Students.
 - a. The building will be 21st century home of the Engineering Industrial Experiment Station (EIES). EIES will help to support and recruit high-tech companies to Florida in order to increase the state's economic competitiveness and to support collaboration on research and development with industry across the state and nationwide.
 - b. The College of Engineering actively pursues opportunities for students to engage in internship programs by departmental events which host industrial representatives for seminars and meetings with students and through other networking events held in concert with the UF Career Resource Center.
 - c. Engineering Start-up companies, annually, are projected to be doubled from 5 to 10 - a percentage of which will be started by students.
7. ☒ Project Improves the Use, either Operationally or Academically, of Existing Space

Explanation:

 - a. The renovation and addition will allow for re-purposing the 50-year old Nuclear Sciences building, to provide approximately 74,000 square feet for a new, 21st Century, state-of-the art educational environment to bring together interdisciplinary faculty, undergraduate and graduate students in collision

spaces that compel collaboration. The Integrated Classroom design includes movable walls and furniture to facilitate different instructional modalities.

- b. Location is a key feature. Located in the center of campus, facing the Reitz Union with pedestrian walkways and intersections, this building provides a centerpiece for the face of innovation on UF's campus.
- c. Two floors of the existing building are underground. Funding will be used to retro-commission the existing building in order to identify key infrastructure upgrades which the project will improve and to create a deferred maintenance priority list so the University can plan accordingly

8. ☒ Contribution of Local Funds Through Matching Grants, Property Donations, .
Explanation: UF is committing \$4M of non-PECO funding to this project.

9. ☒ Reduces Future Deferred Maintenance Cost and Extends the Life of the Facility by Bringing the Project up to Existing Standards (cost-benefit analysis of renovation or new facility vs. maintenance)

Explanation:

- a. The renovated part of the 50-year old facility will include installation of new utility infrastructure, providing for energy efficient equipment. This will also reduce the load on the existing building infrastructure, which in conjunction with the retro-conditioning, will reduce annual operating costs.
- b. The new facility will meet V4 LEED standards.

Other Pertinent Information not included above:

UF Goal: *The State's workforce and economic development needs are addressed in the strategic plans of the University of Florida and the Board of Governors, including goals to: 1) increase engineering baccalaureate and graduate degrees awarded annually; 2) increase STEM research; 3) increase spin-off companies due to research and development. These goals are recognized in the Preeminence legislation articulated in s. 1001.7065, F.S. as well as the Board of Governors Performance Funding Model. The proposed Engineering Innovation Nexus Building will catapult UF's efforts in these areas.*

The proposed facility will house the Biotech Lab to capitalize on UF's strengths in health care and engineering, the Engineering Innovation Institute and Engineering Leadership Institute to support innovative thought and leadership, Engineering Industrial Experiment Station to expand collaborative efforts with industry in the state, capstone design labs to facilitate interdisciplinary collaboration, the Global Innovation Network to enhance real-world team approaches to innovation, and innovative labs and teaching environments to foster emphasis on human centered design, which focuses on optimizing technology around how users can, want or need to use technological products rather than forcing users to change their behavior to accommodate the technology.

Higher Educational Facilities Return on Investment

This is a tool developed by a collaborative group of stakeholders designed to facilitate the identification of return on investment metrics for higher education facilities. Check any box(es) that apply, provide a quantitative explanation, and identify the term or years in which ROI information is provided.

Institution: Florida International University

Project: Satellite Chiller Plant Expansion

Total Project Cost: \$ 16.425 M

Previous Funding (State): \$ 9.362 M

Current Request: \$ 7.062 M

STEM (Yes or No): YES

Contact Person (Name, Position, Office and Cell Phone No., Email): John M. Cal, AVP, Facilities Management, O: 305-348-4001, C: 305-323-1488, e-mail: John.Cal@fiu.edu

Check any box(es) that apply and provide a quantitative explanation. Identify the term or years in which ROI information is projected.

1. ☐ Number of Additional Degrees and Certificates Produced and How Those Degrees are Meeting the Needs of our State (Job Openings, Average Wages of those Job Openings, etc)
Explanation: N/A
2. ☐ Number of Additional Students Served and the Benefits/Efficiencies Created (increase graduation rate, alleviate waitlist, increase academic support, etc)
Explanation: N/A
3. ☐ Amount of Additional Research Funding to be Obtained; Patents Awarded
Explanation: N/A
4. ☐ Project is in an Area of Strategic Emphasis as Determined by the Board of Governors' Gap Analysis or the Department of Economic Opportunity's National Occupational Forecast
Explanation: N/A
5. ☐ Improves the Ranking of a Preeminent Program or Improves on a Performance Funding Model Metric
Explanation: N/A
6. ☐ Increase Business Partnerships Which Will Lead to Guaranteed Internships and Jobs for Students

Explanation: N/A

7. ☒ Project Improves the Use, either Operationally or Academically, of Existing Space

Explanation:

- a. Provides a capability that does not exist today: 365x24x7 back-up electrical power (via two generators) that can sustain chilled water/air conditioning to critical research facilities in the event of an FP&L power shutdown (such as during a hurricane or during a load control shut-down). Without this back-up capability, critical research remains at risk due to the loss of local utility power.
- b. Three additional chillers and cooling towers also enable the University to produce chilled water more efficiently.
- c. This facility and the additional equipment provide the chilled water/air conditioning for 3 million square feet of space added to the campus since 2007, including research and lab facilities. This satellite chiller plant was specifically designed to support STEM research and instructional facilities at the undergraduate, graduate and research levels in the Academic Health Center (AHC) quadrant of the Modesto Maidique Campus (MMC).
- d. Provides guaranteed ability to maintain minimum required cooling level needed to operate the 7th largest public university campus in the US.

8. ☐ Contribution of Local Funds Through Matching Grants, Property Donations, etc.

Explanation: N/A

9. ☐ Reduces Future Deferred Maintenance Cost and Extends the Life of the Facility by Bringing the Project up to Existing Standards (cost-benefit analysis of renovation or new facility vs. maintenance)

Explanation: N/A

Other Pertinent Information not included above:

High cooling need buildings have been added to the main campus (MMC) from 2009-10 including the College of Nursing (AHC 3), the Science Classroom Building (AHC 4), and the Stempel College of Public Health and Social Work (AHC 5), all focusing on STEM instruction and research labs.

This project is completed; this is an equipment request only. The facility has already been designed to receive this equipment

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
September 2, 2015

SUBJECT: Approval of 2015-16 CITF Project Allocations

PROPOSED COMMITTEE ACTION

Approve the 2015-2016 university CITF project allocations.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; HB 5001 General Appropriations Act

BACKGROUND INFORMATION

The 2015 General Appropriations Act included funding of \$32,091,155 for projects to be funded from the Capital Improvement Fee Trust Fund, with proviso specifying that:

Funds in Specific Appropriation 17 shall be allocated by the Board of Governors to the universities on a pro rata distribution basis in accordance with the Board of Governors Legislative Budget Request for funding from the Capital Improvements Fee Trust Fund, as approved September 18, 2014. Each board of trustees shall report to the Board of Governors the funding it allocates to each specific project.

Attached is a draft pro rata distribution for Board consideration and the specific project or projects that is being requested by the university at this time. In some instances, completion of the desired project will require additional funding, which will be requested during the 2016-2017 LBR cycle.

Supporting Documentation Included: 2015-2106 CITF Project Allocation.

Facilitators/Presenters: Mr. Chris Kinsley

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
2015/2016 CAPITAL IMPROVEMENT FEE PROJECT ALLOCATION LIST

Univ	CITF Project Selection	Project Amount
UF	Renovation and Addition to Career Resource Center	5,198,170
		5,198,170
FSU	Student Union Replacement	3,342,652
		3,342,652
FAMU	Student Union	1,037,772
		1,037,772
USF	Tampa Student Health Services, Phase I	3,494,133
	Health Student Union Annex Facility, Phase III	571,585
	St. Petersburg Environmental and Co-Curricular Improvements	484,726
	Sarasota-Manatee Co-Curricular and Wellness Support Facilities, Phase III	180,436
		4,730,880
FAU	Student Union Renovation/Expansion (Boca Raton Campus)	2,711,483
		2,711,483
UWF	Athletic and Alumni Center and Competition Field	1,045,504
		1,045,504
UCF	John C. Hitt Library Renovation, Phase I	5,770,635
		5,770,635
FIU	Expansion of Wellness and Fitness Center (Modesto A. Maidique Campus)	5,258,956
		5,258,956
UNF	Student Recreational Venues (Repurpose Aquatic Ctr, NCAA Pool)	1,538,498
		1,538,498
FGCU	Student Academic Health and Life Fitness Center (previously Student Recreation Center)	1,363,550
		1,363,550
NCF	Capital Renewal and Maintenance of Student Life Facilities	93,055
		93,055
University CITF Projects Total		\$ 32,091,155

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
September 3, 2015**

SUBJECT: Funding of Facilities Benchmarking Services

PROPOSED COMMITTEE ACTION

Discussion Only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The universities and BOG staff have been strategizing how to best address deferred maintenance. Currently, 4 of the 12 universities utilize services called Sightlines, and its product called ROPA+ (Return on Physical Assets). The Sightlines vendor has software for facilities benchmarking, capital planning, space management, and campus sustainability. The product is called ROPA+ (Return on Physical Assets). ROPA+ consistently measures and tracks campus performance overtime. UCF currently uses the services and has agreed to share a report on their campus.

There would be a benefit to having a SUS wide look at facilities benchmarking, and it may assist with data to support deferred maintenance requests. The shared initiatives group has been discussing the possibility of having a SUS shared contract for the software. FSU has agreed to take the lead in negotiating a state-wide contract and is analyzing the contract information from other universities.

With funding, the entire system would be able to purchase the software service and provide a consistent report for facilities benchmarking across of the system. It would also allow for comparison with other state university systems on a nationwide basis. Based on initial discussions, we anticipate significant savings can be realized from a system purchase. For reference purposes, the estimated cost on a system basis for the product would be approximately \$400,000 recurring; and \$500,000 would be non-recurring for one-time start-up costs. We hope to negotiate better pricing; however, this is dependent to some degree on university participation.

Supporting Documentation Included: None

Facilitators/Presenters: Mr. Chris Kinsley



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Nomination and Governance Committee

President's Room B

Emerson Alumni Hall

University of Florida

1938 West University Avenue

Gainesville, Florida

September 2, 2015

5:30 a.m. – 5:45 p.m.

or

Upon Adjournment of Previous Meetings

Chair: Mr. Mori Hosseini; Vice Chair: Mr. Tom Kuntz

Members: Colson, Link, Tripp

- | | | |
|----|--|--|
| 1. | Call to Order and Opening Remarks | Governor Mori Hosseini |
| 2. | Minutes of Committee Meeting
Minutes, March 19, 2015 | Governor Hosseini |
| 3. | Appointment of University Trustee: Florida A&M University | Governor Hosseini
Governor Norman Tripp |
| 4. | Concluding Remarks and Adjournment | Governor Hosseini |

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Nomination and Governance Committee
June 18, 2015**

SUBJECT: Approval of Minutes of Meeting held March 19, 2015

PROPOSED COMMITTEE ACTION

Approval of Minutes of the Meeting held on March 19, 2015, at Florida A&M University.

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 March 19, 2015, at Florida A&M University.

Supporting Documentation Included: Minutes: March 19, 2015

Facilitators/Presenters: Governor Mori Hosseini

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
NOMINATION AND GOVERNANCE COMMITTEE
GRAND BALLROOM, STUDENT UNION
FLORIDA A & M UNIVERSITY
TALLAHASSEE, FLORIDA
MARCH 19, 2015

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

Mr. Hosseini convened the meeting of the Nomination and Governance Committee of the Board of Governors on March 19, 2015, at 11:05 a.m., with the following members present: Dean Colson, Tom Kuntz, Wendy Link, and Norman Tripp.

1. Approval of Minutes of Meeting held January 21, 2015

Mr. Tripp moved approval of the Minutes of the Meeting held January 21, 2015, as presented. Mr. Kuntz seconded the motion, and members of the Committee concurred.

2. Recommendations to fill Trustee Vacancies

Mr. Hosseini reported the Committee has vacancies for all twelve universities and subcommittees had been assigned to review the applications and interview potential candidates. Mr. Hosseini said he was impressed with the quality and sheer number of applications that were received, which shows a tremendous interest in serving our universities and the System. Mr. Hosseini remarked we are deferring a couple of appointments because we are still in the process of reviewing applications, but will be filling the majority of the vacancies today.

Florida Atlantic University

Mr. Hosseini said he, Mr. Tripp, and Mr. Colson had reviewed the applicants for the trustee vacancies at FAU and called on Mr. Tripp. Mr. Tripp said he had reviewed the applications, talked to those applicants he felt were qualified, and that two applicants were being nominated to the full Board. The first nominee is Mr. Anthony Barbar. Mr. Barbar has been on the FAU Board of Trustees since 2010 and was recently re-elected as Chair of the Board. He is the president and CEO of Barbar & Associates and serves as a member of the Boca Chamber of Commerce. Mr. Tripp moved to reappoint Mr. Barbar, subject to Mr. Barbar attending an orientation of the Board. Mr. Colson seconded the motion, and members of the Committee concurred.

MINUTES: NOMINATION AND GOVERNANCE COMMITTEE
MARCH 19, 2015

The second nominee is Mr. Michael Dennis. Mr. Dennis is a retired plastic and reconstructive surgeon, who was the founding Chairman of the FAU College of Medicine Advisory Board and is a Board member on the Florida Institute of Health Innovation. Mr. Tripp moved to appoint Mr. Dennis to the FAU Board, subject to the requirement to attend an orientation. Mr. Colson seconded the motion, and members of the Committee concurred.

Florida Gulf Coast University

Mr. Hosseini said Mr. Colson and Ms. Link vetted the applicants for the trustee vacancies at FGCU and called on Mr. Colson. Mr. Colson recommended that Ms. Robbie Roepstorff be reappointed to the FGCU Board, subject to attending an orientation. Ms. Roepstorff is the Chair of the FGCU Board and the President of Edison National Bank. Mr. Colson commended Ms. Roepstorff for her service to the board and stated she is very active in the community. Ms. Link seconded the motion, and members of the Committee concurred.

Mr. Colson next recommended Mr. Christian Spilker be appointed to the FGCU Board, subject to attending an orientation. Mr. Spilker served on the FGCU Board from 2013 to January 2015 and is the Vice President of Land Management for Collier Enterprises. Mr. Spilker is also very active in the community, serving on a number of local boards. Ms. Link seconded the motion, and members of the Committee concurred.

Florida International University

Mr. Hosseini said that he, Mr. Kuntz and Mr. Tripp had reviewed the applications for the FIU trustee vacancies and called on Mr. Tripp. Mr. Tripp recommended Ms. Natasha Lowell for appointment to the FIU Board, subject to attending an orientation. Ms. Lowell is a Senior Vice President with Gibraltar Private Bank and Trust and serves on the boards of the College Assistance Program and Take Stock in Children. Mr. Kuntz seconded the motion, and members of the Committee concurred.

Mr. Tripp next recommended the appointment of Mr. Justo Pozo to the FIU Board, subject to attending an orientation. Mr. Pozo is the Chairman of Pozo Capital Partners, the Vice Chair of the FIU Athletic Finance Corporation, and a member of the FIU Foundation Board. Mr. Colson seconded the motion, and members of the Committee concurred.

Florida Polytechnic University

Mr. Hosseini said that Mr. Kuntz, Ms. Link and Mr. Tripp had reviewed the applications for the Florida Polytechnic University trustee vacancies and called on Ms. Link. Ms. Link recommended Mr. Richard Hallion for reappointment to the Florida

MINUTES: NOMINATION AND GOVERNANCE COMMITTEE
MARCH 19, 2015

Polytechnic Board, subject to attending an orientation. He currently serves on the Florida Polytechnic Board and is a Senior Consultant for the Institute for Defense Analyses. She commended Mr. Hallion for his service to the university. Mr. Kuntz seconded the motion, and members of the Committee concurred.

Ms. Link next recommended the reappointment of Mr. Don Wilson to the Florida Polytechnic Board. Mr. Wilson currently serves on the board and has represented educational institutions for over thirty years. Ms. Link noted Mr. Wilson's exemplary service on the board and moved that he be reappointed, subject to attending an orientation. Mr. Kuntz seconded the motion, and members of the Committee concurred.

Florida State University

Mr. Hosseini reported that he, Mr. Colson and Mr. Kuntz vetted the applicants for Florida State University and called on Mr. Kuntz. Mr. Kuntz recommended Mr. Mark Hillis for reappointment to the FSU Board, noting his service to the FSU Board and his frequent attendance at Board of Governors' meetings. Mr. Kuntz moved to reappoint Mr. Hillis to the FSU Board, subject to attending an orientation. Mr. Colson seconded the motion, and members of the Committee concurred.

Mr. Kuntz next recommended Mr. Bobby Sasser as a new appointee to the FSU Board. Mr. Sasser is the Chief Executive Officer of Dollar Tree, a Fortune 500 company, and is a member of the FSU Foundation Board. He commented that Mr. Sasser will be a fantastic addition to the FSU Board and moved the appointment of Mr. Sasser, subject to attending an orientation. Mr. Colson seconded the motion, and members of the Committee concurred.

New College of Florida

Mr. Hosseini said that Mr. Colson, Ms. Link and Mr. Tripp reviewed the applicants for the NCF trustee vacancies and called on Mr. Tripp. Mr. Tripp recommended that Mr. William Johnston be reappointed to the New College Board, subject to attending an orientation. Mr. Johnston has served on the New College Board since 2010 and is a former chair. Mr. Colson seconded the motion, and members of the Committee concurred.

Mr. Tripp also recommended reappointment of Ms. Felice Schulaner to the New College Board, subject to attending an orientation. Ms. Schulaner is the Vice Chair of the New College Board and is a consultant for the Coach Foundation. Mr. Colson seconded the motion, and members of the Committee concurred.

MINUTES: NOMINATION AND GOVERNANCE COMMITTEE
MARCH 19, 2015

University of Central Florida

Mr. Hosseini said he, Mr. Kuntz and Ms. Link vetted the applicants for the UCF Board and called on Mr. Kuntz. Mr. Kuntz said there are two vacancies on the UCF Board and he recommended the reappointment of Mr. Robert Garvey, subject to attending an orientation. Mr. Garvey has been a UCF Board member since 2011 and is Chair of the Educational Programs Committee. He is the Chairman of Intech and also serves on the boards for the Cleveland Clinic and The Institute for Quantitative Research in Finance. Mr. Tripp seconded the motion, and members of the Committee concurred.

Mr. Kuntz recommended the Committee defer filling the second trustee vacancy created by the expiration of Mr. Raymond Gilley's term. Mr. Gilley has relocated and Mr. Kuntz suggested the Committee defer the appointment. Mr. Hosseini accepted the recommendation and deferred the appointment.

University of Florida

Mr. Hosseini said he, Mr. Colson and Mr. Kuntz vetted the applicants for the UF Board and there is one regular appointment and one automatic reappointment. Mr. David Brandon was appointed to the UF Board in June 2014. Under the Board's Selection and Reappointment Process, Mr. Brandon falls within the provision that provides for automatic reappointment since he was appointed to complete a trustee term with less than one year remaining. Mr. Kuntz moved that Mr. Brandon be reappointed. Mr. Colson seconded the motion and members of the Committee concurred.

Mr. Hosseini then called on Mr. Kuntz. Mr. Kuntz recommended the appointment of Ms. Anita Zucker, subject to attending an orientation. Ms. Zucker is the Chair and Chief Executive Officer of the InterTech Group and established the Anita Zucker Center for Excellence in Early Childhood Studies Endowment at UF. She is also the Chair of the Advisory Council for the Neuroscience Department at the Medical University of South Carolina and the owner of the South Carolina Stingrays. Mr. Colson seconded the motion, and members of the Committee concurred.

University of North Florida

Mr. Hosseini said that he, Mr. Colson and Mr. Tripp vetted the applicants for the UNF trustee vacancies. Mr. Colson recommended the reappointment of Mr. Oscar Munoz, subject to attending an orientation. Mr. Munoz has been a member of the UNF Board since 2010 and is the Chair of the Finance and Audit Committee. Mr. Munoz is the Executive Vice President and Chief Operating Officer of the CSX Corporation and serves on several local boards. Mr. Tripp seconded the motion, and members of the Committee concurred.

MINUTES: NOMINATION AND GOVERNANCE COMMITTEE
MARCH 19, 2015

Mr. Colson next recommended the appointment of Hans Tanzler III to the UNF Board, subject to attending an orientation. Mr. Tanzler is the Executive Director of the St. Johns River Water Management District and a member of the Conservation Trust of Florida and Jacksonville Zoological Society boards. Mr. Tripp seconded the motion, and members of the Committee concurred.

University of South Florida

Mr. Hosseini said Mr. Kuntz and Ms. Link reviewed the applicants for the trustee vacancies at USF. Ms. Link recommended the reappointment of Mr. Hal Mullis, subject to attending an orientation. He is currently the Chair of the USF Board and the Chair of the Executive Committee and the Finance and Audit Workgroup. Mr. Mullis is the President of the Trenam Kemker law firm, and has served the university well. Mr. Kuntz seconded the motion, and members of the Committee concurred.

Ms. Link next recommended the reappointment of Mr. Brian Lamb, subject to attending an orientation. Mr. Lamb is the Vice Chair of the USF Board and Chair of the Academic and Campus Environment Workgroup. Mr. Lamb is the President of the Fifth-Third Bank and also serves on many local community boards. Ms. Link commended Mr. Lamb for his service to the university. Mr. Kuntz seconded the motion, and members of the Committee concurred.

University of West Florida

Mr. Hosseini said Mr. Kuntz and Ms. Link vetted the applicants for the UWF trustee vacancies and called on Ms. Link. Ms. Link recommended Mr. John "Mort" O'Sullivan for reappointment to the UWF Board, subject to attending an orientation. Mr. O'Sullivan is the Vice Chair of the UWF Board and the Chair of the Finance and Facilities Committee. He is a member of several local boards including the Pensacola Chamber of Commerce, Autism Pensacola and the Community Foundation of the Northwest. Mr. Kuntz seconded the motion, and members of the Committee concurred.

Ms. Link recommended the reappointment of Ms. Bentina Terry, subject to attending an orientation. Ms. Terry has been a UWF Board member since 2010 and has served the university well. She is the Vice President of Customer Service and Sales for the Gulf Power Company and is a trustee for the Florida Chamber Foundation. She is also the Chair of Leadership Florida and a member of the American Association of Blacks in Energy. Mr. Kuntz seconded the motion, and members of the Committee concurred.

MINUTES: NOMINATION AND GOVERNANCE COMMITTEE
MARCH 19, 2015

3. Concluding Remarks and Adjournment

Having no further business, the meeting was adjourned at 11:30 a.m., March 19, 2015.

Mori Hosseini, Chair

Vikki Shirley
Corporate Secretary

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Nomination and Governance Committee
September 2, 2015**

SUBJECT: Appointment of University Trustee for Florida Agricultural and Mechanical University

PROPOSED COMMITTEE ACTION

Appointment of University Trustee for Florida Agricultural and Mechanical University

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Trustee Selection and Reappointment Process

BACKGROUND INFORMATION

Florida Agricultural and Mechanical University has a trustee vacancy for a term that ended on January 6, 2015.

In accordance with the University Board of Trustee Selection and Reappointment Process, the vacancy was posted for the public on the Board's website and a number of applications were received.

Chair Hosseini and Governor Tripp independently reviewed the applications and will make a recommendation to the full Committee.

Supporting Documentation Included: Applications will be provided

Facilitators/Presenters: Governor Mori Hosseini



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Select Committee on Florida Polytechnic University

President's Room B
Emerson Alumni Hall
University of Florida
1938 West University Avenue
Gainesville, Florida 32306

September 3, 2015
8:30 a.m. – 8:45 a.m.

or

Upon Adjournment of Previous Meeting

Chair: Mr. Tom Kuntz
Members: Link, Morton

- | | |
|--|--|
| 1. Call to Order and Opening Remarks | Governor Tom Kuntz |
| 2. Approval of Select Committee Meeting Minutes
Minutes, March 19, 2015 | Governor Kuntz |
| 3. Florida Polytechnic University Implementation Update | Dr. Randy K. Avent
<i>President,
Florida Polytechnic University</i> |
| 4. Closing Remarks and Adjournment | Governor Kuntz |

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Select Committee on Florida Polytechnic University
September 3, 2015**

SUBJECT: Approval of Minutes of March 19, 2015 Committee Meeting

PROPOSED COMMITTEE ACTION

Approve the March 19, 2015 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 March 19, 2015 meeting at Florida Agricultural and Mechanical University.

Supporting Documentation Included: Minutes: March 19, 2015

Facilitators/Presenters: Governor Tom Kuntz

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
SELECT COMMITTEE ON FLORIDA POLYTECHNIC
FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY
TALLAHASSEE, FLORIDA
MARCH 19, 2015

*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 Tom Kuntz called the meeting to order at 8:40 a.m. on March 19, 2015, with the following members present and answering roll call: Governor Wendy Link. A quorum was established. Other Board members in attendance were Governors Mori Hosseini, Dick Beard, Matt Carter (by teleconference), Stefano Cavallaro, Dean Colson, Patricia Frost, H. Wayne Huizenga, Jr., Ned Lautenbach, Alan Levine, Katherine Robinson, Pam Stewart, and Norman Tripp.

2. Meeting Minutes

Governor Link moved that the Committee approve the minutes of the meeting held on January 21, 2015, as presented. The motion was seconded by Governor Kuntz, and the motion carried unanimously.

3. Dr. Randy Avent, President of Florida Polytechnic University Status Report

Dr. Randy Avent, President of Florida Polytechnic University, provided a status update on the University's progress toward meeting its six statutory requirements of STEM academic programs, administrative capability, facilities and construction, enrollment, regional accreditation, and discipline specific accreditation. Dr. Avent noted that, of the six statutory requirements, three (STEM academic programs, administrative capability, and facilities and construction) have been completed and that substantial progress was being made on the remaining three requirements.

With regard to student enrollment, the President indicated that 553 students were enrolled for the Spring 2015 semester. He noted that the Fall-to-Spring persistence rate was 97.4%. He indicated, further, that there had been a 200% increase in prospective student inquiries for the Fall 2015 semester. With respect to the provision of

coursework, President Avent said that 54 courses and 129 class sections were currently being offered. Florida Polytechnic University currently has 51 faculty, with an additional 30 hires being planned.

With respect to research endeavors, Dr. Avent noted that the University has over five million dollars in research funding. The University also has 89 industry partners, 23 of which are interested in funding research.

The University submitted the application for candidacy for SACSSOC accreditation in December 2014. The discipline-specific accreditation (Accreditation Board for Engineering and Technology) application is also in progress and is being developed in parallel with SACSSOC accreditation.

In summary, President Avent indicated that Florida Polytechnic University was making strong progress on gaining accreditation, that the Fall 2014 focus had been on developing responsive programs and services to achieve mandated student enrollment, that the Spring 2015 focus was on growing and building research infrastructure and capabilities, and that the University had established stability in its administrative practices.

4. Closing Remarks and Adjournment

There being no further business to come before the Select Committee, Governor Kuntz adjourned the meeting at 8:55 a.m.

Tom Kuntz, 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
September 3, 2015**

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 Legislature created and Governor Scott signed the legislation establishing Florida Polytechnic University. Section 1004.345, Florida Statutes, requires that by December 31, 2016, 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 of 1,244, with a minimum 50 percent of that FTE in the STEM fields and 20 percent in programs related to those 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.

Florida Polytechnic University will provide brief remarks and respond to any questions from the Select Committee concerning its latest progress update, including student enrollment, faculty recruitment, curriculum development, scholarship support, and budget and facilities.

Supporting Documentation Included: Progress Report

Facilitators/Presenters: Dr. Randy K. Avent



Monthly Update to the Select Committee on Florida Polytechnic University

Implementation Tracking Report (August 2015)

Implementation Status Summary			
Criteria	Issues	Completed	Good Progress
A. STEM Academic Programs	5	5	✓
B. Student Enrollment	4	2	2
C. Administrative Capability	2	2	✓
D. Accreditation	5	1	1 (3 not begun)
E. Discipline Specific Accreditation	1		(1 not begun)
F. Facilities & Construction	3	3	✓
TOTAL	20	13	7

Legend:


Completed



Good Progress





Slow Progress



Poor Progress

Criterion A – Initial Development of New STEM Programs		
Statutory Due Date: 12/31/2016		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: COMPLETED – 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: COMPLETED – 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: 12/31/2016		Progress Indicator
B1 – Total students enrolled	<p>Summer C 2015: Total Headcount – 225 Total Undergraduate – 211, Total Graduate – 14 Gender: male – 188 (84%); female – 37 (16%) Race: American Indian 3 (1.3%); Asian 2 (0.9%); Black/African American 14 (6.2%); Hispanic or Latino 40 (17.8%); Native Hawaiian/Other Pacific Islander 1 (0.4%); White 158 (70.2%); Not Specified 7 (3.1%) In State: 202 (90%); Out-of-State: 23 (10%) Total Credit Hours – 1,155 (Undergraduate – 1,086; Graduate – 69) Average Credit Load – 5.1 (Undergraduate – 5.1; Graduate – 4.9)</p> <p>Summer B 2015: Total Headcount – 24 (all undergraduate students) Gender: male – 19 (79%); female – 5 (21%) Total Credit Hours – 147 Average Credit Load – 6.1</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>Summer C 2015 Total Headcount – 225 Computer Engineering, BS – 33 (14.7%) Electrical Engineering, BS – 26 (11.6%) Mechanical & Industrial Engineering, BS – 53 (23.5%) Engineering, MS – 1 (0.4%) Advanced Technology, BS – 12 (5.3%) Computer Science & Information Technology, BS – 76 (33.8%) Science & Technology Management, BS – 11 (4.9%) Innovation & Technology, MS – 13 (5.8%)</p> <p>Summer B 2015: Total Headcount – 24 Computer Engineering, BS – 5 (21%) Electrical Engineering, BS – 2 (8%) Mechanical & Industrial Engineering, BS – 5 (21%) Advanced Technology, BS – 2 (8%) Computer Science & Information Technology, BS – 10 (42%)</p>	

Criterion C – Administrative Capability		
Statutory Due Date: 12/31/2016		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		
Statutory Due Date: 12/31/2016		Progress Indicator
D1 – Pre-Application Workshop	December 2013: COMPLETED - A Florida Polytechnic University team attended the pre-accreditation workshop in Atlanta.	✓
D2 - Submit application for regional accreditation.	July 2014: Florida Polytechnic University has engaged a technical advisor to assist with preparing the application for regional accreditation. December 2014: Initial application has been submitted to regional accreditation agency on December 2014 January 2015 – Fall 2014 evidence submitted to regional accreditation agency June 2015 – Received SACSCOC request for application updates with a turn-around by August 2015. Dr. Belle Wheelan, president of SACSCOC, addressed the BOT at their June 4, 2015 meeting.	●
D3 – Regional accreditor Candidacy site visit.	June 2015: Pending	TBD
D4 – Regional accreditor site visit.	June 2016: Status Reporting Date	TBD
D5 – Regional accreditor decision on accreditation.	December 2016: Status Reporting Date	TBD

TBD – To Be Determined (no data or information currently exists to make a determination about progress)

Criterion E – Seek Discipline Specific Accreditation		
Statutory Due Date: 12/31/2016		Progress Indicator
E1 – Contact discipline specific accrediting bodies.	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.	TBD

TBD – To Be Determined (no data or information currently exists to make a determination about progress)

Criterion F – Facilities and Infrastructure		
Statutory Due Date: 12/31/2016		Progress Indicator
F1 – Complete the Innovation, Science and Technology Building for Fall 2014 start of classes.	December 2014: COMPLETED	✓
F2 – Complete the Residence Hall for 241 students.	September 2014: COMPLETED - Construction is complete and all 241 beds are occupied as of the target move-in date of August 20, 2014.	✓
F3 – Complete the Phase I of Wellness Center and other site facilities or infrastructure.	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.	✓

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 2015) (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	\$ 0.3
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.

In addition to the facilities developed by the University for the opening of the main campus, in November 2013 an agreement with Vestcor Communities, Inc. was approved by University Trustees for Vestcor's development of a 219 bedroom residential hall project on Florida Poly's campus. Under the Public Private Partnership (P3), Vestcor financed and developed the facility on land leased from the University and is fully responsible for the operation and maintenance of the building. The P3 agreement enabled the 2014 creation of the first residence hall because development funding sources that traditionally would have been accessible by Florida Poly were not accessible in 2013, because the University had no operating history. The residence hall was built and opened in August 2014. To help meet additional student demand for on-campus housing, Vestcor changed several bedrooms from single to double occupancy, and a total of 241 residents filled the 219 bedrooms for the first year.

Florida Poly completed a public solicitation process in April 2015 for the University leasing some local off-campus housing apartment units to supplement for one year the housing demand for the approaching Fall 2015 term.

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 begins in June of 2015 and the facility is scheduled to be open for the Fall of 2016 term.



Florida Polytechnic University Campus View



AGENDA

Budget and Finance Committee

President's Room B
Emerson Alumni Hall
University of Florida
1938 West University Avenue
Gainesville, Florida
September 3, 2015
8:45 a.m. – 10:00 a.m.

or

Upon Adjournment of Previous Meetings

Chair: Mr. Tom Kuntz; Vice Chair: Mr. Ned Lautenbach

Members: Colson, Graham, Hosseini, Huizenga, Levine, Tripp

- | | | |
|----|---|--|
| 1. | Call to Order and Opening Remarks | Governor Tom Kuntz |
| 2. | Approval of Committee Meeting Minutes
Minutes, June 17, 2015 | Governor Kuntz |
| 3. | 2015-2016 SUS Operating Budgets | Mr. Tim Jones
Vice Chancellor
Finance & Administration
Board of Governors |
| 5. | 2015-2016 Board General Office Operating Budget | Mr. Jones |
| 6. | 2016-2017 SUS Legislative Budget Request | Mr. Jones |

7. **2016-2017 Board General Office Legislative Budget Request** Mr. Jones
8. **Waiver of Student Tuition and Fees** Mr. Jones
9. **Concluding Remarks and Adjournment** Governor Kuntz

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
September 3, 2015**

SUBJECT: Minutes of Committee Meeting held June 17, 2015

PROPOSED COMMITTEE ACTION

Approve the minutes from the meeting held on June 17, 2015.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and approve the minutes of the meeting held on June 17, 2015 at the University of South Florida.

Supporting Documentation Included: Minutes: June 17, 2015

Facilitators/Presenters: Governor Tom Kuntz

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
BUDGET AND FINANCE COMMITTEE
UNIVERSITY OF SOUTH FLORIDA
TAMPA, FLORIDA
JUNE 17, 2015

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

Mr. Tom Kuntz, Chair, convened the meeting of the Budget and Finance Committee at 4:10 p.m. Members present for roll call were Dean Colson, Tonnette Graham, Mori Hosseini, Wayne Huizenga, Jr., Norman Tripp, and Alan Levine who joined the Committee at 4:22. Other Board members present included Dick Beard, Dan Doyle, Pat Frost, Wendy Link, Ed Morton, and Katherine Robinson.

1. Call to Order

Mr. Kuntz called the meeting to order.

2. Approval of March 19, 2015 Committee Meeting Minutes

Mr. Colson moved that the Committee approve the minutes of the meeting held March 19, 2015 as presented. Mr. Hosseini seconded the motion, and members of the Committee concurred.

3. Performance Based Funding Improvement Plans

Mr. Kuntz provided some background information on the Board's original approval of the Improvement Plans in June 2014. In January, the Committee received updates from FAU, NCF and UWF on their progress in meeting the goals established in the Improvement Plans. The Committee then recommended approval of 50 percent of the university funds being held in reserve.

Mr. Kuntz stated that after each presentation, the Committee will decide whether to release the remaining funds being held in reserve. Mr. Kuntz noted that if a university has not fully implemented their improvement plan, the Committee will need to decide how much of the remaining balance to release to the institution. Any remaining unreleased funds would then be allocated pursuant to the 2014 Legislative Proviso which states:

Universities that fail to make satisfactory progress shall not have their full base funding restored, and any funds remaining shall be distributed to the three universities that demonstrate the most improvement on the metrics based upon those universities' proportional share of the new funding allocated under the board's performance funding model.

President Kelly provided a final report on FAU's Improvement Plan.

Mr. Tripp moved that the Committee approve the Improvement Plan Report and authorize the Chancellor to release the remaining 50 percent (\$3,476,197) of funds being held in reserve. Mr. Colson seconded the motion, and members of the Committee concurred.

President O'Shea provided a final report on NCF's Improvement Plan.

Mr. Tripp moved that the Committee approve the Improvement Plan Report and authorize the Chancellor to release the remaining 50 percent (\$540,189) of funds being held in reserve. Mr. Colson seconded the motion, and members of the Committee concurred.

President Bense and Provost Saunders provided a final report on UWF's Improvement Plan.

Mr. Tripp moved that the Committee approve the Improvement Plan Report and authorize the Chancellor to release the remaining 50 percent (\$1,914,794) of funds being held in reserve. Mr. Levine seconded the motion, and members of the Committee concurred.

4. Allocation of Performance Funds

Mr. Kuntz provided an overview of the performance funding model and recognized the work that the Committee and Board have done in the development of the model. He also noted that the Legislature and Governor have provided \$120 million in performance funds over the last two years with an additional \$100 million for the 2015-2016 year. State funds combined with institutional funds total \$400 million for the fiscal year.

Mr. Kuntz asked Mr. Tim Jones to present the allocation of the \$400 million for 2015-2016.

After questions and comments, Mr. Colson moved that the Committee approve the \$400 million performance funding allocation as presented. Mr. Hosseini seconded the motion, and members of the Committee concurred.

**5. Public Notice of Intent to Amend Board of Governors' Regulation 7.008
Waiver and Exemptions of Tuition and Fees**

Mr. Kuntz requested Mr. Jones to present the amended regulation. Mr. Jones noted that the regulation is being amended to conform to statutory changes made during the 2015 legislative session on the waiver of tuition and fees for veterans and other students that are provided assistance by the United States Department of Veterans Affairs.

Mr. Levine moved that the Committee approve the public notice of intent to amend Board Regulation 7.008. Mr. Colson seconded the motion, and members of the Committee concurred.

6. Concluding Remarks and Adjournment

Mr. Kuntz stated that during the next meeting in September the Committee will revisit the conversation started in November 2014 on performance metrics for preeminent universities.

In addition, Mr. Kuntz outlined the process and timeline for reviewing the performance funding model. He specifically directed staff to look at options for replacing metric three (cost per degree), determining tie-breakers, and doubling potential points from 50 to 100. He also directed the universities to provide suggestions to the Chancellor. On September 22, 2015 the Committee will have a workshop in Orlando to review potential changes to the model.

Having no further business, the meeting was adjourned at 5:02 p.m.

Tom Kuntz, Chair

Tim Jones, Vice Chancellor
Finance and Administration

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
September 3, 2015**

SUBJECT: 2015-2016 State University System Operating Budget

PROPOSED COMMITTEE ACTION

Approve the 2015-2016 State University System Operating Budget.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Regulation 9.007

BACKGROUND INFORMATION

Each state university is required to submit a detailed operating plan for each budget entity for the 2015-2016 fiscal year. The State University System (SUS) operating budget consists of five different budget entities; 1) Education and General, 2) Contracts and Grants, 3) Auxiliary Enterprises, 4) Local Funds, and 5) Faculty Practice Plans.

1. The Education and General Budget Entity (E&G) includes the allocation of funds appropriated by the 2015 Legislature, student tuition, and other previously appropriated funds. The E&G budget entity contains resources that provide educational opportunities to citizens through instructional programs; research directed toward solving technical, social, and economic problems facing the state and nation; and public service programs. Universities have flexibility in the development of the E&G operating budget but must report in the traditional SUS categories.
- 2) The Contracts and Grants budget entity supports research and public service through awards from federal, state, and local sources.
- 3) Auxiliary Enterprises is comprised of ancillary support units such as student housing, food service, bookstores, parking services, and computer support.
- 4) The Local Funds entity consists of operating resources for student activities, athletics, concessions, student financial aid, technology fee, Board-approved local fees, and self-insurance programs.

- 5) Finally, the Faculty Practice Plans provide for clinical activities associated with the University of Florida and University of South Florida Health Centers, and the Florida State University, University of Central Florida, and Florida International University Medical Schools.

Each University Board of Trustees has approved an operating budget. The universities have developed their budgets in accordance with Board Regulation 9.007 State University System Operating Budgets. The regulation requires each university to maintain an unencumbered balance in the E&G fund equal to or greater than 5% of the University Board of Trustees approved operating budget. If the unencumbered balance falls below 5%, the University President must provide written notification and explanation.

Supporting Documentation Included: 2015-2016 SUS Operating Budget

Facilitators/Presenters: Mr. Tim Jones

STATE UNIVERSITY SYSTEM OF FLORIDA 2015-2016 System Operating Budget University Summary Schedule I Reports

The state universities are required to submit a detailed plan for each budget entity for the 2015-2016 fiscal year. Universities have developed their budgets in accordance with Board of Governors Regulation 9.007 – State University System Operating Budgets. Each university Board of Trustees has approved an operating budget for the current year.

The State University System (SUS) operating budget consists of five different budget entities: 1) Education and General, which includes both non-medical and medical entities, 2) Contracts and Grants, 3) Auxiliary Enterprises, 4) Local Funds, and 5) Faculty Practice Plans which are affiliated with the universities' medical programs. A description of these entities is provided below:

1. The **Education and General** budget funds the general instruction, research, and public service operations of the universities. A large portion of the system's 2015-2016 beginning fund balance reserves (\$217.1 million) is dedicated to meeting the 5% reserve requirement set forth in Section 1011.40(2) of the Florida Statutes. Additionally, millions of dollars have been reserved by the SUS to cover the costs associated with the hiring of faculty, maintenance of facilities and equipment, the maintenance of each university's financial software system, various research enhancement programs and initiatives, and the potential for budget reduction shortfalls.
2. The **Contracts and Grants** budget contains activities in support of research, public service, and training. Large fund balances are due to the timing of receipt of federal contracts or grants.
3. **Auxiliaries** are ancillary support units on each university campus. Major activities include housing, food services, bookstores, student health centers, facilities management, and computer support. Ending fund balances includes financial activities such as debt service payments, reserves, repair and replacement reserves for future maintenance costs, construction and renovation of auxiliary facilities, and prior-year encumbrances.

4. **Local Funds** include the following university activities:

a) **Student Activities** – Supported primarily by the student activity and service fee revenues generated by the operations of student government, cultural events, organizations, and intramural/club sports.

b) **Financial Aid** – This activity represents the financial aid amounts for which the university is fiscally responsible. Examples include the student financial aid fee, bright futures, federal grants, college work study, and scholarships. The ending fund balance represents a timing difference between the receipt of the funds and disbursement to students.

c) **Concessions** – These resources are generated from various vending machines located on the university campuses.

d) **Athletics** – Revenues are primarily derived from the student athletic fee, ticket sales, and sales of other goods and services. Sufficient fund balances are maintained to provide the necessary support for ongoing athletic activities.

e) **Technology Fee** – Revenues generated from this fee are to be used to enhance instructional technology resources for students and faculty.

f) **Board Approved Local Fees** – Resources generated from these local fees are utilized to address student-based needs not currently being met through existing university services, operations, or another fee.

g) **Self-Insurance Programs** – These programs at UF, FSU, USF, UCF, and FIU are directed by the respective self-insurance councils and the captive insurance companies (these companies underwrite the risks of its owner and the owner's affiliates). These activities are supported by premiums charged to the insured individuals and entities (primarily medical faculty and institutions).

5. **Faculty Practice** – The Faculty Practice Plans collect and distribute income from faculty billings for patient services to the University of Florida, Florida State University, University of South Florida, University of Central Florida, and Florida International University Medical Schools and Health Science Centers.

Other notes referred to on the Summary Schedule I report are:

6. Other Receipts/Revenues includes items such as interest, penalties, refunds, admissions, fines, taxes, etc.

7. Other Non-Operating Expenditures include items such as refunds, payment of sales taxes, or indirect costs.

The following Summary Schedule I reports were provided to the Board of Governors' Office of Budgeting and Fiscal Policy as a component of the each state university's annual operating budget for fiscal year 2015-2016.

STATE UNIVERSITY SYSTEM OF FLORIDA
2015-2016 Operating Budget
Summary Schedule I

	<u>Education & General¹</u>	<u>Contracts & Grants²</u>	<u>Auxiliaries³</u>	<u>Local Funds⁴</u>	<u>Faculty Practice⁵</u>	<u>Summary</u>
1 Beginning Fund Balance	\$ 848,657,243	\$ 1,034,307,883	\$ 1,059,679,541	\$ 402,491,222	\$ 247,522,518	\$ 3,592,658,407
2						
3 <u>Receipts/Revenues</u>						
4 General Revenue	\$ 2,336,619,320					\$ 2,336,619,320
5 Lottery	\$ 273,555,149					\$ 273,555,149
6 Student Tuition	\$ 1,690,197,011		\$ 51,668,357	\$ 14,565,444		\$ 1,756,430,812
7 Phosphate Research	\$ 3,060,000					\$ 3,060,000
8 Other U.S. Grants	\$ 11,961,889	\$ 1,029,617,102		\$ 1,239,717,456		\$ 2,281,296,447
9 City or County Grants		\$ 10,620,641				\$ 10,620,641
10 State Grants		\$ 77,233,541	\$ 399,341	\$ 309,913,273		\$ 387,546,155
11 Other Grants and Donations		\$ 151,982,846	\$ 2,609,500	\$ 144,218,124	\$ 3,812,157	\$ 302,622,627
12 Donations / Contrib. Given to the State	\$ 6,961,165	\$ 588,132,751	\$ 930,010	\$ 3,020,657		\$ 599,044,583
13 Sales of Goods / Services	\$ 29,198,330	\$ 55,679,116	\$ 590,190,814	\$ 163,053,321	\$ 152,800,950	\$ 990,922,531
14 Sales of Data Processing Services			\$ 12,844,708			\$ 12,844,708
15 Fees	\$ 4,173,000	\$ 8,810,076	\$ 396,798,067	\$ 474,749,380	\$ 718,568,768	\$ 1,603,099,291
16 Miscellaneous Receipts		\$ 25,502,886	\$ 337,259,697	\$ 125,042,450	\$ 259,574,824	\$ 747,379,857
17 Rent	\$ 1,462,003	\$ 122,000	\$ 102,626,085	\$ 1,420,068	\$ 485,882	\$ 106,116,038
18 Concessions			\$ 231,430	\$ 1,038,000		\$ 1,269,430
19 Assessments / Services				\$ 11,943,112		\$ 11,943,112
20 Other Reciepts / Revenues ⁶	\$ 8,541,617	\$ 11,921,161	\$ 59,444,135	\$ 37,947,159	\$ 105,527	\$ 117,959,599
21 Subtotal:	\$ 4,365,729,484	\$ 1,959,622,120	\$ 1,555,002,144	\$ 2,526,628,444	\$ 1,135,348,108	\$ 11,542,330,300
22 Transfers In	\$ 18,319,648	\$ 617,647,034	\$ 219,652,809	\$ 192,622,161	\$ 3,252,854	\$ 1,051,494,506
23 Total - Receipts / Revenues:	\$ 4,384,049,132	\$ 2,577,269,154	\$ 1,774,654,953	\$ 2,719,250,605	\$ 1,138,600,962	\$ 12,593,824,806
24						
25 <u>Operating Expenditures</u>						
26 Salaries and Benefits	\$ 3,057,791,623	\$ 1,032,997,719	\$ 460,144,572	\$ 200,488,889	\$ 203,178,461	\$ 4,954,601,264
27 Other Personal Services	\$ 217,049,239	\$ 329,703,598	\$ 105,883,556	\$ 30,387,407	\$ 4,401,864	\$ 687,425,664
28 Expenses	\$ 841,167,810	\$ 676,601,317	\$ 850,598,190	\$ 1,319,419,892	\$ 245,204,865	\$ 3,932,992,074
29 Operating Capital Outlay	\$ 20,150,982	\$ 39,320,383	\$ 17,894,966	\$ 37,619,488	\$ 8,935,461	\$ 123,921,280
30 Risk Management	\$ 21,428,549	\$ 684,320	\$ 1,777,492	\$ 550,600		\$ 24,440,961
31 Financial Aid	\$ 106,492,336	\$ 468,461	\$ 8,500	\$ 506,504,709		\$ 613,474,006
32 Scholarships	\$ 10,675,000		\$ 5,755,887	\$ 504,108,161		\$ 520,539,048
33 Waivers	\$ 1,591,584		\$ 31,000			\$ 1,622,584
34 Finance Expense	\$ 166,781	\$ 2,591,758	\$ 4,138,500		\$ 1,575,084	\$ 8,472,123
35 Debt Service	\$ 1,514,846		\$ 55,105,754	\$ 12,581,682	\$ 261,124	\$ 69,463,406
36 Salary Incentive Payments	\$ 144,840					\$ 144,840
37 Law Enforcement Incentive Payments	\$ 14,799					\$ 14,799
38 Library Resources	\$ 44,760,703	\$ 488	\$ 1,169,554			\$ 45,930,745
39 Institute of Government	\$ 835,708					\$ 835,708
40 Regional Data Centers - SUS	\$ -					\$ -

STATE UNIVERSITY SYSTEM OF FLORIDA
2015-2016 Operating Budget
Summary Schedule I

	<u>Education & General¹</u>	<u>Contracts & Grants²</u>	<u>Auxiliaries³</u>	<u>Local Funds⁴</u>	<u>Faculty Practice⁵</u>	<u>Summary</u>
41 Black Male Explorers Program	\$ 198,000					\$ 198,000
42 Phosphate Research	\$ 3,060,000					\$ 3,060,000
43 Other Operating Category	\$ 8,156,296					\$ 8,156,296
44 Total Operating Expenditures :	<u>\$ 4,335,199,096</u>	<u>\$ 2,082,368,044</u>	<u>\$ 1,502,507,971</u>	<u>\$ 2,611,660,828</u>	<u>\$ 463,556,859</u>	<u>\$ 10,995,292,798</u>
45						
46 <u>Non-Operating Expenditures</u>						
47 Transfers	\$ 18,462,430	\$ 633,562,541	\$ 295,933,910	\$ 109,878,389	\$ 677,128,641	\$ 1,734,965,911
48 Fixed Capital Outlay			\$ 5,200,000	\$ 4,002,227		\$ 9,202,227
49 Carryforward (From Prior Period Funds)	\$ 325,803,425					\$ 325,803,425
50 Other ⁷	\$ 277,222					\$ 277,222
51 Total Non-Operating Expenditures :	<u>\$ 344,543,077</u>	<u>\$ 633,562,541</u>	<u>\$ 301,133,910</u>	<u>\$ 113,880,616</u>	<u>\$ 677,128,641</u>	<u>\$ 2,070,248,785</u>
52						
53 Ending Fund Balance :	<u>\$ 552,964,202</u>	<u>\$ 895,646,452</u>	<u>\$ 1,030,692,613</u>	<u>\$ 396,200,383</u>	<u>\$ 245,437,980</u>	<u>\$ 3,120,941,630</u>
54						
55 Fund Balance Increase / Decrease :	\$ (295,693,041)	\$ (138,661,431)	\$ (28,986,928)	\$ (6,290,839)	\$ (2,084,538)	\$ (471,716,777)
56 Fund Balance Percentage Change :	-34.84%	-13.41%	-2.74%	-1.56%	-0.84%	-13.13%

UNIVERSITY OF FLORIDA
2015-2016 Operating Budget
Summary Schedule I

	<u>Education & General¹</u>	<u>IFAS E&G¹</u>	<u>HSC E&G¹</u>	<u>Contracts & Grants²</u>	<u>Auxiliaries³</u>	<u>Local Funds⁴</u>	<u>Faculty Practice⁵</u>	<u>Summary</u>
1 Beginning Fund Balance	\$ 136,530,299	\$ 35,150,964	\$ 13,096,043	\$ 749,457,593	\$ 142,432,579	\$ 209,507,616	\$ 211,570,532	\$ 1,497,745,626
2								
3 <u>Receipts/Revenues</u>								
4 General Revenue	\$ 348,168,233	\$ 148,064,583	\$ 105,610,799					\$ 601,843,615
5 Lottery	\$ 45,099,045	\$ 12,533,877	\$ 5,796,416					\$ 63,429,338
6 Student Tuition	\$ 297,255,575		\$ 38,171,500					\$ 335,427,075
7 Phosphate Research								\$ -
8 Other U.S. Grants		\$ 11,961,889		\$ 299,707,097		\$ 310,841,000		\$ 622,509,986
9 City or County Grants								\$ -
10 State Grants				\$ 38,393,374	\$ 300,809	\$ 67,251,462		\$ 105,945,645
11 Other Grants and Donations				\$ 74,976,214	\$ -	\$ 46,748,660	\$ 339,062	\$ 122,063,936
12 Donations / Contrib. Given to the State			\$ 6,961,165	\$ 588,132,751	\$ 930,010	\$ 2,520,657		\$ 598,544,583
13 Sales of Goods / Services		\$ 6,752,300	\$ 22,446,030	\$ 37,877,351	\$ 228,577,201	\$ 91,500,833	\$ 141,873,531	\$ 529,027,246
14 Sales of Data Processing Services								\$ -
15 Fees	\$ 4,123,000			\$ 25,158	\$ 107,756,022	\$ 32,919,924	\$ 565,098,915	\$ 709,923,019
16 Miscellaneous Receipts				\$ 402,819	\$ 6,768,001	\$ 2,224,504	\$ 163,868,168	\$ 173,263,492
17 Rent		\$ 550,000	\$ 912,003	\$ 122,000	\$ 5,889,443			\$ 7,473,446
18 Concessions					\$ 201,430	\$ 700,000		\$ 901,430
19 Assessments / Services						\$ 11,735,476		\$ 11,735,476
20 Other Receipts / Revenues ⁶	\$ 126,000		\$ 1,223	\$ 140,520	\$ 1,744,748	\$ 6,921,925	\$ 58,527	\$ 8,992,943
21 Subtotal:	\$ 694,771,853	\$ 179,862,649	\$ 179,899,136	\$ 1,039,777,284	\$ 352,167,664	\$ 573,364,441	\$ 871,238,203	\$ 3,891,081,230
22 Transfers In		\$ 1,240	\$ 18,038,098	\$ 447,431,043	\$ 95,803,264	\$ 48,516,203		\$ 609,789,848
23 Total - Receipts / Revenues:	\$ 694,771,853	\$ 179,863,889	\$ 197,937,234	\$ 1,487,208,327	\$ 447,970,928	\$ 621,880,644	\$ 871,238,203	\$ 4,500,871,078
24								
25 <u>Operating Expenditures</u>								
26 Salaries and Benefits	\$ 542,747,691	\$ 144,339,952	\$ 129,430,572	\$ 612,775,928	\$ 108,741,504	\$ 54,107,887	\$ 85,500,000	\$ 1,677,643,534
27 Other Personal Services	\$ 50,737,700	\$ 1,518,906	\$ 6,854,464	\$ 187,114,333	\$ 28,121,919	\$ 4,542,142		\$ 278,889,464
28 Expenses	\$ 64,897,385	\$ 32,491,876	\$ 39,563,435	\$ 268,405,186	\$ 197,334,541	\$ 73,163,359	\$ 199,156,199	\$ 875,011,981
29 Operating Capital Outlay	\$ 471,459	\$ 17,692	\$ 1,767,537	\$ 18,234,942	\$ 7,684,134	\$ 4,912,421	\$ 8,935,461	\$ 42,023,646
30 Risk Management	\$ 3,078,782	\$ 1,789,070	\$ 1,103,918					\$ 5,971,770
31 Financial Aid	\$ 1,737,381							\$ 1,737,381
32 Scholarships	\$ 6,600,000					\$ 441,770,782		\$ 448,370,782
33 Waivers	\$ 1,415,510							\$ 1,415,510
34 Finance Expense			\$ 166,781	\$ 2,591,758	\$ 4,138,500		\$ 1,575,084	\$ 8,472,123
35 Debt Service					\$ 2,663,403	\$ 7,187,822	\$ 81,000	\$ 9,932,225
36 Salary Incentive Payments								\$ -
37 Law Enforcement Incentive Payments								\$ -
38 Library Resources	\$ 9,355,950		\$ 1,442,857					\$ 10,798,807
39 Institute of Government								\$ -
40 Regional Data Centers - SUS								\$ -

UNIVERSITY OF FLORIDA
2015-2016 Operating Budget
Summary Schedule I

	<u>Education & General¹</u>	<u>IFAS E&G¹</u>	<u>HSC E&G¹</u>	<u>Contracts & Grants²</u>	<u>Auxiliaries³</u>	<u>Local Funds⁴</u>	<u>Faculty Practice⁵</u>	<u>Summary</u>
41 Black Male Explorers Program								\$ -
42 Phosphate Research								\$ -
43 Other Operating Category								\$ -
44 Total Operating Expenditures :	\$ 681,041,858	\$ 180,157,496	\$ 180,329,564	\$ 1,089,122,147	\$ 348,684,001	\$ 585,684,413	\$ 295,247,744	\$ 3,360,267,223
45								
46 <u>Non-Operating Expenditures</u>								
47 Transfers		\$ 108,894	\$ 18,353,536	\$ 546,563,081	\$ 100,760,365	\$ 27,764,629	\$ 570,581,797	\$ 1,264,132,302
48 Fixed Capital Outlay						\$ 4,002,227		\$ 4,002,227
49 Carryforward (From Prior Period Funds)	\$ 43,694,176	\$ 8,222,402	\$ 4,126,279					\$ 56,042,857
50 Other ⁷								\$ -
51 Total Non-Operating Expenditures :	\$ 43,694,176	\$ 8,331,296	\$ 22,479,815	\$ 546,563,081	\$ 100,760,365	\$ 31,766,856	\$ 570,581,797	\$ 1,324,177,386
52								
53 Ending Fund Balance :	\$ 106,566,118	\$ 26,526,061	\$ 8,223,898	\$ 600,980,692	\$ 140,959,141	\$ 213,936,991	\$ 216,979,194	\$ 1,314,172,095
54								
55 Fund Balance Increase / Decrease :	\$ (29,964,181)	\$ (8,624,903)	\$ (4,872,145)	\$ (148,476,901)	\$ (1,473,438)	\$ 4,429,375	\$ 5,408,662	\$ (183,573,531)
56 Fund Balance Percentage Change :	-21.95%	-24.54%	-37.20%	-19.81%	-1.03%	2.11%	2.56%	-12.26%

FLORIDA STATE UNIVERSITY
2015-2016 Operating Budget
Summary Schedule I

	<u>Education & General¹</u>	<u>Medical School - E&G¹</u>	<u>FAMU/FSU College of Engineering</u>	<u>Contracts & Grants²</u>	<u>Auxiliaries³</u>	<u>Local Funds⁴</u>	<u>Faculty Practice⁵</u>	<u>Summary</u>
1 Beginning Fund Balance	\$ 42,974,103	\$ 10,098,421	\$ -	\$ 149,822,680	\$ 181,584,989	\$ 57,595,270	\$ 2	\$ 442,075,465
2								
3 <u>Receipts/Revenues</u>								
4 General Revenue	\$ 309,215,715	\$ 34,413,005	\$ 12,999,685					\$ 356,628,405
5 Lottery	\$ 37,680,207	\$ 605,115						\$ 38,285,322
6 Student Tuition	\$ 193,999,898	\$ 10,608,187						\$ 204,608,085
7 Phosphate Research								\$ -
8 Other U.S. Grants				\$ 157,274,023		\$ 48,344,052		\$ 205,618,075
9 City or County Grants				\$ 248,380				\$ 248,380
10 State Grants				\$ 23,317,279	\$ 22,500	\$ 62,487,045		\$ 85,826,824
11 Other Grants and Donations				\$ 28,328,341	\$ 2,596,500	\$ 16,600,150		\$ 47,524,991
12 Donations / Contrib. Given to the State								\$ -
13 Sales of Goods / Services				\$ 10,149,226	\$ 115,626,816	\$ 58,825,096	\$ 9,729,956	\$ 194,331,094
14 Sales of Data Processing Services					\$ 12,844,708			\$ 12,844,708
15 Fees				\$ 370,750	\$ 68,559,619	\$ 39,774,521		\$ 108,704,890
16 Miscellaneous Receipts								\$ -
17 Rent					\$ 42,975,680	\$ 1,414,518		\$ 44,390,198
18 Concessions								\$ -
19 Assessments / Services								\$ -
20 Other Receipts / Revenues ⁶	\$ 2,500,000	\$ 500,000		\$ 10,094,489	\$ 8,015,391	\$ 25,849,843		\$ 46,959,723
21 Subtotal:	\$ 543,395,820	\$ 46,126,307	\$ 12,999,685	\$ 229,782,488	\$ 250,641,214	\$ 253,295,225	\$ 9,729,956	\$ 1,345,970,695
22 Transfers In								\$ -
23 Total - Receipts / Revenues:	\$ 543,395,820	\$ 46,126,307	\$ 12,999,685	\$ 229,782,488	\$ 250,641,214	\$ 253,295,225	\$ 9,729,956	\$ 1,345,970,695
24								
25 <u>Operating Expenditures</u>								
26 Salaries and Benefits	\$ 373,704,531	\$ 37,223,642	\$ 10,462,120	\$ 90,441,210	\$ 73,079,444	\$ 42,548,888	\$ 7,309,389	\$ 634,769,224
27 Other Personal Services	\$ 32,965,248	\$ 3,010,884	\$ 932,570	\$ 38,930,422	\$ 18,359,158	\$ 7,779,203	\$ 2,323,514	\$ 104,300,999
28 Expenses	\$ 107,006,947	\$ 5,255,521	\$ 1,604,995	\$ 81,214,304	\$ 126,974,382	\$ 201,406,201		\$ 523,462,350
29 Operating Capital Outlay	\$ 932,412	\$ 45,000		\$ 14,195,004	\$ 3,324,585	\$ 1,338,525		\$ 19,835,526
30 Risk Management	\$ 2,343,486	\$ 91,260			\$ 5,000			\$ 2,439,746
31 Financial Aid	\$ 15,844,767					\$ 13,300		\$ 15,858,067
32 Scholarships								\$ -
33 Waivers	\$ 45,236				\$ 31,000			\$ 76,236
34 Finance Expense								\$ -
35 Debt Service					\$ 23,051,306	\$ 1,850,000		\$ 24,901,306
36 Salary Incentive Payments	\$ 78,840							\$ 78,840
37 Law Enforcement Incentive Payments								\$ -
38 Library Resources	\$ 7,138,645			\$ 488	\$ 1,050,500			\$ 8,189,633
39 Institute of Government	\$ 835,708							\$ 835,708
40 Regional Data Centers - SUS								\$ -

FLORIDA STATE UNIVERSITY
2015-2016 Operating Budget
Summary Schedule I

	<u>Education & General¹</u>	<u>Medical School - E&G¹</u>	<u>FAMU/FSU College of Engineering</u>	<u>Contracts & Grants²</u>	<u>Auxiliaries³</u>	<u>Local Funds⁴</u>	<u>Faculty Practice⁵</u>	<u>Summary</u>
41 Black Male Explorers Program								\$ -
42 Phosphate Research								\$ -
43 Other Operating Category								\$ -
44 Total Operating Expenditures :	\$ 540,895,820	\$ 45,626,307	\$ 12,999,685	\$ 224,781,428	\$ 245,875,375	\$ 254,936,117	\$ 9,632,903	\$ 1,334,747,635
45								
46 <u>Non-Operating Expenditures</u>								
47 Transfers				\$ 1,694,371	\$ 25,650,347	\$ 11,177,386	\$ 97,052	\$ 38,619,156
48 Fixed Capital Outlay								\$ -
49 Carryforward (From Prior Period Funds)	\$ 40,421,648	\$ 8,143,575						\$ 48,565,223
50 Other ⁷								\$ -
51 Total Non-Operating Expenditures :	\$ 40,421,648	\$ 8,143,575	\$ -	\$ 1,694,371	\$ 25,650,347	\$ 11,177,386	\$ 97,052	\$ 87,184,379
52								
53 Ending Fund Balance :	\$ 5,052,455	\$ 2,454,846	\$ -	\$ 153,129,369	\$ 160,700,481	\$ 44,776,992	\$ 3	\$ 366,114,146
54								
55 Fund Balance Increase / Decrease :	\$ (37,921,648)	\$ (7,643,575)	\$ -	\$ 3,306,689	\$ (20,884,508)	\$ (12,818,278)	\$ 1	\$ (75,961,319)
56 Fund Balance Percentage Change :	-88.24%	-75.69%	-	2.21%	-11.50%	-22.26%	50.00%	-17.18%

FLORIDA AGRICULTURAL & MECHANICAL UNIVERSITY
2015-2016 Operating Budget
Summary Schedule I

	<u>Education & General¹</u>	<u>*Contracts & Grants²</u>	<u>Auxiliaries³</u>	<u>Local Funds⁴</u>	<u>Summary</u>
1 Beginning Fund Balance	\$ 34,180,105	\$ (3,211,444)	\$ 30,551,669	\$ 3,155,372	\$ 64,675,702
2					
3 <u>Receipts/Revenues</u>					
4 General Revenue	\$ 82,476,836				\$ 82,476,836
5 Lottery	\$ 14,228,081				\$ 14,228,081
6 Student Tuition	\$ 66,373,112				\$ 66,373,112
7 Phosphate Research					\$ -
8 Other U.S. Grants		\$ 48,968,797		\$ 474,489	\$ 49,443,286
9 City or County Grants					\$ -
10 State Grants		\$ 3,786,877	\$ 76,032	\$ 54,000	\$ 3,916,909
11 Other Grants and Donations		\$ 1,880,938		\$ 55,356,205	\$ 57,237,143
12 Donations / Contrib. Given to the State				\$ 500,000	\$ 500,000
13 Sales of Goods / Services			\$ 26,908,610	\$ 3,477,500	\$ 30,386,110
14 Sales of Data Processing Services					\$ -
15 Fees			\$ 4,991,283	\$ 10,397,931	\$ 15,389,214
16 Miscellaneous Receipts			\$ 3,786,383	\$ 8,996,764	\$ 12,783,147
17 Rent					\$ -
18 Concessions				\$ 280,500	\$ 280,500
19 Assessments / Services					\$ -
20 Other Reciepts / Revenues ⁶					\$ -
21 Subtotal:	\$ 163,078,029	\$ 54,636,612	\$ 35,762,308	\$ 79,537,389	\$ 333,014,338
22 Transfers In			\$ 4,820,186	\$ 10,660,000	\$ 15,480,186
23 Total - Receipts / Revenues:	\$ 163,078,029	\$ 54,636,612	\$ 40,582,494	\$ 90,197,389	\$ 348,494,524
24					
25 <u>Operating Expenditures</u>					
26 Salaries and Benefits	\$ 126,185,886	\$ 23,099,838	\$ 9,213,667	\$ 4,820,245	\$ 163,319,636
27 Other Personal Services	\$ 4,571,302	\$ 5,641,176	\$ 2,591,818	\$ 602,520	\$ 13,406,816
28 Expenses	\$ 20,412,938	\$ 20,667,985	\$ 21,501,941	\$ 13,447,841	\$ 76,030,705
29 Operating Capital Outlay	\$ 327,377		\$ 394,775	\$ 55,868	\$ 778,020
30 Risk Management	\$ 1,243,932				\$ 1,243,932
31 Financial Aid	\$ 624,417				\$ 624,417
32 Scholarships	\$ 3,200,000			\$ 60,000,000	\$ 63,200,000
33 Waivers	\$ 130,838				\$ 130,838
34 Finance Expense					\$ -
35 Debt Service	\$ 1,514,846		\$ 6,193,356		\$ 7,708,202
36 Salary Incentive Payments					\$ -
37 Law Enforcement Incentive Payments	\$ 14,799				\$ 14,799
38 Library Resources	\$ 2,785,344				\$ 2,785,344
39 Institute of Government					\$ -
40 Regional Data Centers - SUS					\$ -

FLORIDA AGRICULTURAL & MECHANICAL UNIVERSITY
2015-2016 Operating Budget
Summary Schedule I

	<u>Education & General¹</u>	<u>*Contracts & Grants²</u>	<u>Auxiliaries³</u>	<u>Local Funds⁴</u>	<u>Summary</u>
41 Black Male Explorers Program	\$ 198,000				\$ 198,000
42 Phosphate Research					\$ -
43 Other Operating Category					\$ -
44 Total Operating Expenditures :	<u>\$ 161,209,679</u>	<u>\$ 49,408,999</u>	<u>\$ 39,895,557</u>	<u>\$ 78,926,474</u>	<u>\$ 329,440,709</u>
45					
46 <u>Non-Operating Expenditures</u>					
47 Transfers		\$ 342,768	\$ 19,146,707	\$ 1,705,251	\$ 21,194,726
48 Fixed Capital Outlay					\$ -
49 Carryforward (From Prior Period Funds)	\$ 13,179,045				\$ 13,179,045
50 Other ⁷					\$ -
51 Total Non-Operating Expenditures :	<u>\$ 13,179,045</u>	<u>\$ 342,768</u>	<u>\$ 19,146,707</u>	<u>\$ 1,705,251</u>	<u>\$ 34,373,771</u>
52					
53 Ending Fund Balance :	<u>\$ 22,869,410</u>	<u>\$ 1,673,401</u>	<u>\$ 12,091,899</u>	<u>\$ 12,721,036</u>	<u>\$ 49,355,746</u>
54					
55 Fund Balance Increase / Decrease :	\$ (11,310,695)	\$ 4,884,845	\$ (18,459,770)	\$ 9,565,664	\$ (15,319,956)
56 Fund Balance Percentage Change :	-33.09%	-152.11%	-60.42%	303.15%	-23.69%

* Note: Beginning fund balance in the Contracts & Grants budget entity of (\$3,211,444) is a result of the timing of accounts receivable items due to FAMU, which if included would result in a beginning fund balance of \$3,488,556. (Source: FAMU Budget Office)

UNIVERSITY OF SOUTH FLORIDA
2015-2016 Operating Budget
Summary Schedule I

	<u>Education & General¹</u>	<u>HSC E&G¹</u>	<u>Contracts & Grants²</u>	<u>Auxiliaries³</u>	<u>Local Funds⁴</u>	<u>Faculty Practice⁵</u>	<u>Summary</u>
1 Beginning Fund Balance	\$ 141,593,200	\$ 43,792,931	\$ 70,256,001	\$ 159,556,414	\$ 24,348,501	\$ 41,287,431	\$ 480,834,478
2							
3 <u>Receipts/Revenues</u>							
4 General Revenue	\$ 257,238,613	\$ 64,570,473					\$ 321,809,086
5 Lottery	\$ 36,365,703	\$ 9,349,672					\$ 45,715,375
6 Student Tuition	\$ 200,309,680	\$ 57,425,776		\$ 1,102,767			\$ 258,838,223
7 Phosphate Research							\$ -
8 Other U.S. Grants			\$ 281,526,036		\$ 315,428,764		\$ 596,954,800
9 City or County Grants							\$ -
10 State Grants					\$ 48,736,428		\$ 48,736,428
11 Other Grants and Donations							\$ -
12 Donations / Contrib. Given to the State							\$ -
13 Sales of Goods / Services			\$ 254,600	\$ 49,822,985	\$ 7,588,900		\$ 57,666,485
14 Sales of Data Processing Services							\$ -
15 Fees				\$ 62,950,762	\$ 62,112,621	\$ 153,469,853	\$ 278,533,236
16 Miscellaneous Receipts			\$ 770,000	\$ 64,064,180	\$ 11,878,931	\$ 92,341,201	\$ 169,054,312
17 Rent							\$ -
18 Concessions							\$ -
19 Assessments / Services							\$ -
20 Other Reciepts / Revenues ⁶	\$ 177,528	\$ 277,222	\$ 1,253,500	\$ 30,663,241	\$ 60,665	\$ 47,000	\$ 32,479,156
21 Subtotal:	\$ 494,091,524	\$ 131,623,143	\$ 283,804,136	\$ 208,603,935	\$ 445,806,309	\$ 245,858,054	\$ 1,809,787,101
22 Transfers In	\$ 280,310		\$ 105,423,228	\$ 37,549,619	\$ 36,943,668		\$ 180,196,825
23 Total - Receipts / Revenues:	\$ 494,371,834	\$ 131,623,143	\$ 389,227,364	\$ 246,153,554	\$ 482,749,977	\$ 245,858,054	\$ 1,989,983,926
24							
25 <u>Operating Expenditures</u>							
26 Salaries and Benefits	\$ 317,163,798	\$ 97,692,844	\$ 145,927,228	\$ 63,954,210	\$ 21,318,790	\$ 106,502,859	\$ 752,559,729
27 Other Personal Services	\$ 30,944,540	\$ 3,385,248	\$ 68,413,136	\$ 14,687,978	\$ 4,955,795	\$ 2,078,350	\$ 124,465,047
28 Expenses	\$ 124,607,822	\$ 28,204,417	\$ 114,424,000	\$ 107,603,445	\$ 435,449,414	\$ 39,072,415	\$ 849,361,513
29 Operating Capital Outlay	\$ 868,615	\$ 263,600	\$ 3,881,000	\$ 3,298,634	\$ 888,237		\$ 9,200,086
30 Risk Management	\$ 2,695,633	\$ 293,988	\$ 408,000	\$ 1,095,747	\$ 550,600		\$ 5,043,968
31 Financial Aid	\$ 11,777,512	\$ 1,323,015					\$ 13,100,527
32 Scholarships							\$ -
33 Waivers							\$ -
34 Finance Expense							\$ -
35 Debt Service				\$ 4,567,674	\$ 51,500		\$ 4,619,174
36 Salary Incentive Payments							\$ -
37 Law Enforcement Incentive Payments							\$ -
38 Library Resources	\$ 5,531,076	\$ 825,926		\$ 111,010			\$ 6,468,012
39 Institute of Government							\$ -
40 Regional Data Centers - SUS							\$ -

UNIVERSITY OF SOUTH FLORIDA
2015-2016 Operating Budget
Summary Schedule I

	<u>Education & General¹</u>	<u>HSC E&G¹</u>	<u>Contracts & Grants²</u>	<u>Auxiliaries³</u>	<u>Local Funds⁴</u>	<u>Faculty Practice⁵</u>	<u>Summary</u>
41 Black Male Explorers Program							\$ -
42 Phosphate Research							\$ -
43 Other Operating Category	\$ -						\$ -
44 Total Operating Expenditures :	<u>\$ 493,588,996</u>	<u>\$ 131,989,038</u>	<u>\$ 333,053,364</u>	<u>\$ 195,318,698</u>	<u>\$ 463,214,336</u>	<u>\$ 147,653,624</u>	<u>\$ 1,764,818,056</u>
45							
46 <u>Non-Operating Expenditures</u>							
47 Transfers			\$ 56,000,000	\$ 58,822,908	\$ 29,897,707	\$ 106,449,792	\$ 251,170,407
48 Fixed Capital Outlay							\$ -
49 Carryforward (From Prior Period Funds)	\$ 45,960,000	\$ 27,126,240					\$ 73,086,240
50 Other ⁷		\$ 277,222					\$ 277,222
51 Total Non-Operating Expenditures :	<u>\$ 45,960,000</u>	<u>\$ 27,403,462</u>	<u>\$ 56,000,000</u>	<u>\$ 58,822,908</u>	<u>\$ 29,897,707</u>	<u>\$ 106,449,792</u>	<u>\$ 324,533,869</u>
52							
53 Ending Fund Balance :	<u>\$ 96,416,038</u>	<u>\$ 16,023,574</u>	<u>\$ 70,430,001</u>	<u>\$ 151,568,362</u>	<u>\$ 13,986,435</u>	<u>\$ 33,042,069</u>	<u>\$ 381,466,479</u>
54							
55 Fund Balance Increase / Decrease :	\$ (45,177,162)	\$ (27,769,357)	\$ 174,000	\$ (7,988,052)	\$ (10,362,066)	\$ (8,245,362)	\$ (99,367,999)
56 Fund Balance Percentage Change :	-31.91%	-63.41%	0.25%	-5.01%	-42.56%	-19.97%	-20.67%

FLORIDA ATLANTIC UNIVERSITY
2015-2016 Operating Budget
Summary Schedule I

	<u>Education & General¹</u>	<u>Medical School E&G¹</u>	<u>Contracts & Grants²</u>	<u>Auxiliaries³</u>	<u>Local Funds⁴</u>	<u>Summary</u>
1 Beginning Fund Balance	\$ 58,220,166	\$ 12,456,369	\$ 12,375,038	\$ 102,045,038	\$ 10,146,986	\$ 195,243,597
2						
3 <u>Receipts/Revenues</u>						
4 General Revenue	\$ 140,635,926	\$ 14,337,746				\$ 154,973,672
5 Lottery	\$ 19,994,203					\$ 19,994,203
6 Student Tuition	\$ 129,369,909	\$ 8,272,005				\$ 137,641,914
7 Phosphate Research						\$ -
8 Other U.S. Grants			\$ 41,399,046		\$ 828,623	\$ 42,227,669
9 City or County Grants						\$ -
10 State Grants			\$ 3,715,299		\$ 56,620,953	\$ 60,336,252
11 Other Grants and Donations					\$ 6,300,000	\$ 6,300,000
12 Donations / Contrib. Given to the State						\$ -
13 Sales of Goods / Services				\$ 65,209,008		\$ 65,209,008
14 Sales of Data Processing Services						\$ -
15 Fees			\$ 7,961,355	\$ 38,038,588	\$ 151,607,250	\$ 197,607,193
16 Miscellaneous Receipts				\$ 5,434,084	\$ 2,069,840	\$ 7,503,924
17 Rent						\$ -
18 Concessions						\$ -
19 Assessments / Services						\$ -
20 Other Reciepts / Revenues ⁶					\$ 4,245,000	\$ 4,245,000
21 Subtotal:	\$ 290,000,038	\$ 22,609,751	\$ 53,075,700	\$ 108,681,680	\$ 221,671,666	\$ 696,038,835
22 Transfers In			\$ 6,023,150	\$ 17,527,120	\$ 10,074,122	\$ 33,624,392
23 Total - Receipts / Revenues:	\$ 290,000,038	\$ 22,609,751	\$ 59,098,850	\$ 126,208,800	\$ 231,745,788	\$ 729,663,227
24						
25 <u>Operating Expenditures</u>						
26 Salaries and Benefits	\$ 196,063,267	\$ 16,563,925	\$ 21,441,658	\$ 36,658,417	\$ 8,359,470	\$ 279,086,737
27 Other Personal Services	\$ 17,461,432	\$ 1,452,950	\$ 8,361,750	\$ 18,973,647	\$ 1,903,212	\$ 48,152,991
28 Expenses	\$ 69,306,240	\$ 4,592,876	\$ 26,090,442	\$ 67,007,961	\$ 215,417,750	\$ 382,415,269
29 Operating Capital Outlay						\$ -
30 Risk Management	\$ 1,796,845					\$ 1,796,845
31 Financial Aid	\$ 5,372,254					\$ 5,372,254
32 Scholarships						\$ -
33 Waivers						\$ -
34 Finance Expense						\$ -
35 Debt Service						\$ -
36 Salary Incentive Payments						\$ -
37 Law Enforcement Incentive Payments						\$ -
38 Library Resources						\$ -
39 Institute of Government						\$ -
40 Regional Data Centers - SUS						\$ -

FLORIDA ATLANTIC UNIVERSITY
2015-2016 Operating Budget
Summary Schedule I

	<u>Education & General¹</u>	<u>Medical School E&G¹</u>	<u>Contracts & Grants²</u>	<u>Auxiliaries³</u>	<u>Local Funds⁴</u>	<u>Summary</u>
41 Black Male Explorers Program						\$ -
42 Phosphate Research						\$ -
43 Other Operating Category						\$ -
44 Total Operating Expenditures :	<u>\$ 290,000,038</u>	<u>\$ 22,609,751</u>	<u>\$ 55,893,850</u>	<u>\$ 122,640,025</u>	<u>\$ 225,680,432</u>	<u>\$ 716,824,096</u>
45						
46 <u>Non-Operating Expenditures</u>						
47 Transfers			\$ 3,205,000	\$ 16,459,264	\$ 8,186,370	\$ 27,850,634
48 Fixed Capital Outlay						\$ -
49 Carryforward (From Prior Period Funds)	\$ 43,720,164	\$ 1,280,237				\$ 45,000,401
50 Other ⁷						\$ -
51 Total Non-Operating Expenditures :	<u>\$ 43,720,164</u>	<u>\$ 1,280,237</u>	<u>\$ 3,205,000</u>	<u>\$ 16,459,264</u>	<u>\$ 8,186,370</u>	<u>\$ 72,851,035</u>
52						
53 Ending Fund Balance :	<u>\$ 14,500,002</u>	<u>\$ 11,176,132</u>	<u>\$ 12,375,038</u>	<u>\$ 89,154,549</u>	<u>\$ 8,025,972</u>	<u>\$ 135,231,693</u>
54						
55 Fund Balance Increase / Decrease :	\$ (43,720,164)	\$ (1,280,237)	\$ -	\$ (12,890,489)	\$ (2,121,014)	\$ (60,011,904)
56 Fund Balance Percentage Change :	-75.09%	-10.28%	0.00%	-12.63%	-20.90%	-30.74%

UNIVERSITY OF WEST FLORIDA
2015-2016 Operating Budget
Summary Schedule I

	<u>Education & General¹</u>	<u>Contracts & Grants²</u>	<u>Auxiliaries³</u>	<u>Local Funds⁴</u>	<u>Summary</u>
1 Beginning Fund Balance	\$ 40,491,156	\$ 8,709,997	\$ 23,090,723	\$ 6,324,104	\$ 78,615,980
2					
3 <u>Receipts/Revenues</u>					
4 General Revenue	\$ 106,716,587				\$ 106,716,587
5 Lottery	\$ 7,544,831				\$ 7,544,831
6 Student Tuition	\$ 45,798,775				\$ 45,798,775
7 Phosphate Research					\$ -
8 Other U.S. Grants		\$ 11,585,142		\$ 51,500,000	\$ 63,085,142
9 City or County Grants		\$ 4,737,805			\$ 4,737,805
10 State Grants		\$ 62,065			\$ 62,065
11 Other Grants and Donations		\$ 4,810,728			\$ 4,810,728
12 Donations / Contrib. Given to the State					\$ -
13 Sales of Goods / Services			\$ 1,481,873	\$ 228,161	\$ 1,710,034
14 Sales of Data Processing Services					\$ -
15 Fees		\$ 87,696	\$ 13,010,046	\$ 12,362,280	\$ 25,460,022
16 Miscellaneous Receipts		\$ 1,493,568	\$ 4,642,951	\$ 28,250,967	\$ 34,387,486
17 Rent			\$ 246,617	\$ 5,550	\$ 252,167
18 Concessions					\$ -
19 Assessments / Services					\$ -
20 Other Reciepts / Revenues ⁶	\$ 375,000	\$ 299,873	\$ 3,789,517	\$ 116,000	\$ 4,580,390
21 Subtotal:	\$ 160,435,193	\$ 23,076,877	\$ 23,171,004	\$ 92,462,958	\$ 299,146,032
22 Transfers In					\$ -
23 Total - Receipts / Revenues:	<u>\$ 160,435,193</u>	<u>\$ 23,076,877</u>	<u>\$ 23,171,004</u>	<u>\$ 92,462,958</u>	<u>\$ 299,146,032</u>
24					
25 <u>Operating Expenditures</u>					
26 Salaries and Benefits	\$ 84,819,753	\$ 5,816,440	\$ 6,751,359	\$ 3,880,162	\$ 101,267,714
27 Other Personal Services	\$ 8,620,865	\$ 2,949,465	\$ 2,726,784	\$ 1,153,322	\$ 15,450,436
28 Expenses	\$ 45,887,168	\$ 15,137,279	\$ 12,892,746	\$ 82,769,422	\$ 156,686,615
29 Operating Capital Outlay	\$ 10,085,306	\$ 22,161	\$ 47,000	\$ 667,626	\$ 10,822,093
30 Risk Management	\$ 594,556				\$ 594,556
31 Financial Aid	\$ 742,949				\$ 742,949
32 Scholarships					\$ -
33 Waivers					\$ -
34 Finance Expense					\$ -
35 Debt Service					\$ -
36 Salary Incentive Payments					\$ -
37 Law Enforcement Incentive Payments					\$ -
38 Library Resources	\$ 1,153,300				\$ 1,153,300
39 Institute of Government					\$ -
40 Regional Data Centers - SUS					\$ -

UNIVERSITY OF WEST FLORIDA
2015-2016 Operating Budget
Summary Schedule I

	<u>Education & General¹</u>	<u>Contracts & Grants²</u>	<u>Auxiliaries³</u>	<u>Local Funds⁴</u>	<u>Summary</u>
41 Black Male Explorers Program					\$ -
42 Phosphate Research					\$ -
43 Other Operating Category	\$ 8,156,296				\$ 8,156,296
44 Total Operating Expenditures :	<u>\$ 160,060,193</u>	<u>\$ 23,925,345</u>	<u>\$ 22,417,889</u>	<u>\$ 88,470,532</u>	<u>\$ 294,873,959</u>
45					
46 <u>Non-Operating Expenditures</u>					
47 Transfers		\$ (540,000)	\$ (187,151)	\$ 727,151	\$ -
48 Fixed Capital Outlay			\$ 5,200,000		\$ 5,200,000
49 Carryforward (From Prior Period Funds)	\$ 10,000,000				\$ 10,000,000
50 Other ⁷					\$ -
51 Total Non-Operating Expenditures :	<u>\$ 10,000,000</u>	<u>\$ (540,000)</u>	<u>\$ 5,012,849</u>	<u>\$ 727,151</u>	<u>\$ 15,200,000</u>
52					
53 Ending Fund Balance :	<u>\$ 30,866,156</u>	<u>\$ 8,401,529</u>	<u>\$ 18,830,989</u>	<u>\$ 9,589,379</u>	<u>\$ 67,688,053</u>
54					
55 Fund Balance Increase / Decrease :	\$ (9,625,000)	\$ (308,468)	\$ (4,259,734)	\$ 3,265,275	\$ (10,927,927)
56 Fund Balance Percentage Change :	-23.77%	-3.54%	-18.45%	51.63%	-13.90%

UNIVERSITY OF CENTRAL FLORIDA
2015-2016 Operating Budget
Summary Schedule I

	<u>Education & General¹</u>	<u>Medical School E&G¹</u>	<u>Contracts & Grants²</u>	<u>Auxiliaries³</u>	<u>Local Funds⁴</u>	<u>Faculty Practice⁵</u>	<u>Summary</u>
1 Beginning Fund Balance	\$ 133,297,346	\$ 18,604,342	\$ 27,238,737	\$ 177,619,089	\$ 51,123,915	\$ (6,273,364)	\$ 401,610,065
2							
3 <u>Receipts/Revenues</u>							
4 General Revenue	\$ 253,681,222	\$ 26,372,140					\$ 280,053,362
5 Lottery	\$ 34,500,103						\$ 34,500,103
6 Student Tuition	\$ 249,033,082	\$ 14,678,096		\$ 4,784,419			\$ 268,495,597
7 Phosphate Research							\$ -
8 Other U.S. Grants			\$ 102,222,187		\$ 374,268,060		\$ 476,490,247
9 City or County Grants							\$ -
10 State Grants			\$ 6,228,944		\$ 53,031,696		\$ 59,260,640
11 Other Grants and Donations			\$ 20,206,514				\$ 20,206,514
12 Donations / Contrib. Given to the State							\$ -
13 Sales of Goods / Services							\$ -
14 Sales of Data Processing Services							\$ -
15 Fees				\$ 68,731,737	\$ 61,027,294		\$ 129,759,031
16 Miscellaneous Receipts			\$ 1,022,934	\$ 171,904,836	\$ 50,818,614	\$ 3,365,455	\$ 227,111,839
17 Rent							\$ -
18 Concessions							\$ -
19 Assessments / Services					\$ 207,636		\$ 207,636
20 Other Reciepts / Revenues ⁶	\$ 4,199,644	\$ 185,000	\$ 35,752		\$ 134,655		\$ 4,555,051
21 Subtotal:	\$ 541,414,051	\$ 41,235,236	\$ 129,716,331	\$ 245,420,992	\$ 539,487,955	\$ 3,365,455	\$ 1,500,640,020
22 Transfers In			\$ 25,566,669		\$ 44,836,803	\$ 2,270,554	\$ 72,674,026
23 Total - Receipts / Revenues:	\$ 541,414,051	\$ 41,235,236	\$ 155,283,000	\$ 245,420,992	\$ 584,324,758	\$ 5,636,009	\$ 1,573,314,046
24							
25 <u>Operating Expenditures</u>							
26 Salaries and Benefits	\$ 380,164,166	\$ 27,247,494	\$ 63,074,047	\$ 61,228,505	\$ 30,674,138	\$ 3,866,213	\$ 566,254,563
27 Other Personal Services							\$ -
28 Expenses	\$ 117,908,157	\$ 13,987,742	\$ 92,208,953	\$ 175,032,346	\$ 47,228,864	\$ 1,769,796	\$ 448,135,858
29 Operating Capital Outlay							\$ -
30 Risk Management	\$ 2,070,799						\$ 2,070,799
31 Financial Aid	\$ 35,751,472				\$ 502,919,674		\$ 538,671,146
32 Scholarships							\$ -
33 Waivers							\$ -
34 Finance Expense							\$ -
35 Debt Service					\$ 3,492,360		\$ 3,492,360
36 Salary Incentive Payments							\$ -
37 Law Enforcement Incentive Payments							\$ -
38 Library Resources	\$ 5,519,457						\$ 5,519,457
39 Institute of Government							\$ -
40 Regional Data Centers - SUS							\$ -

UNIVERSITY OF CENTRAL FLORIDA
2015-2016 Operating Budget
Summary Schedule I

	<u>Education & General¹</u>	<u>Medical School E&G¹</u>	<u>Contracts & Grants²</u>	<u>Auxiliaries³</u>	<u>Local Funds⁴</u>	<u>Faculty Practice⁵</u>	<u>Summary</u>
41 Black Male Explorers Program							\$ -
42 Phosphate Research							\$ -
43 Other Operating Category							\$ -
44 Total Operating Expenditures :	<u>\$ 541,414,051</u>	<u>\$ 41,235,236</u>	<u>\$ 155,283,000</u>	<u>\$ 236,260,851</u>	<u>\$ 584,315,036</u>	<u>\$ 5,636,009</u>	<u>\$ 1,564,144,183</u>
45							
46 <u>Non-Operating Expenditures</u>							
47 Transfers							\$ -
48 Fixed Capital Outlay							\$ -
49 Carryforward (From Prior Period Funds)	\$ 37,548,741	\$ 3,710,696					\$ 41,259,437
50 Other ⁷							\$ -
51 Total Non-Operating Expenditures :	<u>\$ 37,548,741</u>	<u>\$ 3,710,696</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 41,259,437</u>
52							
53 Ending Fund Balance :	<u>\$ 95,748,605</u>	<u>\$ 14,893,646</u>	<u>\$ 27,238,737</u>	<u>\$ 186,779,230</u>	<u>\$ 51,133,637</u>	<u>\$ (6,273,364)</u>	<u>\$ 369,520,491</u>
54							
55 Fund Balance Increase / Decrease :	\$ (37,548,741)	\$ (3,710,696)	\$ -	\$ 9,160,141	\$ 9,722	\$ -	\$ (32,089,574)
56 Fund Balance Percentage Change :	-28.17%	-19.95%	0.00%	5.16%	0.02%	0.00%	-7.99%

FLORIDA INTERNATIONAL UNIVERSITY
2015-2016 Operating Budget
Summary Schedule I

	<u>Education & General¹</u>	<u>Medical School E&G¹</u>	<u>Contracts & Grants²</u>	<u>Auxiliaries³</u>	<u>Local Funds⁴</u>	<u>Faculty Practice⁵</u>	<u>Summary</u>
1 Beginning Fund Balance	\$ 48,408,224	\$ 8,600,684	\$ 12,549,101	\$ 205,681,121	\$ 24,945,976	\$ 937,917	\$ 301,123,023
2							
3 <u>Receipts/Revenues</u>							
4 General Revenue	\$ 200,164,103	\$ 31,386,537					\$ 231,550,640
5 Lottery	\$ 29,494,507						\$ 29,494,507
6 Student Tuition	\$ 230,748,887	\$ 18,376,190		\$ 45,781,171	\$ 14,565,444		\$ 309,471,692
7 Phosphate Research							\$ -
8 Other U.S. Grants			\$ 76,118,655		\$ 89,762,031		\$ 165,880,686
9 City or County Grants			\$ 5,146,500				\$ 5,146,500
10 State Grants			\$ 86,293		\$ 21,507,308		\$ 21,593,601
11 Other Grants and Donations			\$ 15,200,740			\$ 3,473,095	\$ 18,673,835
12 Donations / Contrib. Given to the State							\$ -
13 Sales of Goods / Services			\$ 7,397,939	\$ 99,290,628	\$ 1,432,831	\$ 1,197,463	\$ 109,318,861
14 Sales of Data Processing Services							\$ -
15 Fees				\$ 17,016,583	\$ 64,617,674		\$ 81,634,257
16 Miscellaneous Receipts			\$ 14,506,854	\$ 15,662,721	\$ 15,024,043		\$ 45,193,618
17 Rent				\$ 30,479,869		\$ 485,882	\$ 30,965,751
18 Concessions							\$ -
19 Assessments / Services							\$ -
20 Other Reciepts / Revenues ⁶				\$ 14,339,239	\$ 486,016		\$ 14,825,255
21 Subtotal:	\$ 460,407,497	\$ 49,762,727	\$ 118,456,981	\$ 222,570,211	\$ 207,395,347	\$ 5,156,440	\$ 1,063,749,203
22 Transfers In			\$ 27,701,915	\$ 53,544,863	\$ 32,945,875	\$ 982,300	\$ 115,174,953
23 Total - Receipts / Revenues:	\$ 460,407,497	\$ 49,762,727	\$ 146,158,896	\$ 276,115,074	\$ 240,341,222	\$ 6,138,740	\$ 1,178,924,156
24							
25 <u>Operating Expenditures</u>							
26 Salaries and Benefits	\$ 306,146,946	\$ 38,437,301	\$ 58,040,605	\$ 74,095,979	\$ 16,930,236		\$ 493,651,067
27 Other Personal Services	\$ 36,922,160	\$ 2,158,901	\$ 15,372,853	\$ 14,339,359	\$ 3,554,322		\$ 72,347,595
28 Expenses	\$ 78,243,395	\$ 8,405,051	\$ 46,931,552	\$ 88,345,129	\$ 190,359,180	\$ 5,206,455	\$ 417,490,762
29 Operating Capital Outlay	\$ 5,077,689		\$ 2,225,184	\$ 1,689,378	\$ 1,593,981		\$ 10,586,232
30 Risk Management	\$ 1,524,703	\$ 37,753	\$ 276,320	\$ 540,188			\$ 2,378,964
31 Financial Aid	\$ 24,028,806						\$ 24,028,806
32 Scholarships				\$ 5,755,887			\$ 5,755,887
33 Waivers							\$ -
34 Finance Expense							\$ -
35 Debt Service				\$ 16,610,015		\$ 180,124	\$ 16,790,139
36 Salary Incentive Payments	\$ 36,000						\$ 36,000
37 Law Enforcement Incentive Payments							\$ -
38 Library Resources	\$ 8,427,798	\$ 723,721					\$ 9,151,519
39 Institute of Government							\$ -
40 Regional Data Centers - SUS							\$ -

FLORIDA INTERNATIONAL UNIVERSITY
2015-2016 Operating Budget
Summary Schedule I

	<u>Education & General¹</u>	<u>Medical School E&G¹</u>	<u>Contracts & Grants²</u>	<u>Auxiliaries³</u>	<u>Local Funds⁴</u>	<u>Faculty Practice⁵</u>	<u>Summary</u>
41 Black Male Explorers Program							\$ -
42 Phosphate Research							\$ -
43 Other Operating Category							\$ -
44 Total Operating Expenditures :	<u>\$ 460,407,497</u>	<u>\$ 49,762,727</u>	<u>\$ 122,846,514</u>	<u>\$ 201,375,935</u>	<u>\$ 212,437,719</u>	<u>\$ 5,386,579</u>	<u>\$ 1,052,216,971</u>
45							
46 <u>Non-Operating Expenditures</u>							
47 Transfers			\$ 26,632,754	\$ 63,961,089	\$ 29,001,428		\$ 119,595,271
48 Fixed Capital Outlay							\$ -
49 Carryforward (From Prior Period Funds)	\$ 15,136,649	\$ 6,112,548					\$ 21,249,197
50 Other ⁷							\$ -
51 Total Non-Operating Expenditures :	<u>\$ 15,136,649</u>	<u>\$ 6,112,548</u>	<u>\$ 26,632,754</u>	<u>\$ 63,961,089</u>	<u>\$ 29,001,428</u>	<u>\$ -</u>	<u>\$ 140,844,468</u>
52							
53 Ending Fund Balance :	<u>\$ 33,271,575</u>	<u>\$ 2,488,136</u>	<u>\$ 9,228,729</u>	<u>\$ 216,459,171</u>	<u>\$ 23,848,051</u>	<u>\$ 1,690,078</u>	<u>\$ 286,985,740</u>
54							
55 Fund Balance Increase / Decrease :	\$ (15,136,649)	\$ (6,112,548)	\$ (3,320,372)	\$ 10,778,050	\$ (1,097,925)	\$ 752,161	\$ (14,137,283)
56 Fund Balance Percentage Change :	-31.27%	-71.07%	-26.46%	5.24%	-4.40%	80.19%	-4.69%

UNIVERSITY OF NORTH FLORIDA
2015-2016 Operating Budget
Summary Schedule I

	<u>Education & General¹</u>	<u>Contracts & Grants²</u>	<u>Auxiliaries³</u>	<u>Local Funds⁴</u>	<u>Summary</u>
1 Beginning Fund Balance	\$ 21,734,088	\$ 1,886,147	\$ 19,555,234	\$ 11,178,185	\$ 54,353,654
2					
3 <u>Receipts/Revenues</u>					
4 General Revenue	\$ 84,589,890				\$ 84,589,890
5 Lottery	\$ 12,285,688				\$ 12,285,688
6 Student Tuition	\$ 64,792,406				\$ 64,792,406
7 Phosphate Research					\$ -
8 Other U.S. Grants		\$ 1,749,876		\$ 20,000,000	\$ 21,749,876
9 City or County Grants					\$ -
10 State Grants					\$ -
11 Other Grants and Donations		\$ 1,397,990		\$ 14,024,000	\$ 15,421,990
12 Donations / Contrib. Given to the State					\$ -
13 Sales of Goods / Services			\$ 48,500		\$ 48,500
14 Sales of Data Processing Services					\$ -
15 Fees		\$ 365,117	\$ 10,645,618	\$ 24,978,541	\$ 35,989,276
16 Miscellaneous Receipts		\$ 4,998,244	\$ 17,650,099	\$ 4,043,480	\$ 26,691,823
17 Rent			\$ 23,034,476		\$ 23,034,476
18 Concessions			\$ 30,000	\$ 55,000	\$ 85,000
19 Assessments / Services					\$ -
20 Other Reciepts / Revenues ⁶		\$ 18,289	\$ 559,499	\$ 128,555	\$ 706,343
21 Subtotal:	\$ 161,667,984	\$ 8,529,516	\$ 51,968,192	\$ 63,229,576	\$ 285,395,268
22 Transfers In		\$ 135,534	\$ 4,761,770	\$ 600,022	\$ 5,497,326
23 Total - Receipts / Revenues:	\$ 161,667,984	\$ 8,665,050	\$ 56,729,962	\$ 63,829,598	\$ 290,892,594
24					
25 <u>Operating Expenditures</u>					
26 Salaries and Benefits	\$ 117,612,678	\$ 3,895,476	\$ 13,957,173	\$ 10,746,796	\$ 146,212,123
27 Other Personal Services	\$ 5,832,254	\$ 607,081	\$ 3,366,066	\$ 3,236,977	\$ 13,042,378
28 Expenses	\$ 31,373,353	\$ 3,278,937	\$ 34,572,393	\$ 49,318,077	\$ 118,542,760
29 Operating Capital Outlay	\$ 65,401	\$ 340,138	\$ 322,950	\$ 9,000	\$ 737,489
30 Risk Management	\$ 1,356,661				\$ 1,356,661
31 Financial Aid	\$ 5,395,137			\$ 413,700	\$ 5,808,837
32 Scholarships					\$ -
33 Waivers					\$ -
34 Finance Expense					\$ -
35 Debt Service					\$ -
36 Salary Incentive Payments	\$ 30,000				\$ 30,000
37 Law Enforcement Incentive Payments					\$ -
38 Library Resources	\$ 2,500		\$ 6,744		\$ 9,244
39 Institute of Government					\$ -
40 Regional Data Centers - SUS					\$ -

UNIVERSITY OF NORTH FLORIDA
2015-2016 Operating Budget
Summary Schedule I

	<u>Education & General¹</u>	<u>Contracts & Grants²</u>	<u>Auxiliaries³</u>	<u>Local Funds⁴</u>	<u>Summary</u>
41 Black Male Explorers Program					\$ -
42 Phosphate Research					\$ -
43 Other Operating Category					\$ -
44 Total Operating Expenditures :	<u>\$ 161,667,984</u>	<u>\$ 8,121,632</u>	<u>\$ 52,225,326</u>	<u>\$ 63,724,550</u>	<u>\$ 285,739,492</u>
45					
46 <u>Non-Operating Expenditures</u>					
47 Transfers		\$ 138,695	\$ 6,163,580	\$ 1,249,171	\$ 7,551,446
48 Fixed Capital Outlay					\$ -
49 Carryforward (From Prior Period Funds)	\$ 13,650,689				\$ 13,650,689
50 Other ⁷					\$ -
51 Total Non-Operating Expenditures :	<u>\$ 13,650,689</u>	<u>\$ 138,695</u>	<u>\$ 6,163,580</u>	<u>\$ 1,249,171</u>	<u>\$ 21,202,135</u>
52					
53 Ending Fund Balance :	<u>\$ 8,083,399</u>	<u>\$ 2,290,870</u>	<u>\$ 17,896,290</u>	<u>\$ 10,034,062</u>	<u>\$ 38,304,621</u>
54					
55 Fund Balance Increase / Decrease :	\$ (13,650,689)	\$ 404,723	\$ (1,658,944)	\$ (1,144,123)	\$ (16,049,033)
56 Fund Balance Percentage Change :	-62.81%	21.46%	-8.48%	-10.24%	-29.53%

FLORIDA GULF COAST UNIVERSITY
2015-2016 Operating Budget
Summary Schedule I

	<u>Education & General¹</u>	<u>Contracts & Grants²</u>	<u>Auxiliaries³</u>	<u>Local Funds⁴</u>	<u>Summary</u>
1 Beginning Fund Balance	\$ 16,602,868	\$ 4,710,901	\$ 14,162,806	\$ 3,859,085	\$ 39,335,660
2					
3 <u>Receipts/Revenues</u>					
4 General Revenue	\$ 65,518,663				\$ 65,518,663
5 Lottery	\$ 6,826,438				\$ 6,826,438
6 Student Tuition	\$ 56,611,465				\$ 56,611,465
7 Phosphate Research					\$ -
8 Other U.S. Grants		\$ 8,876,019		\$ 28,270,437	\$ 37,146,456
9 City or County Grants		\$ 487,956			\$ 487,956
10 State Grants		\$ 1,643,410		\$ 224,381	\$ 1,867,791
11 Other Grants and Donations		\$ 4,004,763	\$ 13,000	\$ 1,638,161	\$ 5,655,924
12 Donations / Contrib. Given to the State					\$ -
13 Sales of Goods / Services					\$ -
14 Sales of Data Processing Services					\$ -
15 Fees			\$ 3,993,856	\$ 12,579,778	\$ 16,573,634
16 Miscellaneous Receipts		\$ 600,000	\$ 40,715,257	\$ 1,724,807	\$ 43,040,064
17 Rent					\$ -
18 Concessions					\$ -
19 Assessments / Services					\$ -
20 Other Reciepts / Revenues ⁶	\$ 200,000	\$ 73,738	\$ 310,000		\$ 583,738
21 Subtotal:	\$ 129,156,566	\$ 15,685,886	\$ 45,032,113	\$ 44,437,564	\$ 234,312,129
22 Transfers In		\$ 4,735,495	\$ 4,332,967	\$ 3,912,438	\$ 12,980,900
23 Total - Receipts / Revenues:	\$ 129,156,566	\$ 20,421,381	\$ 49,365,080	\$ 48,350,002	\$ 247,293,029
24					
25 <u>Operating Expenditures</u>					
26 Salaries and Benefits	\$ 89,675,595	\$ 6,162,081	\$ 10,921,032	\$ 6,804,882	\$ 113,563,590
27 Other Personal Services	\$ 8,731,066	\$ 1,657,549	\$ 2,246,000	\$ 2,415,814	\$ 15,050,429
28 Expenses	\$ 24,131,083	\$ 7,508,511	\$ 13,605,174	\$ 5,588,434	\$ 50,833,202
29 Operating Capital Outlay	\$ 202,288	\$ 421,954	\$ 436,010	\$ 28,086,830	\$ 29,147,082
30 Risk Management	\$ 1,153,851		\$ 127,600		\$ 1,281,451
31 Financial Aid	\$ 3,390,219	\$ 468,461	\$ 8,500	\$ 1,710,500	\$ 5,577,680
32 Scholarships					\$ -
33 Waivers					\$ -
34 Finance Expense					\$ -
35 Debt Service					\$ -
36 Salary Incentive Payments					\$ -
37 Law Enforcement Incentive Payments					\$ -
38 Library Resources	\$ 1,672,464		\$ 1,300		\$ 1,673,764
39 Institute of Government					\$ -
40 Regional Data Centers - SUS					\$ -

FLORIDA GULF COAST UNIVERSITY
2015-2016 Operating Budget
Summary Schedule I

	<u>Education & General¹</u>	<u>Contracts & Grants²</u>	<u>Auxiliaries³</u>	<u>Local Funds⁴</u>	<u>Summary</u>
41 Black Male Explorers Program					\$ -
42 Phosphate Research					\$ -
43 Other Operating Category					\$ -
44 Total Operating Expenditures :	<u>\$ 128,956,566</u>	<u>\$ 16,218,556</u>	<u>\$ 27,345,616</u>	<u>\$ 44,606,460</u>	<u>\$ 217,127,198</u>
45					
46 <u>Non-Operating Expenditures</u>					
47 Transfers		\$ (474,128)	\$ 3,843,781	\$ 169,296	\$ 3,538,949
48 Fixed Capital Outlay					\$ -
49 Carryforward (From Prior Period Funds)	\$ 3,770,336				\$ 3,770,336
50 Other ⁷					\$ -
51 Total Non-Operating Expenditures :	<u>\$ 3,770,336</u>	<u>\$ (474,128)</u>	<u>\$ 3,843,781</u>	<u>\$ 169,296</u>	<u>\$ 7,309,285</u>
52					
53 Ending Fund Balance :	<u>\$ 13,032,532</u>	<u>\$ 9,387,854</u>	<u>\$ 32,338,489</u>	<u>\$ 7,433,331</u>	<u>\$ 62,192,206</u>
54					
55 Fund Balance Increase / Decrease :	\$ (3,570,336)	\$ 4,676,953	\$ 18,175,683	\$ 3,574,246	\$ 22,856,546
56 Fund Balance Percentage Change :	-21.50%	99.28%	128.33%	92.62%	58.11%

NEW COLLEGE OF FLORIDA
2015-2016 Operating Budget
Summary Schedule I

	<u>Education & General¹</u>	<u>Contracts & Grants²</u>	<u>Auxiliaries³</u>	<u>Local Funds⁴</u>	<u>Summary</u>
1 Beginning Fund Balance	\$ 5,185,768	\$ 513,132	\$ 2,409,271	\$ 306,212	\$ 8,414,383
2					
3 <u>Receipts/Revenues</u>					
4 General Revenue	\$ 18,398,943				\$ 18,398,943
5 Lottery	\$ 991,230				\$ 991,230
6 Student Tuition	\$ 4,865,140				\$ 4,865,140
7 Phosphate Research					\$ -
8 Other U.S. Grants		\$ 190,224			\$ 190,224
9 City or County Grants					\$ -
10 State Grants					\$ -
11 Other Grants and Donations		\$ 776,618		\$ 3,550,948	\$ 4,327,566
12 Donations / Contrib. Given to the State					\$ -
13 Sales of Goods / Services					\$ -
14 Sales of Data Processing Services					\$ -
15 Fees	\$ 50,000		\$ 791,233	\$ 902,814	\$ 1,744,047
16 Miscellaneous Receipts		\$ 1,708,467	\$ 6,631,185	\$ 10,500	\$ 8,350,152
17 Rent					\$ -
18 Concessions					\$ -
19 Assessments / Services					\$ -
20 Other Reciepts / Revenues ⁶		\$ 5,000	\$ 22,500	\$ 4,500	\$ 32,000
21 Subtotal:	\$ 24,305,313	\$ 2,680,309	\$ 7,444,918	\$ 4,468,762	\$ 38,899,302
22 Transfers In			\$ 1,313,020		\$ 1,313,020
23 Total - Receipts / Revenues:	\$ 24,305,313	\$ 2,680,309	\$ 8,757,938	\$ 4,468,762	\$ 40,212,322
24					
25 <u>Operating Expenditures</u>					
26 Salaries and Benefits	\$ 18,148,183	\$ 1,693,208	\$ 1,330,796	\$ 297,395	\$ 21,469,582
27 Other Personal Services	\$ 559,597	\$ 655,833	\$ 284,655	\$ 69,100	\$ 1,569,185
28 Expenses	\$ 3,826,541	\$ 334,168	\$ 3,698,808	\$ 285,353	\$ 8,144,870
29 Operating Capital Outlay	\$ 26,606		\$ 25,000	\$ 7,000	\$ 58,606
30 Risk Management	\$ 233,314		\$ 8,957		\$ 242,271
31 Financial Aid	\$ 454,407			\$ 1,447,535	\$ 1,901,942
32 Scholarships	\$ 875,000			\$ 2,337,379	\$ 3,212,379
33 Waivers					\$ -
34 Finance Expense					\$ -
35 Debt Service			\$ 2,020,000		\$ 2,020,000
36 Salary Incentive Payments					\$ -
37 Law Enforcement Incentive Payments					\$ -
38 Library Resources	\$ 181,665				\$ 181,665
39 Institute of Government					\$ -
40 Regional Data Centers - SUS					\$ -

NEW COLLEGE OF FLORIDA
2015-2016 Operating Budget
Summary Schedule I

	<u>Education & General¹</u>	<u>Contracts & Grants²</u>	<u>Auxiliaries³</u>	<u>Local Funds⁴</u>	<u>Summary</u>
41 Black Male Explorers Program					\$ -
42 Phosphate Research					\$ -
43 Other Operating Category					\$ -
44 Total Operating Expenditures :	<u>\$ 24,305,313</u>	<u>\$ 2,683,209</u>	<u>\$ 7,368,216</u>	<u>\$ 4,443,762</u>	<u>\$ 38,800,500</u>
45					
46 <u>Non-Operating Expenditures</u>					
47 Transfers			\$ 1,313,020		\$ 1,313,020
48 Fixed Capital Outlay					\$ -
49 Carryforward (From Prior Period Funds)					\$ -
50 Other ⁷					\$ -
51 Total Non-Operating Expenditures :	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,313,020</u>	<u>\$ -</u>	<u>\$ 1,313,020</u>
52					
53 Ending Fund Balance :	<u>\$ 5,185,768</u>	<u>\$ 510,232</u>	<u>\$ 2,485,973</u>	<u>\$ 331,212</u>	<u>\$ 8,513,185</u>
54					
55 Fund Balance Increase / Decrease :	\$ -	\$ (2,900)	\$ 76,702	\$ 25,000	\$ 98,802
56 Fund Balance Percentage Change :	0.00%	-0.57%	3.18%	8.16%	1.17%

FLORIDA POLYTECHNIC UNIVERSITY
2015-2016 Operating Budget
Summary Schedule I

	<u>Education & General¹</u>	<u>Contracts & Grants²</u>	<u>Auxiliaries³</u>	<u>Local Funds⁴</u>	<u>Summary</u>
1 Beginning Fund Balance	\$ 27,640,166	\$ -	\$ 990,608	\$ -	\$ 28,630,774
2					
3 <u>Receipts/Revenues</u>					
4 General Revenue	\$ 32,059,621				\$ 32,059,621
5 Lottery	\$ 260,033				\$ 260,033
6 Student Tuition	\$ 3,507,328				\$ 3,507,328
7 Phosphate Research	\$ 3,060,000				\$ 3,060,000
8 Other U.S. Grants					\$ -
9 City or County Grants					\$ -
10 State Grants					\$ -
11 Other Grants and Donations		\$ 400,000			\$ 400,000
12 Donations / Contrib. Given to the State					\$ -
13 Sales of Goods / Services			\$ 3,225,193		\$ 3,225,193
14 Sales of Data Processing Services					\$ -
15 Fees			\$ 312,720	\$ 1,468,752	\$ 1,781,472
16 Miscellaneous Receipts					\$ -
17 Rent					\$ -
18 Concessions				\$ 2,500	\$ 2,500
19 Assessments / Services					\$ -
20 Other Receipts / Revenues ⁶					\$ -
21 Subtotal:	\$ 38,886,982	\$ 400,000	\$ 3,537,913	\$ 1,471,252	\$ 44,296,147
22 Transfers In		\$ 630,000		\$ 4,133,030	\$ 4,763,030
23 Total - Receipts / Revenues:	\$ 38,886,982	\$ 1,030,000	\$ 3,537,913	\$ 5,604,282	\$ 49,059,177
24					
25 <u>Operating Expenditures</u>					
26 Salaries and Benefits	\$ 14,423,399	\$ 630,000	\$ 212,486		\$ 15,265,885
27 Other Personal Services	\$ 1,321,722		\$ 186,172	\$ 175,000	\$ 1,682,894
28 Expenses	\$ 21,065,863	\$ 400,000	\$ 2,029,324	\$ 4,985,997	\$ 28,481,184
29 Operating Capital Outlay			\$ 672,500	\$ 60,000	\$ 732,500
30 Risk Management	\$ 19,998				\$ 19,998
31 Financial Aid	\$ 50,000				\$ 50,000
32 Scholarships					\$ -
33 Waivers					\$ -
34 Finance Expense					\$ -
35 Debt Service					\$ -
36 Salary Incentive Payments					\$ -
37 Law Enforcement Incentive Payments					\$ -
38 Library Resources					\$ -
39 Institute of Government					\$ -
40 Regional Data Centers - SUS					\$ -

FLORIDA POLYTECHNIC UNIVERSITY
2015-2016 Operating Budget
Summary Schedule I

	<u>Education & General¹</u>	<u>Contracts & Grants²</u>	<u>Auxiliaries³</u>	<u>Local Funds⁴</u>	<u>Summary</u>
41 Black Male Explorers Program					\$ -
42 Phosphate Research	\$ 3,060,000				\$ 3,060,000
43 Other Operating Category					\$ -
44 Total Operating Expenditures :	<u>\$ 39,940,982</u>	<u>\$ 1,030,000</u>	<u>\$ 3,100,482</u>	<u>\$ 5,220,997</u>	<u>\$ 49,292,461</u>
45					
46 <u>Non-Operating Expenditures</u>					
47 Transfers					\$ -
48 Fixed Capital Outlay					\$ -
49 Carryforward (From Prior Period Funds)					\$ -
50 Other ⁷					\$ -
51 Total Non-Operating Expenditures :	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
52					
53 Ending Fund Balance :	<u>\$ 26,586,166</u>	<u>\$ -</u>	<u>\$ 1,428,039</u>	<u>\$ 383,285</u>	<u>\$ 28,397,490</u>
54					
55 Fund Balance Increase / Decrease :	\$ (1,054,000)	\$ -	\$ 437,431	\$ 383,285	\$ (233,284)
56 Fund Balance Percentage Change :	-3.81%	-	44.16%	-	-0.81%

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
September 3, 2015**

SUBJECT: 2015-2016 Board General Office Operating Budget

PROPOSED COMMITTEE ACTION

Approve the 2015-2016 Board General Office Budget and authorize the Chancellor to make changes as necessary to support office functions.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; 2014 General Appropriations Act

BACKGROUND INFORMATION

The Board General Office budget for 2015-2016 totals \$7.8 million and supports 63 authorized positions. The 2015 General Appropriations Act allocates funds by specific category and funding source as follows:

Appropriation Category	Appropriation
Salaries & Benefits - GR	\$5,630,056
Salaries & Benefits - Trust Funds	\$699,248
Other Personal Services - GR	\$51,310
Other Personal Services - Trust Funds	\$20,785
Expenses - GR	\$715,329
Expenses - Trust Funds	\$271,799
Operating Capital Outlay - GR	\$11,782
Operating Capital Outlay - Trust Funds	\$5,950
Contracted Services - GR	\$240,127
Contracted Services - Trust Funds	\$23,000
Risk Management Insurance - GR	\$15,027

DMS – HR Services - GR	\$17,295
DMS – HR Services – Trust Funds	\$4,363
Data Processing Services - GR	\$123,516

Each funding source and category has specific restrictions on spending funds from that appropriation. Appropriations are allowed to be transferred between categories via budget transfers filed with the Governor’s Office. These transfers cannot exceed five percent or \$250,000 whichever is greater. Any transfers in excess of this amount must be approved by the Legislature and Governor through an established budget amendment process.

Appropriation Funding Source:

- General Revenue – appropriations from this source has the least restrictions and can be used for any basic operating expense.
- Trust Funds – appropriations from this source are primarily used to support Board Facility Office staff and expenses.

Appropriation Category:

- Salaries & Benefits – salaries and benefits associated with 63 authorized positions.
- Other Personal Services – these funds are utilized for temporary employment. The Board utilizes university students to supplement basic phone coverage and other office needs.
- Expenses – these funds are utilized for basic operating expenses such as travel, rent, office supplies, or equipment costing less than \$1,000.
- Operating Capital Outlay – these funds are utilized for items costing more than \$1,000, such as computers or furniture.
- Contracted Services – these funds are utilized for any service requiring a contractual agreement.
- Risk Management Insurance – these funds are transferred to the Department of Management Services to cover the costs associated with the State’s risk management pool.
- DMS – HR Services – these funds are transferred to the Department of Management Services to cover the costs associated with the State’s PeopleFirst System.
- Data Processing Services – these funds are transferred to the Northwest Regional Data Center to pay for data storage services.

Supporting Documentation Included: Board General Office Operating Budget
Summary for Fiscal Year 2015-2016

Facilitators/Presenters: Mr. Tim Jones

Board of Governors
2015-2016 General Office Budget
Total (General Revenue & Trust Funds)

	Salaries & Benefits	Other Personal Services	Expenses	Operating Capital Outlay	Contracted Services	*Northwest Regional Data Center	DMS - PeopleFirst	Risk Mgmt Insurance	Total
Beginning Appropriation as of 7/1/15	\$6,329,304	\$72,095	\$987,128	\$17,732	\$263,127	\$123,516	\$21,658	\$15,027	\$7,829,587
Transfers between Categories	(\$7,490)	\$7,490	(\$6,171)			\$6,171			\$0
Adjusted Appropriation	\$6,321,814	\$79,585	\$980,957	\$17,732	\$263,127	\$129,687	\$21,658	\$15,027	\$7,829,587
Less Obligations:									
1 63 Authorized Positions	(\$6,177,979)								(\$6,177,979)
2 Tempoary Employees (Student Assistance)		(\$79,585)							(\$79,585)
3 Tnsfr to DMS for Rent - Turlington Building			(\$298,292)						(\$298,292)
4 Tnsfr to DMS for HR PeopleFirst Services							(\$21,658)		(\$21,658)
5 Tnsfr to DMS for Risk Management Insurance								(\$15,027)	(\$15,027)
6 Tnsfr to NWRDC for IT Services			(\$938)			(\$129,687)			(\$130,625)
7 Advertising, IT Service, Copier Maintenance					(\$38,842)				(\$38,842)
8 Communication & DOE Support Services			(\$29,640)						(\$29,640)
9 Printing			(\$9,236)						(\$9,236)
10 Travel & Training (Board Members & Staff)			(\$405,860)						(\$405,860)
11 Office Supplies			(\$14,500)						(\$14,500)
12 Information Technology Supplies & Software			(\$34,811)						(\$34,811)
13 Information Technology Maintenance					(\$18,706)				(\$18,706)
14 Property & Crime Insurances			(\$397)						(\$397)
15 Memberships/Dues/Subscriptions			(\$73,713)						(\$73,713)
16 Equipment & Furniture Replacement				(\$17,732)					(\$17,732)
17 16th Floor Renovation Project_DMS & Architects					(\$50,000)				(\$50,000)
18 Economic Development Study by UF & FSU					(\$34,100)				(\$34,100)
19 Online Strategic Planning Project w/ISF					(\$44,993)				(\$44,993)
20 2015 Trustee Summit at FIU in November-Speaker					(\$4,800)				(\$4,800)
21 Contingency (office renovations and other expenses)	(\$143,835)	\$0	(\$113,570)	\$0	(\$71,686)	\$0	\$0	\$0	(\$329,091)
Total Expenditures	(\$6,321,814)	(\$79,585)	(\$980,957)	(\$17,732)	(\$263,127)	(\$129,687)	(\$21,658)	(\$15,027)	(\$7,829,587)
Appropriation Balance	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

*Information Technology Services

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
September 3, 2015**

SUBJECT: 2016-2017 State University System Legislative Budget Request

PROPOSED COMMITTEE ACTION

Approve the 2016-2017 operating Legislative Budget Request for the State University System and allow the Chancellor to make technical changes as necessary.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 216.023 Florida Statute

BACKGROUND INFORMATION

Annually, the Board of Governors must prepare and submit a State University System Legislative Budget Request (LBR) for state appropriated operating funds to the Legislature and Governor by September 15. The budget must be reviewed and recommendations made on the issues to be included in the 2016-2017 LBR. In accordance with Subsection 216.023(1), Florida Statutes, this LBR is based on an independent judgment of needs and pursuant to the LBR instructions will be presented to the Legislature and Governor by the statutory due date.

The Board approved the 2016-2017 LBR Guidelines at the March 2015 meeting. Technical instructions were provided to the universities and they responded with system and individual university budget needs.

State University System (SUS):

The LBR totals \$4.66 billion and represents a 3.5% increase in state investments for the State University System. This request consists of 4 major components:

- a. Performance Funding of \$100 million in new state funds. This would bring the total to \$500 million; \$250 million in the state's investment and \$250 million in the institution's investment. These funds will be allocated based on the Board's 10-metric performance funding model.
- b. System Workload Initiatives - \$5.4 million. This includes funding for plant operations and maintenance for new and existing facilities and UF-IFAS workload.

- c. Campus Safety and Mental Health Initiatives – \$20.2 million is requested to support enhanced campus safety initiatives and counseling staff.
- d. Research/System Initiatives - \$30.7 million. This includes potential funding for various initiatives that will be discussed in the Academic and Student Affairs Committee or the Innovation and Online Committee. In addition, the Budget and Finance Committee will consider three initiatives: Florida Academic Repository, Consortium of Metropolitan Research Universities and the Johnson Matching Gift Program.

Detail on each of these initiatives can be found in the supporting materials.

Also included in the material is information on the Major Gift Matching program which has an unmatched balance of \$285 million and was suspended by the Legislature several years ago. In addition, universities have provided information on various initiatives for which they would like to seek potential funding. These initiatives are provided for informational purposes.

In addition, each university has provided information on the following areas:

- 1. Performance Funding – each university has provided an overview of the initiatives they are undertaking based on the performance funds received this year.
- 2. Efficiencies - each university has provided a summary of various efficiency initiatives that have taken place or are underway. These efficiencies are expected to save approximately \$54 million or in many cases provide value added by increasing efficiencies and/or saving staff time.,
- 3. Five Percent Reductions - The detailed budget instructions provided by the Legislature and Governor’s Office requested each agency, including universities, to provide information on the impact of a five percent budget reduction (which is a standard, annual request made by the Legislature and Governor).

Supporting Documentation Included:	<ul style="list-style-type: none">1. 2016-2017 Legislative Budget Request Guidelines2. Executive Summary and Supporting Materials3. Performance Funding Initiatives4. Efficiency Summaries5. 5 Percent Reduction Summaries
---	--

Facilitators/Presenters:	Mr. Tim Jones
---------------------------------	---------------



State University System of Florida Board of Governors 2016-17 Legislative Budget Request Development Policy Guidelines

Pursuant to Section 7, Article 9 of the Florida Constitution, the Board "...shall operate, regulate, control, and be fully responsible for the management of the whole university system." Included within this responsibility is the development of a Legislative Budget Request (LBR). In addition, Section 216.023(1), Florida Statutes, requires the submission of an LBR to the Legislature and Governor based on an independent judgment of needs.

The 2016-2017 LBR will provide flexibility for the Board of Governors (Board) and individual university boards of trustees to jointly manage the system to meet the critical needs of the state, achieve the statewide goals and objectives of the updated State University System (SUS) Strategic Plan and university work plans, and demonstrate accountability/justification. The following goals of the SUS Strategic Plan will be addressed in the request:

1. Excellence
2. Productivity
3. Strategic Priorities for a Knowledge Economy

These System goals, as well as institutional goals and initiatives, should be incorporated into the following priorities, which will be reflected in the LBR:

Operating and Specialized Program Funds:

1. Continuing costs associated with existing programs – This policy addresses the funds needed to continue existing programs:
 - a) Plant operations and maintenance for new and existing buildings –
 - i. Funds will be requested for the annualized operations and maintenance costs for buildings completed and phased-in during 2015-2016;
 - ii. Funds will be requested for the operating costs for new buildings to be completed and occupied in 2016-2017.



2. Performance Funding – Funding will be requested based on the Board’s performance funding model.
3. Task Force Reports and Studies – Consideration will be given to initiatives recommended in any task force reports or studies and endorsed by the Board.
4. Shared System Resources – Consideration will be given to initiatives that allow for greater efficiencies through shared system resources. System initiatives developed by the universities should be vetted by the appropriate SUS council before being recommended to the Board.
5. If a university received non-recurring funds for an initiative and that initiative is a priority for continued funding, then the university should submit that issue for consideration by the Board. System non-recurring funds received for base budget operations will be considered for the LBR.

The following represents the timeline for submission of the SUS 2016-2017 LBR for operations:

- March 19: Board approves the LBR Policy Guidelines
- May – July: Chancellor works with universities to develop any system and university LBR issues
- July 24: System issues are submitted by the appropriate SUS council
- Sept. 3: Board approves the operating LBR
- Sept.: Operating LBR is submitted to the Governor and Legislature
- Sept. 17: Budget and Finance Committee Workshop to discuss potential changes to the performance funding model
- Nov. 5: Board evaluates amendments to the LBR
- December: Amended LBR is submitted to the Legislature and Governor after release of the Governor’s budget recommendations

Fixed Capital Outlay Funds:

The university’s approved Five Year Capital Improvement Plan (CIP) will be prioritized, in the first year, as indicated below. Please note that PECO funding to meet critical maintenance needs has been assigned a higher priority than adding new facilities, with the intent to improve the condition of existing space and campus infrastructure. Written justification, noting any exceptions to the priorities provided by the guidelines, and explaining why a priority exception is in the best interest of the university should be included in the cover letter submitted with the CIP package. This



will assist Board staff in comparative evaluation of university projects, and justification in terms of relative system ranking for placing in system priority order. Each university should submit one and only one prioritized, sequentially numbered list.

Funding will be requested for institutional survey recommended PECO projects in the following priority order¹:

- A. Maintenance Projects
 - a. Funding for Remodeling/Renovation/Maintenance/Repair will be requested from PECO pursuant to formula as required by Section 1013.64(1)(a), Florida Statutes.
 - b. Critical Deferred Maintenance
- B. System and Continuation Projects
 - a. Projects funded by the legislature in the amount and in the year as last included on the Board adopted three year list.
 - b. Projects funded by the Legislature, but not on the Board adopted three year list.
 - c. Projects that require additional funding to complete.
- C. Renovation Projects
 - a. Utilities/infrastructure/capital renewal/roofs needs.
 - b. Renovation and remodeling projects to meet current space needs, structural/mechanical repairs, replacement of existing facilities which have a survey recommendation.
- D. Strategic Projects
 - a. Land or building acquisition in accordance with university board of trustees adopted master plans.
 - b. New facilities, as needed to meet instructional and support space needs.
- E. Legislative Authorizations

¹ Each university must incorporate utilization data as a factor in prioritization of university CIP funding requests to the Board. Programs with classroom and teaching lab space utilization below the current SUS standard will not be eligible for inclusion on the university CIP. General purpose classroom or teaching lab space (space not designated for a specific academic program or discipline) will not be eligible for inclusion if utilization was below the SUS standard for 2013-14. This standard applies both to the university as a whole and on a site-specific basis.



- a. Required legislative authorizations will be requested for externally funded projects as proposed by the universities, in accordance with Section 1010.62 and 1013.78, Florida Statutes.

The following represents the timeline for submission of the SUS 2016-2017 Fixed Capital Outlay LBR:

- March 19: Board approves the LBR Policy Guidelines
- April: Chancellor provides draft technical instructions and requests universities to submit their five-year CIPs
- July: Universities submit five-year CIPs. Board staff will review CIPs with university designee(s), technical corrections will be made as required
- Sept. 3: Board approves the fixed capital outlay LBR
- Sept.: Fixed capital outlay LBR is submitted to the Governor and Legislature
- Sept. 17: Facilities Committee Workshop. The Board will meet with university trustees and university staff to review projects, including at a minimum all those approved in the initial September LBR
- Nov. 5: Board evaluates amendments to the LBR
- December: Amended LBR is submitted to the Legislature and Governor after release of the Governor's budget recommendations



**State University System
2016-2017 Legislative Budget Request
Table of Contents**

	<u>Attachment</u>
I. 2016-2017 Executive Budget Summary	1
II. University of Florida – IFAS Workload Initiative	2
III. <u>System Initiatives Presented by Institutions</u>	
A. Campus Safety and Security	3
B. Florida Academic Repository	4
C. Consortium of Metropolitan Research	5
IV. Statewide Initiatives	6
V. Matching Program and Other University Initiatives	7
VI. Performance Funding	8
VII. University Efficiencies	9
VIII. University Reductions	10

State University System of Florida
Education and General
Executive Summary, Universities and Special Units
FY 2016-2017

Attachment 1

	Board Request
1 2015-2016 Total Appropriations	
2 State Support	\$2,625,813,083
3 Tuition Support	\$1,907,408,296
4 2015-2016 Total Base Budget	\$4,533,221,379
5 2016-2017 Start-up Budget	
6 2015-2016 Non-Recurring Appropriations	(\$26,201,388)
7 2015-2016 Casualty Insurance Premium Adjustment	(\$232,143)
8 2015-2016 Annualization of Plant, Operation, and Maintenance	\$1,006,970
9 2016-2017 Beginning Base Budget	\$4,507,794,818
10	
11 2016-2017 Budget Issues:	
12 Performance Funding Initiative	
13 *SUS Performance Based Incentives	\$100,000,000
14 System Workload	
15 Plant, Operations, and Maintenance for 2016-2017 New Facilities	\$1,944,661
16 UF-IFAS Workload Initiative	\$3,500,000
17 Campus Safety and Mental Health Initiatives	
18 Enhance Campus Safety and Security (Budget and Finance)	\$14,027,803
19 Enhance Mental Health Counseling Services (Academic and Student Affairs)	\$6,208,211
20 Research/System Initiatives	
21 Florida Academic Repository - (Budget and Finance)	\$1,319,421
22 Consortium of Metropolitan Research Universities (Budget and Finance)	\$12,005,128
23 Johnson Matching Gift Program - (Budget and Finance)	\$1,237,500
24 e-Resources - (Innovation and Online)	\$4,805,302
25 Integrated Library System - (Innovation and Online)	\$1,500,000
26 FAMU/FSU College of Engineering - (Academic and Student Affairs)	\$6,600,000
27 Support for the Florida Institute of Oceanography, Keys Marine Laboratory - (Academic and Student Affairs)	\$1,075,000
28 Florida Collaborative Data Initiative - (Academic and Student Affairs)	\$2,161,800
29 Incremental Growth for 2016-2017	\$156,384,826
30	
31 Total 2016-2017 Budget	\$4,664,179,644
32 % Increase over 2016-2017 Beginning Base Budget (Line 9)	3.5%
33 2015-2016 Beginning State Support	\$2,625,813,083
34 Increase in State Support	\$130,958,265
35 Total State Support Needed for FY 2016-2017	\$2,756,771,348
36	
37 2015-2016 Beginning Student Tuition Support	\$1,907,408,296
38 Increase in Student Tuition Support	\$ -
39 Total Tuition Support Needed for FY 2016-2017	\$1,907,408,296
40 Total Support for FY 2016-2017	\$4,664,179,644

State University System of Florida
Education and General
Executive Summary, Universities and Special Units
FY 2016-2017

Attachment 1

		Board Request
42	Statewide Initiatives	
43	Moffitt Cancer Center (<i>pass-through funds</i>)	\$6,500,000
44	Institute of Human and Machine Cognition (<i>pass-through funds</i>)	\$4,289,000
45	Incremental Growth for 2016-2017	\$10,789,000
46	Total Support w/Statewide Initiatives for FY 2016-2017	\$4,674,968,644
47	% Increase over 2016-2017 Beginning Base Budget (Line 9)	3.7%

If appropriated for FY 2016-2017, the \$100 M request for PF would provide the system with a total state investment of \$250 M, which would be comparable to the total institutional investment of \$250 M. As a result, \$500 M would be available to support the performance funding initiative moving forward.

**State University System
Education and General
2016-2017 Legislative Budget Request
Form I**

University(s):	University of Florida - Institute of Food and Agricultural Sciences (IFAS)
Issue Title:	IFAS Research and Extension Workload
Priority Number	1
Recurring Funds Requested:	\$3,500,000
Non-Recurring Funds Requested:	
Total Funds Requested:	\$3,500,000
Please check the issue type below:	
Shared Services/System-Wide Issue	<input type="checkbox"/>
2015-2016 Non-Recurring Issue	<input type="checkbox"/>
New Issue for 2016-2017	<input type="checkbox"/>

I. Description – 1. Describe the service or program to be provided and how this issue aligns with the goals and objectives of the strategic priorities and the 2015 Work Plan established by your institution (include whether this is a new or expanded service/program). If expanded, what has been accomplished with the current service/program? 2. Describe any projected impact on academic programs, student enrollments, and student services.

IFAS is requesting an increase in the workload funding at a 2.27% level to meet demand for our services. The Board of Governors (BOG) asked IFAS to develop a cost to continue funding formula or model that would respond to increased research and extension workload demand. This model was presented to and adopted by the BOG in 2004.

The model uses extension delivery methods to measure increases in workload by both extension and research faculty in the form of workload delivery units. The model uses non-traditional teaching methods (such as field consultations, office consultations, telephone and email requests, group workshops, and printed materials) and converts these contacts to the equivalent of student FTEs. These delivery methods are converted by multiplying by a factor to account for level of effort and then divided by 40 which is the number used to convert student credit hours to FTEs.

The total IFAS research and extension budget (General Revenue) is divided by this number to determine the value of a workload delivery unit. Using this method IFAS served the equivalent of over 110,400 “students” on a rolling three-year average.

The Workload funding supports goal 37 of UF’s Strategic Workplan.

Goal 37 University of Florida Strategic Plan: Strengthen the IFAS statewide network of extension, research and academic programs to continue to be relevant and to provide science-based solutions to Florida’s citizens. As Florida’s population rises the demand and costs of delivering science-based extension information increases. Public demand for research and extension programs continues to change and expand as new forces shape and reshape Florida’s food and natural resource industries (agriculture, forestry, recreational fishing, aquaculture, landscape management, horticulture and nutritional/health, etc.) The IFAS research and extension budget is unique within the State University System in that it is mission driven based upon clientele and stakeholder needs. It is also the only SUS entity that does not have an annual workload demand formula similar to enrollment increases.

II. Return on Investment - *Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate. Similarly, if it focuses on expanding access to academic programs or student services, indicate the current and expected outcomes.*

According to the USDA, every dollar invested in U.S. agricultural research returns \$10 in benefits from increased productivity by agricultural producers and lower prices for consumers. The Extension service ensures that the latest and greatest technology gets to the people who will utilize and benefit from it as well as maintaining a communication loop between producers, industry and scientists to insure that research remains relevant.

IFAS Extension and Research covers a wide and diverse set of issues with one common theme – **Jobs, Economy and Return on Investment**. Whether we are providing: **Workforce training** – increasing income by as much as 32%, developing and training agriculture producers on farming best management practices saving costs on water and fertilizer usage and reducing the impact to the environment, **creating new industries** such as blueberries (industry didn’t exist in Florida 12 years ago) now a nearly \$70 million industry. This is just a tiny slice of examples of IFAS projects demonstrating return on investment. One more important note is that IFAS is a federal, state, county partnership so we match our base funding provided by the state through other sources.

III. Facilities *(If this issue requires an expansion or construction of a facility, please complete the following table.):*

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	NA			
2.				

2016-2017 Legislative Budget Request
Education and General
Position and Fiscal Summary
Operating Budget Form II
(to be completed for each issue)

University: University of Florida IFAS
Issue Title: IFAS Workload Increase

	RECURRING	NON-RECURRING	TOTAL
<u>Positions</u>			
Faculty	15.00	0.00	15.00
Other (A&P/USPS)	15.00	0.00	15.00
	-----	-----	-----
Total	30.00	0.00	30.00
	=====	=====	=====
<u>Salary Rate (for all positions noted above)</u>			
Faculty	\$1,275,000	\$0	\$1,275,000
Other (A&P/USPS)	\$825,000	\$0	\$825,000
	-----	-----	-----
Total	\$2,100,000	\$0	\$2,100,000
	=====	=====	=====
Salaries and Benefits	\$2,786,250	\$0	\$2,786,250
Other Personal Services	\$0	\$0	\$0
Expenses	\$713,750	\$0	\$713,750
Operating Capital Outlay	\$0	\$0	\$0
Electronic Data Processing	\$0	\$0	\$0
Special Category (Specific)	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	-----	-----	-----
Total All Categories	\$3,500,000	\$0	\$3,500,000
	=====	=====	=====

**State University System
Education and General
2016-2017 Legislative Budget Request
Form I**

University(s):	State University System
Issue Title:	Campus Security & Safety: Law Enforcement
Priority Number	
Recurring Funds Requested:	\$5,896,439
Non-Recurring Funds Requested:	\$8,131,364
Total Funds Requested:	\$14,027,803
Please check the issue type below:	
Shared Services/System-Wide Issue	<input checked="" type="checkbox"/>
2015-2016 Non-Recurring Issue	<input type="checkbox"/>
New Issue for 2016-2017	<input checked="" type="checkbox"/>

I. Description

The **SUS Campus Security and Safety** Legislative Budget Request is designed to enhance campus law enforcement in order to address law enforcement coverage in a State University System that is steadily expanding in size, scope, and complexity.

Universities are directly responsible for providing a safe educational, working, and living environment for students, faculty, staff, and visitors. SUS leaders have identified a number of current campus security challenges, with focus on law enforcement staffing needs in an expanding State University System.

University police officers, as first responders, bear the responsibility for the investigation of all campus-related criminal activities and the larger campus police departments also must provide security for large sporting venues, hospitals, high-rise buildings, research facilities, and regional campuses and instructional sites which may be miles away from the main campus.

Due to the steady growth in the size and complexity of the SUS in recent years, the size of the police agencies and the delivery of law enforcement services at most state universities have not kept pace with the growth in the System. Campus police have had to provide more security coverage and services with fewer resources. The International Association of Chiefs of Police (IACP) has long utilized a national standard for community-oriented policing of two officers per 1,000 population.

Utilizing a police officer to student enrollment ratio, with the exception of New College and Florida Polytechnic, only one SUS police agency (FAMU) has a ratio above the IACP standard. UCF has a system low ratio of 1.06 officers per 1,000 students. In consideration of the IACP standards and policies, the SUS Chiefs of Police report that there is an ongoing challenge of obtaining funding that is adequate to maintain professional standard levels of operation and to purchase needed equipment, supplies, training programs, and technology.

The System request for law enforcement services appears below.

SUS Law Enforcement Agencies Campus Security & Safety				
University	# Positions*	Salary	Equipment Costs	Total
Florida Atlantic University	10	\$567,755	\$1,849,000	\$2,416,755
Florida International University	4	\$181,544	\$382,365	\$563,909
University of Central Florida	25	\$1,800,000	\$1,500,000	\$3,300,000
Florida A&M University	1	\$80,000	\$360,000	\$440,000
University of Florida	15	\$1,469,250	\$536,850	\$2,006,100
University of North Florida	0	\$0	\$1,022,000	\$1,022,000
Florida Gulf Coast University	1	\$40,000	\$535,000	\$575,000
Florida Polytechnic University	4	\$208,000	\$282,400	\$490,400
FL State Univ./FL Gulf Coast Univ.	8	\$421,659	\$324,750	\$746,409
New College/USF Sarasota-Manatee	7	\$430,301	\$319,699	\$750,000
University of South Florida	12	\$525,730	\$721,300	\$1,247,030
University of West Florida	1	\$63,000	\$15,000	\$78,000
University of South Florida-St. Pete	2	109,200	\$283,000	\$392,200
Total	90	\$5,896,439	\$8,131,364	\$14,027,803
* Positions include: sworn law enforcement officers, emergency managers, Title IX Compliance Officers, security personnel, operations staff, technicians.				

II. Return on Investment

The roles and responsibilities of university law enforcement agencies have continued to evolve in response to the increase in amount and severity of campus crime. The critical importance of the need for adequate law enforcement staffing was realized during major incidents of the past two years at SUS universities in which police were called to respond to active shooters on campus, requiring immediate action by all available officers. Alarmed by the serious and violent nature of these incidents involving students, Board members and university leaders have stressed the critical need to

Attachment 3

ensure that the universities have the resources needed to be able to maintain campuses that are safe and supportive of student success.

The operations of campus law enforcement maintain strong support for the Board of Governors performance funding model as the model provides a financial incentive for universities to prioritize student health and safety and to provide access to the academic and personal assistance needed by students to attain a degree and be successful in a career. Each state university recognizes that its reputation for academic quality and student success is dependent on its ability to provide a healthy and safe environment for those learning, working, and living on its campus.

**State University System
Education and General
2016-2017 Legislative Operating Budget Issue
Form I**

University(s):	All SUS & FCS - System-wide
Work Plan Issue Title:	Providing Access to FLARE, a Shared Collection of Library Holdings serving the entire State University System
Priority Number	
Recurring Funds Requested:	
• University of Florida (for SUS Library System)	\$1,319,421
Non-Recurring Funds Requested:	
Total Funds Requested:	\$1,319,421
Please check the issue type below:	
Shared Services/System-Wide Issue	<input checked="" type="checkbox"/>
2015-2016 Non-Recurring Issue	<input type="checkbox"/>
New Issue for 2016-2017	<input checked="" type="checkbox"/>

I. Description:

This request is for funding to support expanding and providing access to the State University System shared (unduplicated) collection of certain library holdings as provided by the Florida Academic Repository (FLARE). The collection is managed by the University of Florida and serves the entire State University System. The collection is also available to students and faculty in the Florida College System.

II. Activity: Florida Academic Repository (FLARE) \$1,319,421

One of the greatest efficiencies the SUS could achieve is the construction of a High-Density Library Storage Facility that would provide access

to and preservation of a shared collection of library materials (FLARE) and allow the de-duplication of certain library holdings across the State University System. This would free up much-needed space for other purposes on the campuses. *As an example, last year the ground floor of the Marston Science Library on the UF campus was emptied of its materials and 26,000 square feet has been converted into high-impact student study and collaboration space that seats over 700 students.*

In 2008, the BOG approved construction of a High-Density Library Storage Facility in Gainesville to be managed by UF on behalf of the SUS. In 2010, UF received \$2 million in planning money from PECO funds. That money has been used to complete the design of the facility, which will have the capacity to house a shared collection of 5.2 million print volumes, and for preparation of the initial 250,000 volumes to be housed in the facility. This shared collection is identified as the FLorida Academic Repository (FLARE). *Federal copyright law requires that one print copy of certain books be maintained in order for an electronic copies to be circulated across the State University System; this facility would store those print copies, among other things. A request will be made for fixed capital outlay funding in the 2016 LBR in order to construct a permanent facility for \$18M in year 1 and \$6.7M in year 2. **Construction of this facility is a BOG priority as a state-wide service.***

Because construction funding has been delayed, and many of the SUS Libraries have an immediate need for offsite storage for low use print collections, an Interim Storage Facility has been leased by UF and is now accepting materials. As of June 2015, there are approximately 2.2M volumes total in storage, of which 937,265 items have been fully processed and prepared for transfer to the high-density facility when it is operational. The Interim Library Facility is expected to reach capacity in 2017-2018. All SUS libraries benefit from FLARE, either by sending materials to and/or by removing local materials that match items submitted by others.

In FY 2015-2016, it is anticipated that the FLARE collection will increase by at least 250,000 volumes. However, this number could increase significantly if one or more of the participating university libraries has an urgent need to remove a substantial volume of print materials. All of these volumes, as well as the materials already received, will be available for use by students and faculty throughout the SUS and Florida College System (FCS).

The requested funds will be used to pay for the building lease and the costs associated with receiving and processing additions to the shared collection, as well as costs to store and make accessible the cumulative shared collection. Items from FLARE are available in the comprehensive shared catalog for the SUS Libraries (MANGO), operated by the Complete Florida Plus Program (CFPP). Faculty, students and other library patrons can request items using an easy electronic request form. The requested items will be scanned and sent electronically or delivered to the appropriate library using the statewide Florida Library Ground Delivery Service operated by the Tampa Bay Library Consortium.

The funding requested consists of \$1,319,420 for the following purposes:

- \$140,021 for employee salary and benefits
- \$519,807 for OPS and other temporary employees
- \$554,650 for rent
- \$104,942 for utilities, supplies and other operating expenses

Recurring Funds are requested through FY 2018-2019, which is the earliest possible date to complete construction of the High-Density Library Storage Facility and transfer of the FLARE collection from the Interim Storage Facility.

Staffing Summary for FY 2015-2016: The Assistant Dean for Shared Collections and Digital Services serves as the manager of the Interim Facility and the FLARE collection (0.3 faculty FTE). The remaining employees train and supervise the OPS or other temporary employees and participate with them in processing materials for incorporation into FLARE and preparation for future transfer to the High-Density Storage Facility. This includes preparing cataloging records to ensure the items can be discovered and accessed through MANGO and regional and national bibliographic databases, as well as retrieving, scanning or shipping, and re-shelving materials requested by library patrons.

III. Return on Investment

FLARE is a permanent collection that expands access to a wide variety of print materials for faculty and students throughout the SUS and FCS. Greater efficiency is achieved through collaborating to assemble and

use the FLARE collection.

Federal copyright law requires that one print copy of certain books be maintained in order for an electronic copies to be circulated across the State University System; this facility would store those print copies.

By housing a single shared copy of each item centrally, individual libraries can remove duplicate copies from their local collections without losing access to these materials for their faculty and students. Each university library can reallocate valuable on-campus space and other resources currently used to house and provide access to these materials for other purposes that align with the strategic goals of the institution, such as creating additional student research and study space. This reduces pressure for new library construction.

Managing these relatively low-use, but still valuable items centrally is consistent with best practices that are developing regionally and nationally.

SUS Libraries are already engaged in weeding projects to regain on campus library space and the Interim Library Facility and FLARE collection offer a cost-effective means to retain access within the State. UF has already freed up 26,000 square feet of on-campus library storage space and converted it to study and collaboration space for over 700 students. UF also anticipates converting the third floor of Smathers library into additional student study space when the High-Density Library Storage Facility and renovation funds become available.

Students are important beneficiaries of this proposal and incredible return on investment can be realized with all 12 of the state universities collaborating in the development and use of the FLARE collection.

III. Facilities:

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	Joint-Use Library Facility	2015-2016	\$18 M	BOG Priority TBD
2.				

**State University System
Education and General
2016-2017 Legislative Budget Request
Form I**

University(s):	University of Central Florida, Florida International University, University of South Florida
Issue Title:	Florida Consortium of Metropolitan Research Universities
Priority Number	
Recurring Funds Requested:	\$12 million
Non-Recurring Funds Requested:	
Total Funds Requested:	\$12 million
Please check the issue type below:	
Shared Services/System-Wide Issue	<input checked="" type="checkbox"/>
2015-2016 Non-Recurring Issue	<input type="checkbox"/>
New Issue for 2016-2017	<input type="checkbox"/>

- I. Description** – 1. Describe the service or program to be provided and how this issue aligns with the goals and objectives of the strategic priorities and the 2015 Work Plan established by your institution (include whether this is a new or expanded service/program). If expanded, what has been accomplished with the current service/program? 2. Describe any projected impact on academic programs, student enrollments, and student services.

The Florida Consortium of Metropolitan Research Universities will drive Florida's workforce development by creating synergies and efficiencies among the state's three large metropolitan research universities – Florida International University, University of Central Florida and University of South Florida. These institutions are located in the state's largest metropolitan areas, collectively serving nearly half of the students in the State University System of Florida.

As part of this partnership, FIU, UCF and USF have been working closely together to share best practices, innovative solutions, policies and programs to efficiently increase the number of graduates in high-demand areas and maximize career development opportunities.

The consortium has developed four interrelated strategies to meet these goals: (a) enhanced **predictive analytics** tools to identify students who may need extra help toward degree completion; (b) **high-tech tracking pathways** that provide integrated academic monitoring; (c) **targeted support** through personalized academic advising

and career coaching; and (d) shared **career readiness** programs, including common internship and job-search databases that will provide students opportunities in Miami, Orlando and Tampa Bay.

This initiative leverages the unique strengths of each university and its surrounding metropolitan areas. It also aligns with key shared strategic priorities of the State University System and each Consortium institution, as identified in 2015 Work Plans, including: building partnerships, enhancing student success initiatives to improve graduation retention rates, enhancing job preparedness for graduates, and engaging with local communities.

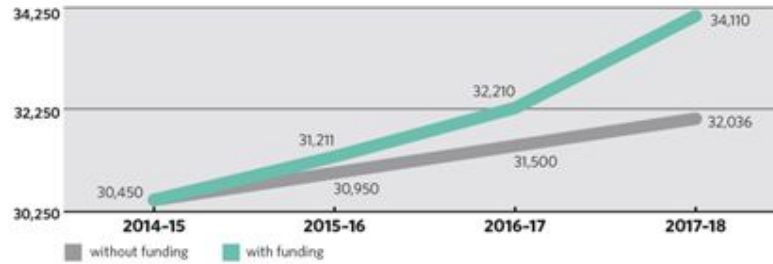
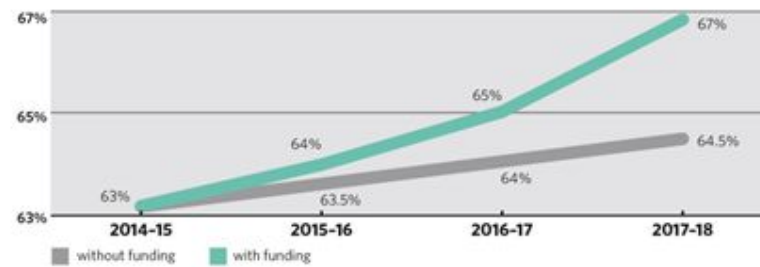
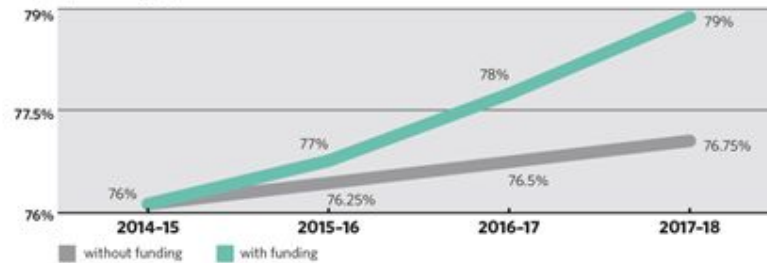
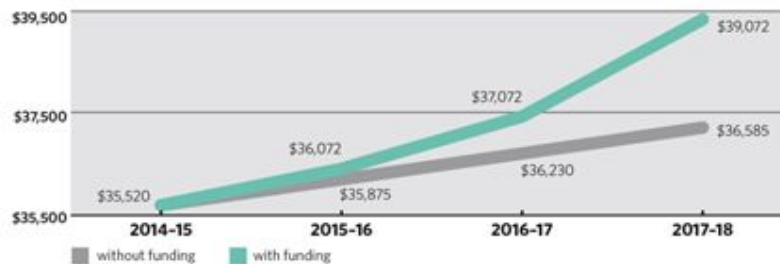
II. Return on Investment - *Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate. Similarly, if it focuses on expanding access to academic programs or student services, indicate the current and expected outcomes.*

Through the investments requested by this Consortium, FIU, UCF and UCF project to collectively increase the number of baccalaureate degrees awarded by 12 percent, increase six-year graduation rates by 4 percentage points, increase the number of graduates employed in Florida by 3 percentage points and increase salaries of graduates by 10 percent by 2016.

(See attached ROI graph for more information)

III. Facilities *(If this issue requires an expansion or construction of a facility, please complete the following table.):*

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
2.				

Consortium Baccalaureate Degrees Awarded — Up 12 percent (3,660) 2014-18**Consortium Six-Year Graduation Rate for Minority Students — Up 4 percentage points 2014-18****Consortium Percent of Graduates Employed Full-time or Continuing Education — Up 3 percentage points 2014-18****Consortium Graduates' Median Salary — Up 10 percent (\$39,072 by 2018)**

2016-2017 Legislative Budget Request
Education and General
Position and Fiscal Summary
Operating Budget Form II
(to be completed for each issue)

University: University of Central Florida, I
Issue Title: Florida Consortium of Metropolitan Research

	NON- RECURRING	RECURRING	TOTAL
<hr/>			
<u>Positions</u>			
Faculty	0.00	0.00	0.00
Other (A&P/USPS)	130.50	0.00	130.50
	-----	-----	-----
Total	130.50	0.00	130.50
	=====	=====	=====
 <u>Salary Rate (for all positions noted above)</u>			
Faculty	\$0	\$0	\$0
Other (A&P/USPS)	\$5,743,963	\$0	\$5,743,963
	-----	-----	-----
Total	\$5,743,963	\$0	\$5,743,963
	=====	=====	=====
Salaries and Benefits	\$7,352,272	\$0	\$7,352,272
Other Personal Services	\$767,106	\$0	\$767,106
Expenses	\$482,300	\$0	\$482,300
Operating Capital Outlay	\$958,500	\$0	\$958,500
Electronic Data Processing	\$1,025,000	\$0	\$1,025,000
Special Category (Specific)	\$0	\$0	\$0
Career Faculty Grants	\$450,000	\$0	\$450,000
<u>Internship Scholarship Fund</u>	\$750,000	\$0	\$750,000
<u>Consulting</u>	\$220,000	\$0	\$220,000
	-----	-----	-----
Total All Categories	\$12,005,178	\$0	\$12,005,178
	=====	=====	=====

Statewide Initiatives
Moffitt Cancer Center & the Institute of Human and Machine Cognition
FY 2016-2017 Legislative Budget Request

Moffitt Cancer Center - \$6.5 M

Moffitt is the leading educational facility for oncology in the State. As part of the State University System and a statutory teaching hospital, Moffitt trains more students in cancer research than all public state universities in Florida combined.

Current funding of \$10.6 million contributes to the education and training of over 2,000 students either rotating or working full time at Moffitt. These students include:

- Full Time Medical Residents and Fellows
- Medical Residents and Fellows rotate annually through training programs
- Undergraduate and Advanced Practice Nursing Students
- Radiology
- Nutrition Therapy
- Medical and Physician Assistants
- Pharmacy Students
- Other Clinical

For FY 2016-2017, Moffitt requests \$6.5 million to support cancer research training and professional development for faculty and graduate students.

Institute of Human and Machine Cognition (IHMC) - \$4.3 M

For FY 2016-2017, IHMC is requesting \$4.3 in recurring funds from the State of Florida to enhance and grow current operations at its Pensacola and Ocala Florida locations. IHMC is a world-renowned research institute working in the areas of artificial intelligence, cyber security, robotics, assistive technologies, natural language understanding, data mining, and other related high technology fields. A 501(c)3 statewide research institute created pursuant to Section 1004.447 F.S., IHMC is part of the State University System of Florida with formal research affiliations with Florida Atlantic University, Florida Institute of Technology, University of Central Florida, University of Florida, University of South Florida, University of West Florida, and the Moffitt Cancer Center. In 2013, IHMC entered into a formal collaborative research protocol with the Tampa Veterans Administration and is currently engaged in several projects with that venue. IHMC has received national recognition for its community outreach initiatives, including its highly popular public evening lecture series, summer robotics camp, and youth-oriented science and educational outreach initiatives (Science Saturdays and I LOVE Science). A recognized economic driver, IHMC was honored

2016-2017 LBR

with the top US Department of Commerce Award for Excellence in Technology-Driven Economic Development. In June of 2015, IHMC scientists and researchers made worldwide news after placing second in the international Defense Advanced Research Project Agency (DARPA) dynamic walking robotics competition held in Pomona, California. Also of importance, IHMC's Senior Research Scientist Dr. Jerry Pratt was recently inducted into the Florida Inventor's Hall of Fame.

Researchers at IHMC pioneer technologies aimed at leveraging and extending human capabilities. Current active research areas include: knowledge modeling and sharing, adjustable autonomy, robotics, advanced interfaces and displays, communication and collaboration, computer-mediated learning systems, intelligent data understanding, software agents, cyber security, sensory substitution, natural language understanding, expertise studies, work practice simulation, knowledge representation, and other related areas. IHMC prides itself on a broad and interdisciplinary approach to addressing societal issues and creating advanced technological solutions, thus its researchers and scientists include well-known computer scientists, cognitive psychologists, neuroscientists, physicians, philosophers, engineers, and social scientists of various focuses.

In summary, the recurring funding request of \$4.3 M will enable IHMC to continue to enhance its operations and expand in research of national significance including advanced cognitive assistance technologies, network/cyber security, companion devices, exoskeletons, critical infrastructure protection, and sustainable energy modeling and simulation.



State University System Matching Programs & Other University Initiatives

Major Gifts Matching: \$286.3 M

Although this program was suspended on June 30, 2011, approximately \$286,293,780 represents the total amount of state matching funds outstanding as of this date. The matching program provides state matching funds to universities for private donations that establish permanent endowments with the proceeds of the investments used to support libraries, instruction, and research programs.

Of the total amount, \$1.2 million is for the Theodore R. and Vivian M. Johnson Scholarship Program. The purpose of this program is to provide scholarships to benefit disabled students with financial need attending a state university in Florida.

Public / Private Partnerships	
Major Gifts Matching Endowment Program	\$285,056,280
Johnson Matching Gift Program	\$1,237,500

The total amount of state matching funds by university is presented as follows:

	2006-07	2007-08	2008-09	2009-10	2010-11	2015-16	Total
UF	\$15,910,175	\$34,100,562	\$19,493,131	\$26,203,955	\$35,297,440		\$131,005,263
FIU	\$201,699	\$8,334,888	\$1,534,335	\$8,813,845	\$22,887,626		\$41,772,393
FSU	\$443,732	\$11,128,182	\$4,809,888	\$10,382,199	\$12,500,578		\$39,264,579
USF	\$137,057	\$12,994,204	\$3,568,757	\$2,678,732	\$6,631,380		\$26,010,130
FGCU	\$50,000	\$3,873,491	\$903,173	\$1,566,758	\$5,358,859		\$11,752,281
UCF	\$62,550	\$4,423,813	\$2,091,570	\$1,153,227	\$2,533,846		\$10,265,006
FAU	\$125,000	\$5,714,511	\$663,142	\$1,084,421	\$1,931,551		\$9,518,625
UNF	\$404,794	\$1,532,066	\$909,135	\$1,218,993	\$5,195,198		\$9,260,186
NCF	\$0	\$1,195,212	\$313,923	\$100,000	\$938,860		\$2,547,995
UWF	\$420,000	\$107,382	\$795,896	\$270,129	\$844,694		\$2,438,101
FAMU	\$75,000	\$498,643	\$0	\$0	\$648,078		\$1,221,721
Board*	\$0	\$0	\$0	\$0	\$1,000,000	\$237,500	\$1,237,500
Total	\$17,830,007	\$83,902,954	\$35,082,950	\$53,472,259	\$95,768,110	\$237,500	\$286,293,780

*Johnson Scholarship

2016-2017 LBR

University Initiatives: \$137 M

The following university initiatives were submitted for consideration in the SUS 2016-2017 LBR. These initiatives are new initiatives for FY 2016-2017 and/or non-recurring initiatives from FY 2015-2016 that each university has identified as critical to improving various performance metrics, administrative or operational services, or research efforts at their institution.

Unique University Initiatives	
FAMU – Brooksville Project	\$3,283,600
FAMU – Campus Safety Initiative	\$4,305,083
FAMU – Online Programs and Course Offerings	\$5,000,000
FAMU – Sustainability Institute	\$2,750,000
FAMU – Student Success	\$5,978,000
FAMU – Faculty Vitality and Curriculum Enhancement	\$9,507,700
FAU – Sustainable Research Campus	\$7,038,000
FAU – Strategic Partnerships Tech Runway	\$3,000,000
FGCU – Strengthen Academic Programs	\$3,768,500
FGCU – Student Success Initiative	\$622,640
FIU – FIU Startup Initiative	\$4,953,640
FIU – FIU UP:LIFT Project	\$4,997,160
FIU – Hazardous Substance Mitigation	\$2,500,000
FPU – National STEM Education Lab	\$329,000
FPU – Center for Applied Economic Research	\$1,000,000
FPU – Entrepreneurship Center	\$500,000
FSU – College of Law – Student Preparedness*	\$1,000,000
FSU – Preeminence*	\$10,000,000
FSU – STEM Funding	\$5,000,000
NCF – Career Development Program*	\$500,000
NCF – Science, Technology, Engineering, Arts, and Math	\$1,260,000
UCF – Evans Community School*	\$2,159,000
UCF – Lou Frey Institute*	\$250,000
UCF – International Consortium for Advanced Research	\$8,000,000
UCF-MS – Crohn’s and Colitis Research	\$500,000
UF – Online Depository of General Education Course Material	\$960,000
UF – Preeminence*	\$10,000,000
UF – Intelligence for Tourism Industry	\$1,021,476
UF-IFAS – Beef Teaching Unit*	\$2,600,000
UF-IFAS – Information Technology, Training, and Support	\$1,850,000

2016-2017 LBR

Attachment 7

UF-HSC - Translational Research in Neurodegenerative Disease*	\$1,500,000
UNF - Advanced Manufacturing/Material Innovation	\$8,573,000
UNF - Health Care Informatics and Analytics	\$3,700,000
USF - Center for Cybersecurity*	\$5,650,000
USF - STEM/Health Workforce (USF System)	\$9,000,000
UWF - Strategic Academic Program	\$1,250,000
UWF - Student Success	\$2,000,000
UWF - Alice Hall/Robinson Farmstead	\$500,000
Total	\$136,806,799

*Non-recurring initiatives from FY 2015-2016 submitted by institutions in an effort to restore as recurring for the upcoming year.

2016-2017 LBR



State University System 2015-2016 Performance Funding Initiative

Universities were requested to provide information on the intended use of the 2015-2016 performance funds.

The following university summaries highlight various initiatives; however, the following provide some examples:

- Support students as writing consultants, math tutors, and learning assistants – FAU;
- Support intervention programs for classes with high drop/fail/withdrawal rates - FAU;
- Recruit and retain faculty in engineering, and health science disciplines – FGCU;
- Support positions in technology, student services, campus police – FGCU;
- Support the STEM Transformation Institute – FIU;
- Expand the Career Service Office, with focus on identifying paid internships for students and enhancing employer relations – FIU;
- Invest in software products to support graduation and retention success – FSU;
- Support disaster recovery efforts, safety and security issues, mental health counselors, and various technology upgrades – FSU;
- Support the Education Advisory Board (EAB), one of the largest providers of research, technology, and consulting services to colleges and universities nationally - UCF;
- Recruit and retain faculty to enhance undergraduate and graduate academic experiences by ensuring the availability of course offerings to meet student demand – UCF;
- Support merit pay raises to reward and retain faculty and staff to ensure the goals of preeminence are met – UF;
- Improve career counseling and development for first-year on campus students – UNF;
- Invest in faculty and technology to support arts and sciences, adjunct costs for instruction, and other recruitment and retention efforts – UNF;
- Support advising, recruitment, and faculty instructional development – USF Tampa;

Attachment 8

- Increase faculty in STEM fields and areas of strategic emphasis – USF-S/M;
- Support information technology, administrative and student support infrastructure – USF-St. Pete;
- Support various student success initiatives, such as, but not limited to, a financial literacy program, course scheduling tool, and the enhancement of a supplemental instruction program – UWF.



**State University System
Education and General
Performance Funds from FY 2015-2016
Reporting Template**

University:	Florida Atlantic University
Amount Allocated:	\$11,366,318

In describing the intended use of the 2015-2016 performance funds allocated to your university, this form consists of the following two parts:

- I. Using the table below, please list the initiative(s), dollar impact, and performance metric(s) that would be improved as a result of that initiative. The total dollar value of all the university initiatives listed in Table 1 should equal the total amount of performance funds allocated to your institution for FY 2015-2016.*

Table 1

University Initiative	Dollar Value	Performance Metric
Technology Support and Data Infrastructure	\$1,750,000	All Metrics
Student Success Initiatives - Recruitment, Retention, and Graduation Tools	\$2,300,000	#4 - Six-Year Grad Rate #5 - Academic Progress Rate
Student Success Initiatives - Customer Service Sustainability	\$250,000	#4 - Six-Year Grad Rate #5 - Academic Progress Rate
Student Success Initiatives - Undergraduate Academic Support	\$775,000	#4 - Six-Year Grad Rate #5 - Academic Progress Rate
Merit Salary Adjustments	\$5,683,159	All Metrics

Component of the 2016-2017 LBR

for Faculty and Staff		
FAU's Strategic Plan – Pillars and Platforms	\$608,159	#6 - Bachelor's Degrees Awarded in Areas of Strategic Emphasis #8a - Graduate Degrees Awarded in Areas of Strategic Emphasis

II. Please provide a detailed description of each university initiative listed in Table 1 – including the anticipated return on investment, the performance metric(s) to be improved upon as a result of the initiative, and the dollar value needed to support the improvement and/or success of the initiative.

Technology Support and Data Infrastructure: FAU will continue to support existing efforts to analyze, track, and assess our interventions that deal with performance funding. SUS institutions that have been successful with the BOG performance funding model have built staffs that deal solely with the big data infrastructure and have implemented technological advancements for academic support services. FAU will spend \$750,000 building a sustainable institutional research capability. Specifically, this initiative funds a performance metrics coordinator, two programmers/data analysts, a statistician, new data reporting infrastructure, and a predictive analytics software package. Also included is \$1,000,000 in technological investments in data warehousing, customer service infrastructure, and project management. By tracking, reporting, and analyzing enrollment funnels and trends, the university can build on its previous successes of implementing interventions to improve student retention and graduation rates.

Return on Investment: Starting in the 2016-17 academic year, these investments will begin to improve scores on all metrics as FAU advances its ability to use predictive analytics. For example, the university will be able to identify and recruit prospective students who are better matches and highly qualified for successful experiences at FAU. Recruitment will also be targeted to ensure the university sustains its commitment to accessibility for low-income and minority students. Better prepared students are more likely to stay at FAU and graduate in four years with fewer excess credit hours. The university will strategically recruit them in the Board of Governors' areas of strategic emphasis, producing more bachelor's degrees particularly in STEM fields. Better-prepared students are more likely to find placement in high-paying jobs or prestigious graduate schools, including FAU's own graduate and professional degree programs.

Student Success Initiatives – Recruitment, Retention, and Graduation Tools:

In order to attract the highest quality students, FAU needs to offer competitive scholarship packages (\$1,000,000). Additionally, \$700,000 in recruitment tools such as the Noel-Levitz Enrollment and Revenue Management System permit FAU to maximize the leveraging and impact of financial aid awards. With this system, FAU will be able to award financial aid to students more likely to accept admission offers and enroll at FAU. Similarly, FAU will allocate \$550,000 for retention and graduation tools such as electronic flight plans and degree planning/advising system administration and software, which should help develop course demand data to ensure courses are offered in a way to support timely degree completion.

Return on Investment: For the 2015-16 academic year, FAU expects a 2% increase in Metric #4 – Six-Year Graduation Rate and a 2% increase in Metric #5 - Academic Progress Rate. More importantly, these investments will help sustain these initial advancements for years to come.

Student Success Initiatives – Customer Service Sustainability:

This investment will primarily impact the Enrollment Management units, including the offices of the Registrar, Student Financial Aid, and Undergraduate Admissions. Included in this initiative is a \$120,000 minor parity increase for all 24 enrollment management employees who currently make less than \$30,000 annually, which is not suitable for the cost of living of South Florida. By raising salaries to \$30K for these positions, we can ensure the sustainability of customer service efforts. The university also intends to commit \$130,000 to improving the operations of these offices as they help students to transition to FAU and stay at FAU. A business analyst will be hired to continually assess the operations in the offices. Despite having funding withheld by the state this past year, FAU was able to implement many improvements by reallocating time and resources of existing business analysts to Undergraduate Admissions. Application decision time was previously at 12-16 weeks, and in the last year that time is now less than 48 hours. The offices of the Registrar and Student Financial Aid can develop operational plans to improve efficiency and quality of customer service in units. In addition, FAU needs to flatten, streamline and centralize its existing organizational structure. A single Enrollment Management Administrative Support Specialist could free up three existing positions, enabling them to be retooled to focus on student success and customer service.

Return on Investment: For the 2015-16 academic year, FAU expects a 2% increase in Metric #4 – Six-Year Graduation Rate and a 2% increase in Metric #5 - Academic Progress Rate. More importantly, these investments will help

sustain these initial advancements for years to come.

Student Success Initiatives – Undergraduate Academic Support: Academic support usage has skyrocketed, and some students have had to be turned away. At FAU, \$325,000 of additional support will enable the university to hire students as writing consultants, math tutors, SI leaders, and learning assistants in high DFW mathematics courses, in addition to facilitating expanding advising opportunities for students. \$450,000 will go directly to interventions for classes with high drop/fail/withdraw (DFW) rates. For years, FAU has been aware of specific courses that create bottlenecks for student progression -- and often lead to students failing out of or leaving the institution. These courses, primarily in the Intellectual Foundations Program (IFP) general curriculum, include math, science, and writing courses. An innovative but straightforward intervention to cut DFW rates is to transfer the instructional responsibilities to teachers who boast more engaging and successful pedagogical techniques.

Return on Investment: For the 2015-16 academic year, FAU expects a 2% increase in Metric #4 – Six-Year Graduation Rate and a 2% increase in Metric #5 - Academic Progress Rate. More importantly, these investments will help sustain these initial advancements for years to come.

Merit Salary Adjustments for Faculty and Staff: \$5,683,159 (half of the performance-based funding awarded to FAU) will be allocated to raises for faculty and staff members. Raises will be allocated on a merit basis.

Return on Investment: In order to retain the best and brightest faculty and staff members, FAU will need to award salary adjustments. These pay raises will serve FAU by increasing productivity, boosting morale, and incentivizing employees to focus on improving the institution's overall performance, particularly in the areas being assessed by the BOG metrics. From the front desk personnel to the campus life professionals to the instructional and research faculty, all employees play a role in producing successful outcomes for our students and for Florida's taxpayers.

FAU's Strategic Plan – Pillars and Platforms: The balance of the performance-based funding allocations, \$608,159, will fund initiatives related to the university's pillars and platforms as identified in the 2015-2025 strategic plan. By "budgeting to the plan" and not "planning to the budget," FAU will ensure that resources are available to develop these focal areas. The overarching goal of the institution is to create prominent interdisciplinary teams of researchers and scholars. By connecting the most talented faculty,

Attachment 8

staff, and students in areas of strategic emphasis, the university will expand upon a robust culture of globally-respected research and inquiry. Pillars define institutional programs focused on creating knowledge that benefits society. FAU's pillars include Healthy Aging, Neuroscience, Ocean Science and Engineering/Environmental Sciences, and Sensing and Smart Systems. Platforms represent scholarly activities that apply to and support all pillars, and they are broader areas, such as Undergraduate Research and Inquiry, Diversity, and Global Perspectives and Participation.

Return on Investment: For the 2015-16 academic year, FAU expects to maintain higher than 50% of its Bachelor's Degrees Awarded in Areas of Strategic Emphasis and maintain higher than 60% of its Graduate Degrees Awarded in Areas of Strategic Emphasis. The primary ROI of this initiative will involve strategic recruiting of students who will study under the aforementioned pillars. In the next decade, FAU aims to position itself as a globalized, forward-thinking institution that caters to high-ability students. An organizational culture of achievement—through timely academic progression and distinction through discovery—will thrust FAU towards national recognition. FAU will recruit students specifically into STEM, health, global, education, and other areas identified by a statewide gap analysis as fulfilling critical workforce needs. These students will have the opportunity to conduct research and critical inquiry under the guidance of these teams of scholars. As a result, the university intends to maintain excellence in these areas – especially in proportion to other non-strategic areas. Additional existing university resources have funded pillars and platforms, and even more existing resources will be invested in them in the future.



**State University System
Education and General
Performance Funds from FY 2015-2016
Reporting Template**

University:	Florida Gulf Coast University
Amount Allocated:	\$4,940,666

In describing the intended use of the 2015-2016 performance funds allocated to your university, this form consists of the following two parts:

- I. *Using the table below, please list the initiative(s), dollar impact, and performance metric(s) that would be improved as a result of that initiative. The total dollar value of all the university initiatives listed in Table 1 should equal the total amount of performance funds allocated to your institution for FY 2015-2016.*

Table 1

University Initiative	Dollar Value	Performance Metric
Operations	\$1,330,000	Cost Per Degree
Library Resources	\$264,000	Academic Progress Rate, FTIC Graduation Rate
Faculty Hiring and Instruction	\$2,900,000	FTIC Graduation Rate, Academic Progress Rate, Degrees in Programs of Strategic Emphasis
Student Services, Technologies and Infrastructure	\$446,666	Academic Progress Rate, FTIC Graduation Rate

Component of the 2016-2017 LBR

Attachment 8

II. Please provide a detailed description of each university initiative listed in Table 1 – including the anticipated return on investment, the performance metric(s) to be improved upon as a result of the initiative, and the dollar value needed to support the improvement and/or success of the initiative.

Operations: Continued from the prior year, this funding (approximately \$1,330,000) is allocated for operational infrastructure. These funds provide the necessary infrastructure to protect and preserve the campus. Examples include campus police, computer programmers, admissions officers, and various roles within student affairs. This investment provides the infrastructure to support a productive learning environment.

Return on Investment: As FGCU continues to focus on goals relating to efficiency and overall cost containment, the operational/infrastructure changes that we have implemented will add to our ability to control the average cost per degree, which will in turn provide students with greater access to higher education in Southwest Florida. We project that these cost control measures will enable us to have the cost of degree remain close to \$30,000 over the next several years.

Library Resources: Continued from the prior year and expanded upon, Library materials are needed to assist students in their progression. By maintaining a current library collection, students are able to access the best possible information and data. For fiscal year 15-16, the institution is investing \$264,000.

Return on Investment: Maintaining and expanding our Library resources is an integral part of the campus culture to foster student learning and academic success, in that it enables our students to excel in their academic performance which will empower them to timely complete their degree. This relationship between the Library and our students impacts student retention and will influence our academic progress rate for an anticipated increase of 2 percentage points between fiscal year 14-15 and fiscal year 17-18.

Faculty Hiring, Instruction, and Retention: The University is evolving and, as such, needs to invest in the hiring of faculty and adjuncts to enable us to offer the right courses at the right times by talented and highly motivated faculty. As part of this hiring initiative, faculty in the areas of engineering and health sciences are being added to address specific needs within programs of strategic emphasis. Furthermore, the university competes in a nationwide marketplace in order to attract and retain quality faculty and staff. Funding is being provided to allow competitive compensation to retain performing members of the faculty and staff. In total, Florida Gulf Coast University is

investing \$2,900,000 to enhance and expand program and course offerings to students.

Return on Investment: Additional full-time faculty in targeted academic programs allow FGCU to retain and graduate more students. Currently, some 11% of FGCU students transfer to another SUS institution to complete their degrees, in part because FGCU does not offer the academic program they seek. The new faculty will help meet emerging program needs in high-demand professions such as business, engineering, and the health professions. In addition, the full-time faculty allow for the offering of more course sections allowing students to complete their course of study on time. Lastly, Florida Gulf Coast University continues to focus on contributing to the economic development of Southwest Florida by supplying well-educated graduates in areas of strategic emphasis to the region and local job market. By utilizing these funds to hire additional faculty in areas of strategic emphasis, students will have increased access to programs that effectively respond to emerging industries and technologies, while continuing to close the state's talent gap. Targeting these resources will lead us to achieve the goal of increasing bachelor's degrees awarded within programs of strategic emphasis to forty-eight percent by fiscal year 17-18, and likewise raise the metric for students in graduate programs to sixty-seven percent in that same time frame.

Student Services, Technologies and Infrastructure: The balance of the available funding (\$446,666) will be applied toward positions in technology, student services, campus police along with the purchasing of computing hardware and software that will benefit the students and university community. The technology positions are for security, help desk and programming, which will assist in moving the university forward with the necessary software and data management processes that aid students, faculty and staff. Additionally, student services will expand its access to advising for on-campus students, which has been an on-going initiative the last several years. Positions in campus police will serve to maintain a safe and conducive learning environment for everyone at the institution.

Return on Investment: Improving academic progression and degree completion are constant priorities of the university. By investing in the expansion of our student services to include advising at the residence halls, students will have greater interaction with their academic advisors and full-time faculty, particularly during the first several semesters which can be a critical time for students to adjust to the rigors of attending a university. Given that this allocation of funds enables us to implement programs with direct access to new students, we project there will be an increase in both the academic progress rate and the FTIC graduation rate. Additionally, our

Attachment 8

investment in technology and security positions will serve to provide a secure and safety-focused environment and produce an infrastructure fundamental to timely academic progress and degree completion of our students. Such investments are necessary to the operability of the campus.

Component of the 2016-2017 LBR



**State University System
Education and General
Performance Funds from FY 2015-2016
Reporting Template**

University:	Florida International University
Amount Allocated:	\$18,599,436

In describing the intended use of the 2015-2016 performance funds allocated to your university, this form consists of the following two parts:

- I. Using the table below, please list the initiative(s), dollar impact, and performance metric(s) that would be improved as a result of that initiative. The total dollar value of all the university initiatives listed in Table 1 should equal the total amount of performance funds allocated to your institution for FY 2015-2016.*

Table 1

University Initiative	Dollar Value	Performance Metric
Improve Student Recruitment, Retention, and Graduation	\$4,300,662	% of Bachelor's Graduates Employed Full-time; Median Wages of Bachelor's Graduates Employed Full-time; 6-Year Graduation Rate; % of Bachelor's Degrees without Excess Hours; Academic Progress Rate
Enhance STEM Success	\$ 4,837,067	Bachelor's Degrees Awarded in Programs of Strategic Emphasis; 6-Year Graduation Rate; % of Bachelor's Degrees without Excess Hours; Academic Progress Rate
Faculty / Staff Support and Development	\$6,759,811	All Funding Metrics
Prepare Students for the Workforce	\$536,304	% of Bachelor's Graduates Employed Full-time; Median Wages of Bachelor's Graduates Employed Full-time; 6-Year Graduation Rate; Academic Progress Rate
Expand FIU's Infrastructure and Financial Base	\$2,165,592	All Funding Metrics
TOTAL	\$18,599,436	

Component of the 2016-2017 LBR

II. Please provide a detailed description of each university initiative listed in Table 1 – including the anticipated return on investment, the performance metric(s) to be improved upon as a result of the initiative, and the dollar value needed to support the improvement and/or success of the initiative.

FIU continues to use Performance Funds in the pursuit of improved student success outcomes through innovative teaching methods and stimulating learning environments, seamless career integration ensuring student success after graduation, and emphasis on developing the next generation of STEM professionals.

Improve Student Recruitment, Retention, and Graduation - \$4,300,662

FIU continues to invest in initiatives that will improve the retention rate and FTIC six-year graduation rate. We will offer more courses and options that are desired and required for enrollment and academic progression by investing in more instructors, providing subsidies for instructors to support online courses, and offering condensed courses in a shorter 8-week term. To support students further in their progression, FIU is implementing a predictive analytics platform, Civitas, which provide analytics on academic performance data to faculty and advisors that result in earlier interventions and proactive tracking of at-risk students. We are also examining Gateway courses with a view to reforming and determining how to best teach them and promote academic progression in the process.

In support of the above-mentioned initiatives, FIU is also devoting resources to an organizational infrastructure focused on student success. These offices and programs are tasked with recruitment and retention efforts, mentoring, ensuring student success initiatives are implemented cohesively across departments and divisions, and helping students find, apply for, and attain national and university-based scholarships and fellowships. For example, the Office of Student Access and Success is responsible for several pre-collegiate and college programs, including the Golden Scholars program, which are aimed at helping students prepare for their college experience with an emphasis on STEM. Some of its major objectives include recruitment and retention efforts to attract first generation college students and underrepresented groups including low income, Hispanic, and black males.

Not only do these investments improve the metrics mentioned above, but they have a multiplier effect and positively impact the results of other metrics such as percent of Bachelor's graduates employed full-time, median wages of Bachelor's graduates employed full-time, and percentage of Bachelor's degrees without excess hours.

Enhance STEM Success - \$4,837,067

Component of the 2016-2017 LBR

Attachment 8

The STEM Transformation Institute continues to advance research and educational change through evidence-based practices that will increase the number of well-prepared STEM professionals including secondary teachers. Funds are allocated for construction to support the growth of the STEM Transformation Institute and will continue to build on multidisciplinary collaboration across all Colleges, engage stakeholders in the community, and ultimately position FIU as a living laboratory for developing future STEM professionals. Growth of the STEM Transformation Institute will help to improve graduation rates by the wider implementation of curriculum and teaching practice changes.

Additionally, investments in additional math instructors and the Math Mastery Lab, which continues to improve student success in College Algebra through peer-to-peer assisted learning instruction, will further assist students pursue STEM degrees and impact the number of bachelor's degrees awarded in areas of strategic emphasis. These initiatives will also impact the six-year graduation rate, percent of Bachelor's degrees without excess hours, and academic progress rate.

Faculty / Staff Support and Development - \$6,759,811

The new Vice Provost of Faculty Affairs will be charged with championing faculty success at FIU. A dedicated resource for faculty that is focused on faculty career development will result in faculty that are more engaged in the learning process. In conjunction with the new Vice Provost of Faculty Affairs, FIU will increase retention and recruitment of a highly qualified faculty population through meritorious promotions. The process of determining faculty promotions is designed to evaluate and measure faculty accomplishments and encourage professional development and service to the University. More engaged faculty will improve the academic progress rate, six-year graduation rate, and percentage of Bachelor's degrees without excess hours.

Additionally, funds have been allocated for faculty and staff salary increases for meritorious performance which indirectly impact all Performance Funding metrics.

Preparing Students for the Workforce - \$536,304

Funds are allocated to strategically expand the Career Services Office to focus on paid internships, employer relations, and a seamless student career path. Ultimately, this initiative will promote a seamless engagement between employers and students starting as soon as the student begins at FIU which gradually progresses to include concurrent experiential learning opportunities like internships and apprenticeships.

Component of the 2016-2017 LBR

This initiative will impact several performance metrics including the percent of Bachelor's graduates employed full-time, median wages of Bachelor's graduates employed full-time, six-year graduation rate, and academic progress rate.

Expand FIU's Infrastructure and Financial Base – \$2,165,592

FIU is implementing a comprehensive business intelligence and analytics solution that will allow university decision makers and stakeholders the ability to easily and more efficiently gather, analyze, interpret, and measure how successful FIU is with maximizing student success, efficiency in operations, research growth, and entrepreneurship. This solution will initially focus on providing University leaders with needed reports, dashboards, and performance funding metrics. This will allow departments to align their operations towards maintaining, improving, and surpassing performance metrics goals.

Additionally, funds will be spent to support the organizational infrastructure and generate operational efficiencies. This will allow financial resources to be redirected toward initiatives which support the university's goals and performance metrics results.

These initiatives will indirectly impact all Performance Funding metrics.

Return on Investment

The combination of the initiatives described above and initiatives already underway will result in an improvement in 2017 (AY 2015-16 results for FY 2017-18 funding) vs. 2015 Actual (AY 2013-14 results for FY 2015-16 funding) in the following performance metrics: the percent of Bachelor's graduates employed full-time increasing from 77% to 78%, median wages of Bachelor's graduates employed full-time from \$36,200 to \$37,000, six year graduation rate from 53% to 60%, academic progress rate from 79% to 83%, number of Bachelor's degrees awarded within programs of strategic emphasis from 46% to 48%, percentage of Bachelor's degrees without excess hours from 68% to 73%.

Ultimately, these initiatives invest in students, faculty, staff, and infrastructure. FIU's commitment to produce degrees that empower graduates to put learning and research to work on a regional, national, and global platform is paramount. Our students have very strong community connections as a significant number of FIU graduates live and work in South Florida. When combined with our efforts to increase the degrees awarded in programs of strategic emphasis, and achieving our goal towards graduating students sooner in targeted industries,

Component of the 2016-2017 LBR

Attachment 8

FIU students will continue to make a significant contribution to the economic development of our community in South Florida and the state of Florida.

Component of the 2016-2017 LBR



**State University System
Education and General
Performance Funds from FY 2015-2016
Reporting Template**

University:	Florida State University
Amount Allocated:	\$16,732,446

In describing the intended use of the 2015-2016 performance funds allocated to your university, this form consists of the following two parts:

- I. *Using the table below, please list the initiative(s), dollar impact, and performance metric(s) that would be improved as a result of that initiative. The total dollar value of all the university initiatives listed in Table 1 should equal the total amount of performance funds allocated to your institution for FY 2015-2016.*

Table 1

University Initiative	Dollar Value	Performance Metric
Increase Academic Advisors	\$500,000	6-year Grad Rates Academic Progress Rate
Increase Career Readiness	\$500,000	Graduates employed or continuing their education; median average wages
Mental Health Counselors	\$150,000	Academic Progress Rate
Increase Diversity Scholarships	\$2,600,000	University Access Rate

Component of the 2016-2017 LBR

Attachment 8

Presidential Scholars Program	\$2,520,000	Bachelor degrees awarded in Areas of Strategic Emphasis median average wages
New Software Products to enhance graduation and retention success	\$1,000,000	6-year Grad Rates Academic Progress Rate
Engineering Faculty	\$800,000	Bachelor degrees awarded in Areas of Strategic Emphasis Graduate degrees awarded in Areas of Strategic Emphasis
Graduate Student Stipends	\$2,500,000	Graduate degrees awarded in Areas of Strategic Emphasis
Blackboard Upgrades	1,000,000	6-year Grad Rates Academic Progress Rate
IT Upgrades	\$1,000,000	6-year Grad Rates Academic Progress Rate
Disaster Recovery	\$500,000	6-year Grad Rates Academic Progress Rate
Safety and Security Issues	\$1,000,000	6-year Grad Rates Academic Progress Rate
Student to Faculty Reduction Strategies	\$1,842,446	6-year Grad Rates Academic Progress Rate Faculty Awards

Component of the 2016-2017 LBR

Attachment 8

Undergraduate Research	\$50,000	Bachelor degrees awarded in Areas of Strategic Emphasis
Library Resources	\$500,000	6-year Grad Rates Academic Progress Rate
Undergraduate Health Sciences Interdisciplinary Degree	\$270,000	Bachelor degrees awarded in Areas of Strategic Emphasis median average wages

- II. *Please provide a detailed description of each university initiative listed in Table 1 – including the anticipated return on investment, the performance metric(s) to be improved upon as a result of the initiative, and the dollar value needed to support the improvement and/or success of the initiative.*

Academic Advisors and New Software Products: Building upon steps taken in prior years, additional advisors have been added. We are concentrating on students with excess hours as well as developing initiatives to increase the number of credit hours taken each term. We have formed a task force to look for additional strategies to reduce the time to degree. A marketing campaign is being developed to encourage students to enroll in 15 hours each term; advisors, faculty and administrators are teaming together to monitor and prevent excess hours; and we are purchasing a new course scheduling interface application that allows students to review multiple schedules side-by-side and compare options in real-time.

Increase Diversity Scholarships: Additional funds are being allocated to recruit and retain first generation students. This investment in staff and scholarship dollars will result in increasing our student diversity as well as make us more attractive to highly credentialed Pell eligible students.

Presidential Scholars Program and Undergraduate Research: Funds are allocated for a new scholarship program to attract high achieving STEM ready students. In addition, new undergraduate research awards are being provided to STEM students giving them research training and experience that will advantage these students as they pursue their academic and career goals.

Attachment 8

Engineering Faculty: An investment in new faculty in the FAMU-FSU College of Engineering will provide engineering students the courses needed for timely graduation and increase the research productivity of the College.

Graduate Student Stipends - Our graduate student stipends lag behind most of our peer institutions. In order to compete for top graduate students and grow our graduate enrollment an increase in stipends is necessary.

Undergraduate Health Sciences Interdisciplinary Degree: The investment in this new program will allow students to graduate in areas of high demand, good earning potential and areas that will provide alternatives to students who want to continue in a health field but do not want to be a nurse or medical doctor. This new degree will increase the number of students pursuing a STEM degree.

Increase Career Readiness: We have added additional career liaisons in the academic departments and awarded over 30 Academic Engagement and Innovation Teaching grants to faculty members to introduce innovative teaching methods designed to increase students' academic engagement and to promote career readiness skills. We have also added career readiness markers in our Academic Maps.

Mental Health Counselors, Blackboard Upgrades; IT Upgrades, Disaster Recovery, Safety and Security and Library Resources: Funds are allocated for the technology and classroom upgrades required and expected for students to succeed. Resources were also allocated to ensure the safety and security of students and the sensitive data required to operate the university. Investments are made to keep up with the inflationary increases associated with library journals required for students and staff to succeed. All of these critical infrastructure issues are necessary to be competitive among our peer institutions.



**State University System
Education and General
Performance Funds from FY 2015-2016
Reporting Template**

University:	University of Central Florida
Amount Allocated:	\$14,717,871

In describing the intended use of the 2015-2016 performance funds allocated to your university, this form consists of the following two parts:

- I. *Using the table below, please list the initiative(s), dollar impact, and performance metric(s) that would be improved as a result of that initiative. The total dollar value of all the university initiatives listed in Table 1 should equal the total amount of performance funds allocated to your institution for FY 2015-2016.*

Table 1

University Initiative	Dollar Value	Performance Metric
Faculty Hiring and Retention Plans	\$12,333,871	Bachelor's and graduate degrees awarded (including those within programs of strategic emphasis), graduation, retention and academic progress rates, time to degree, excess credit hours, research expenditures, faculty awards
Student Access and Success	\$2,384,000	University access, graduation, retention and academic progress rates; time to degree, excess credit hours

Component of the 2016-2017 LBR

- II. Please provide a detailed description of each university initiative listed in Table 1 – including the anticipated return on investment, the performance metric(s) to be improved upon as a result of the initiative, and the dollar value needed to support the improvement and/or success of the initiative.*

Description

Faculty Hiring and Retention Plans

Faculty Hiring Plan, Phase 2

Estimated Use of Performance Funds: \$10,383,871

UCF state-appropriated performance funding in 2014-15 and 2015-16 combined is being used primarily to implement a strategic faculty hiring plan to recruit and fill 200 new full-time tenured or tenure-track positions by the start of the 2016-17 fiscal year.

The 2014-15 performance funding was used to complete the first phase of the plan to hire 100 full-time faculty by August 2015. The recurring allocation will directly fund the new faculty salaries, while the associated carry forward funds accumulated during the recruitment period last fiscal year have been allocated to provide the one-time startup support required to attract and ensure the ongoing success of the new faculty. These hires are going to make a significant difference in further strengthening our academic programs and in realizing the university's goals of providing the best undergraduate and graduate education and overall academic experience.

\$8.17M of the 2015-16 new performance funding will further enhance these efforts by making possible the completion of the second round of 100 hires to start by fall 2016. In order to significantly advance the university's goals of achieving international prominence in research and key programs of graduate study, we must also focus on establishing new models of research, teaching, and learning that blur the boundaries of traditional disciplines to allow for discovery in critical areas of excellence that reflect UCF's academic priorities and enhance our unique impact potential. Consequently, a Faculty Cluster Initiative was integrated into the second phase of the hiring plan.

The new Faculty Cluster Initiative was designed to foster the development of strong, interdisciplinary, diverse teams focused on solving today's most challenging scientific and societal problems based on our institutional strengths. These areas of focus, developed by faculty with support from department chairs, directors, deans, and the Vice President for Research and Commercialization, should advance knowledge at the intersection of traditional disciplines through transformative, large-scale collaborative efforts in research and teaching.

Of the second 100 tenured or tenure-track positions to start by Fall 2016, 50 have been allocated to the colleges and the Office of Research and Commercialization; 33 have been allocated to the new faculty clusters in areas of strategic emphasis for the university; and 17 have been allocated to support a special hiring program that recognizes diversity and provides resources for opportunity hires that will strengthen our recruitment of nationally or internationally recognized scholars.

The addition of faculty positions and continuing growth of UCF's student population requires greater staff support to further strengthen our departments. Approximately

Attachment 8

\$2.2M of the new funding will be dedicated to support new staff positions in 2015-16 and 2016-17, starting with up to an estimated 30 positions in the first round.

The anticipated carry forward that will result this year while we recruit for the second round of faculty and staff positions to start in fall 2016 will be used to provide the necessary startup support for the new faculty.

Faculty Retention

Estimated Use of Performance Funds: \$1,950,000

As UCF endeavors to hire and retain exceptional faculty to support our mission and goals, we must be able to offer market-competitive salaries and professional development opportunities. Unfortunately, limited funding in recent years has challenged the university's ability to keep pace with cost of living increases and provide much-needed salary equity and market increases for our existing faculty. Consequently, we are investing a modest \$700,000 to support part of a proposed administrative discretion salary increase package to help the colleges address faculty discretionary increases for merit, counteroffers and other proactive retention efforts.

Additionally, \$1.25M will be used to support faculty award and promotion salary increases in recognition of outstanding contributions towards realizing UCF's strategic goals and continuously improving academic quality, conducting cutting-edge research and making a difference in our community and across the globe.

Student Access and Success

Estimated Use of Performance Funds: \$2.38M

In 2011-12, legislative changes to the Bright Futures Scholarship Program impacting funding and eligibility criteria significantly reduced the number of students who qualify for and are able to maintain Bright Futures awards. In an effort to continue to provide undergraduate educational opportunities and access to a college education for the students affected by the changes, UCF has invested non-recurring funds to help supplement the loss of these awards for eligible low-income and Pell-eligible students. The result has been that 1217 students benefitted from this investment of resources to help students continue to earn a college degree. In 2015-16, we are re-investing \$2.1M of new performance funds to support the program on a recurring basis, and continue to help improve the overall retention and graduation rates of these students.

Finally, \$284,000 of the new funding will be used to support a five-year contract with the Education Advisory Board (EAB) Student Success Collaborative (SSC). Established in 2007, the EAB is now one of the largest providers of research, technology, and consulting services to colleges and universities nationwide. EAB's SSC combines technology, consulting, and best practice research to help colleges and universities use data to improve retention and graduation rates.

More specifically, EAB uses historical data to generate accurate and actionable risk assessments for each student. SSC's student success platform helps advisors, faculty, and other staff see at a glance which students are in need of intervention, and has a broad set of communication features to transform insight into action and outcomes via the following components: institution reports, 360-degree student view, advanced filtering, major and career guidance, comprehensive case management, and usage and effectiveness tracking.

Component of the 2016-2017 LBR

Attachment 8

We anticipate that the implementation will take place over the course of nine months, and will engage campus partners in four teams to address the following areas: workflow development, training and development, success marker development, and campaign coordination.

Return of Investment

The faculty hires required to support UCF's growth have not been possible to the extent needed in recent years due in large measure to declining state appropriations. We expect the new positions to have a significant impact on strengthening the areas where student enrollments have been steadily increasing. Hiring full-time faculty will enhance the undergraduate and graduate academic experience by ensuring the availability of course offerings to meet student demand, decreasing class size, increasing student engagement, supporting undergraduate and graduate research, and stabilizing UCF's student-to-faculty ratio. Additionally, the emphasis on tenure and tenure-track faculty addresses the mix of faculty and recent reliance on non tenure-track faculty, and will help boost growing graduate education and research promise and potential economic impact.

The cluster hires will build upon existing strengths to develop a critical mass of skills and make UCF uniquely strong and lead to innovative and transformative outcomes. This approach will serve to further UCF's goals of achieving national and international prominence in research and key programs of graduate study by increasing scholarly and creative works to help address challenging scientific and societal problems facing us in the coming century; enhancing research capacity to develop a robust, diverse, and recurring funding base; increasing interdisciplinary publications reaching multiple disciplines; and strengthening the overall preparation of our students.

Supporting the continuation of existing student financial support programs in light of Bright Futures and other changes, as well as existing and new efforts to further promote student success such as EAB, are essential to continue improving UCF's retention and graduation rates. Harnessing predictive analytics combined with other existing efforts to update current advising software and increase focus on mapping and tracking, will also allow UCF to shift from cohort-based approaches to individualized student interventions that can predict and prevent certain student failures before they happen. This will lead to shortened time to degree and reduced excess credit hours.

In summary, we anticipate that the initiatives made possible by this funding will lead to measurable changes in UCF's performance metrics through the 2019 metrics year. Specifically, we anticipate a three percentage point increase in FTIC graduation rates from 69% to 72%. The academic progress rate is projected to increase five percentage points from 85% to 90%. These initiatives will also improve our percent of bachelor's degrees without excess hours by four percentage points from 67% to 71%. Other notable positive impacts include increases in the number of bachelor's degrees granted (450 more degrees annually), bachelor's degrees awarded within programs of strategic emphasis (3% increase), and the percent of bachelor's graduates employed full-time or continuing their education within the U.S. one year after graduation (3% increase).



**State University System
Education and General
Performance Funds from FY 2016-2017
Reporting Template**

University:	University of Florida
Amount Allocated:	\$19,371,969

In describing the intended use of the 2016-2017 performance funds allocated to your university, this form consists of the following two parts:

- I. *Using the table below, please list the initiative(s), dollar impact, and performance metric(s) that would be improved as a result of that initiative. The total dollar value of all the university initiatives listed in Table 1 should equal the total amount of performance funds allocated to your institution for FY 2016-2017.*

Table 1

University Initiative	Dollar Value	Performance Metric
Faculty 2.5% Merit Raise Pool (effective Jan 1, 2016)	\$9,799,185	FTIC 6 year graduation rate Academic progress rate BA degrees awarded in programs of Strategic Emphasis Grad degrees awarded in programs of Strategic Emphasis Number of Faculty Awards Total Research Expenditures
Faculty Promotions	1,258,923	Same as above

Component of the 2016-2017 LBR

Attachment 8

Staff 2.5% Merit Raise Pool (effective Jan. 1, 2016)	6,447,975	FTIC 6 year graduation rate Academic progress rate Total Research Expenditures % Bachelor's employed or continuing education Median wages of bachelor's graduates in FL
Canvas Site License	615,886	Average cost per Bachelor's degree FTIC 6 year graduation rate Academic progress rate BA degrees awarded in programs of Strategic Emphasis % BA degrees without excess hours
Graduate Assistant raise pool	1,250,000	FTIC 6 year graduation rate Academic progress rate BA degrees awarded in programs of Strategic Emphasis Total Research Expenditures
TOTAL RECURRING	19,371,969	
NON-RECURRING ALLOCATIONS		
Deferred Maintenance	4,500,000	Infrastructure support for all metrics
Library e-resources	1,100,000	

Component of the 2016-2017 LBR

- II. Please provide a detailed description of each university initiative listed in Table 1 – including the anticipated return on investment, the performance metric(s) to be improved upon as a result of the initiative, and the dollar value needed to support the improvement and/or success of the initiative.*

Faculty 2.5% Merit Pool and Faculty Promotions. UF is establishing a 2.5% merit raise pool, effective January 1, 2016, to enable chairs and deans to reward and retain highly performing faculty members. UF competes for the best talent on a national stage, and compensation levels need to be competitive. As UF compares itself to the top public universities in the nation, it finds that compensation levels are competitive in some areas, but are barely competitive or uncompetitive in others. This situation needs ongoing attention as UF seeks to attract and retain accomplished faculty. Since faculty are the heart of the university, they impact all of the Performance Funding metrics, but especially the ones that affect student progress, faculty awards, and research expenditures. Anticipated ROI: continued progress in UF's journey to become one of the nation's top public research universities.

Staff 2.5% Merit pool. Staff raises have lagged faculty raises in recent years, and they provide critical support to faculty instructional, research, and outreach efforts. They directly support efforts to improve the FTIC 6-year graduation and academic progress rates, total research expenditures, and through the Career Resource Center and other Student Affairs services, they influence the continuing education and career prospects of graduates. Anticipated ROI: continued progress in graduation and academic progress rates, success of the research, outreach, and economic development enterprises, and improved success of graduates in securing employment and further education.

Canvas Site License. This site license costs annually \$665,355, \$615,886 of which is allocated from this year's performance funds. This Learning Management System directly supports all aspects of instruction at UF and impacts directly the academic success of all undergraduate students. Anticipated ROI: better instructional support for students and faculty. As learning analytics become increasingly useful through Canvas and Unizin, this should result in improved student outcomes.

Graduate Assistant Raise Pool. Graduate assistants are critical to the success of UF's instructional and research missions. The state-funded raise pool will largely fund teaching assistants, while external grants will largely fund raises for research assistants. Anticipated ROI: success in UF undergraduate instructional programs and success of the research and economic development enterprises that rely on research assistants.

Since the raises are effective January 1, the performance funding funds generate approximately \$9.65M in nonrecurring funds during the first half of the fiscal year. \$4.5M of those funds are allocated to deferred maintenance and other critical infrastructural needs to support the operations of the university. \$1.1M of those funds are allocated to help pay increased Library costs for e-journals in support of the university's educational, research, and tech transfer missions.



**State University System
Education and General
Performance Funds from FY 2015-2016
Reporting Template**

University:	University of North Florida
Amount Allocated:	\$4,692,718

In describing the intended use of the 2015-2016 performance funds allocated to your university, this form consists of the following two parts:

- I. *Using the table below, please list the initiative(s), dollar impact, and performance metric(s) that would be improved as a result of that initiative. The total dollar value of all the university initiatives listed in Table 1 should equal the total amount of performance funds allocated to your institution for FY 2015-2016.*

Table 1

University Initiative	Dollar Value	Performance Metric
1. Campus-wide student assessment	\$45,700	1st year employment and continuing education after graduation
2. Instructional staff for the UNF Writing Center	\$154,270	1st year employment and continuing education after graduation
3. Funding for comprehensive marketing plan for Career Services	\$5,000	1st year employment and continuing education after graduation
4. Additional faculty to increase course offerings	\$442,925	6-year graduation rate

Component of the 2016-2017 LBR

Attachment 8

University Initiative	Dollar Value	Performance Metric
5. Adjunct costs for instruction	\$470,213	6-year graduation rate
6. Funding for visiting faculty lines	\$808,963	6-year graduation rate
7. College scheduler software	\$18,000	6-year graduation rate
8. Recruitment and retention initiatives	\$282,000	2 nd year retention rate
9. Increase technology in the Academic Center for Excellence	\$15,000	2 nd year retention rates
10. Recruitment coordinator for graduate programs	\$13,500	Percent of degrees in areas of strategic emphasis: graduate
11. Additional funding for marketing and recruiting for engineering and computing and construction programs	\$15,000	Percent of degrees in areas of strategic emphasis: undergraduate and graduate
12. Additional graduate assistantships in STEM fields	\$100,000	Percent of degrees in areas of strategic emphasis: graduate and undergraduate
13. Additional funding for expenses in nursing program office	\$156,000	Percent of degrees in areas of strategic emphasis: undergraduate and graduate

Component of the 2016-2017 LBR

University Initiative	Dollar Value	Performance Metric
14. New faculty in Areas of Strategic Emphasis	\$1,616,997	Percent of degrees in areas of strategic emphasis: undergraduate and graduate
15. Start-up costs for faculty in STEM fields	\$495,150	Percent of degrees in areas of strategic emphasis: undergraduate and graduate
16. Additional funding for IR coordinator to aid in tracking data on performance metrics	\$54,000	All 10 metrics

- II. Please provide a detailed description of each university initiative listed in Table 1 – including the anticipated return on investment, the performance metric(s) to be improved upon as a result of the initiative, and the dollar value needed to support the improvement and/or success of the initiative.

Improved 1st year employment and continuing education rates after graduation

1. Campus-wide student assessment

These dollars will allow for the continuation and expansion of campus wide assessment to determine learning gains across the curriculum with a focus on those skill sets employers are looking for in a new employee. One such example is the ETS Proficiency Profile (ETS-PP), which tests college level general education skills in reading, critical thinking, writing, and mathematics. When administered to incoming first-year students and graduating seniors, it provides a measure of students' learning in college. The results inform improvement in curriculum and instruction that extend beyond learning in individual majors, encompassing the entire undergraduate experience. These skills make UNF students significantly more employable upon graduation and are needed for admission and successful completion of graduate school.

2. Instructional staff for the UNF Writing Center

Using data from assessments such as the ETS-PP, the university is hiring additional instructional staff for the UNF Writing Center. This increase in staff will permit the Center to focus on areas where students aren't showing as much progress as they should on campus-wide assessments.

The staff will also enable the Center to provide instruction on how to write in specific disciplines, as requested by our various industry advisory committees – engineers require different writing strategies and skills than do accountants. Across majors, each graduate must be proficient in general and content specific writing skills for successful employment, as well as success in graduate school.

3. Funding for comprehensive marketing plan for Career Services

The marketing plan is designed to engage students in career planning and development from their first year on campus. Students who use the outreach services initiated by UNF's career development centers are more likely to engage in internship programs and be better prepared upon graduation for job placement interviews, with prior work experience, stronger resumes and improved interviewing skills.

ROI

While it is difficult to point to specific programs and strategies that move the needle on many of the performance-based metrics, UNF is working to achieve an 80 percent or higher rate in employment and continuing education among its first-year graduates. UNF believes that these three initiatives will play a significant role in achieving this goal by 2017. With a 76 percent current rate of employment and graduate school attendance, this is an aggressive but achievable goal.

Improved 6-year graduation rates

The first three initiatives under improving 6-year graduation rates cover the costs of the part- and full-time faculty required to maintain and increase course sections needed for undergraduate students to successfully complete their degree programs in a timely manner.

4. Additional faculty to increase course offerings

The University of North Florida used \$442,925 to fund 8 faculty members in arts and social sciences to increase and maintain course offerings in general education courses and in majors with high enrollments. These courses are needed to improve time to graduation for undergraduate students.

5. Adjunct costs for instruction

The university is using \$470,213 of performance-based funding to support adjuncts who will teach a total of 188 sections needed to meet student demands for the 2015-2016 course offering.

6. Funding for visiting faculty lines

\$808,963 of performance-based funding will be used to support 16 visiting faculty who will teach 129 course sections.

ROI

The instructional faculty paid for by performance-based funding will account for 365 of the estimated 2,500 of the over 9,000s course section offered in the 2015-2016 academic year. These course sections are one part of a larger strategy to improve UNF's 6-year graduation rate. The goal for the 6-year graduation rate is 60% by the year 2018.

7. College scheduler software

Even with expanded course offerings, it is necessary to provide students with the tools needed to plan a schedule that meets their unique circumstance (e.g. work and family responsibilities). College Scheduler is a technology that will enable students to plan the most efficient schedules possible, increasing average student enrollment in an academic year from 27 SCHs attempted to 30 SCHs successfully completed.

ROI

It is expected that use of the college scheduler will increase individual student's enrollment and successful course completion by an average of 3 credit hours. This will decrease the time to degree completion. This improvement in the time to degree completion is one part of a larger strategy to improve UNF's 6-year graduation rate. The goal for the 6-year graduation rate is 60% by the year 2018

Improved 2nd year retention rates**8. Recruitment and retention initiatives**

One of the problems the University of North Florida faces with regard to retention rates is students transferring to other institutions in and outside the state university system, for reasons of institutional size and attachment, as well as existing majors and reputation. As opposed to transferring, other students drop out of school because of the financial burden they face in their first year and/or the complications of balancing the need to work and attend school. To address the problems of student transfers and students dropping out, the Office of Enrollment Services is developing a sophisticated system of recruiting and follow-up with students during their first two years of college. This system involves the development of predictive enrollment models, a financial aid leveraging program, integrated marketing and strategic communication, development of a Student Enrollment Communication Center, a New Student Orientation Office, better academic and social integration, a Transfer Student Services Office and strong articulation and gateway programs.

9. Increase technology in the Academic Center for Excellence

For other students, the academic rigor of a first year in college can be overwhelming. To address this problem, UNF's Academic Center for Excellence is investing \$15,000 in new technology to assist students. These new technologies will help close the persistent gap between the overall second year retention rate and the 2nd year retention rate with a 2.0 or better GPA. This past year this gap was 2 percent: an 80 percent overall second-year retention rate and a 78 percent retention rate with a 2.0 or better GPA.

ROI

Through efforts such as the ones described above, the University of North Florida anticipates having an 85 percent second-year retention rate by 2020. This increase in 2nd year retention with a 2.0 or higher GPA will, of course, support the predicted increase in UNF's 6-year graduation rate.

Increase the percent of degrees completed in Areas of Strategic Emphasis at both the undergraduate and graduate levels

The University of North Florida has long recognized that its academic programs must respond to high need areas in the state and regional economies. As a result, the next six funding initiatives are designed to increase degree production in strategic areas of emphasis, in particular those fields of study that focus on northeast Florida's areas of strength and growth.

The first three of these initiatives are meant to increase student enrollment in these fields – a first step in increasing degree production.

10. Recruitment coordinator for graduate programs

While UNF has a strong reputation for its undergraduate programs of study, it needs to better market its graduate programs in specific areas. Its healthcare programs and programs in fields such as accounting are well known within the region. However, its graduate programs in fields such as biology, engineering, mathematics and statistics need increased marketing if they are to attract increased numbers of graduate students. Among other initiatives, this requires the undivided attention of a graduate recruitment coordinator.

11. Additional funding for marketing and recruiting for engineering and computing and construction programs

For the recruitment coordinator for graduate programs to be successful, additional funds must be spent on focused marketing efforts.

12. Additional graduate assistantships in STEM fields

As the University of North Florida recruits students for graduate STEM programs, graduate assistantships must be an essential part of this campaign, if UNF is to be competitive in its efforts. In turn, these graduate assistants will help support undergraduate instruction within their respective fields of study. The \$100,000 set aside for these assistantships will allow UNF to add 10 new graduate assistants in STEM fields taught within the UNF curriculum.

13. Additional funding for expenses in nursing program office

Among the strategic areas of emphasis where UNF has experienced significant success in attracting students are its undergraduate and graduate nursing programs. With this ongoing growth in enrollment, the nursing programs are experiencing a need for additional operating budgets. To sustain and allow for greater growth in nursing, the university is investing \$156,000 in additional program support.

In addition to attracting more students to enroll in degree programs in Areas of Strategic Emphasis, UNF must also increase faculty lines in these fields to handle the anticipated growth.

14. New faculty in Areas of Strategic Emphasis**15. Start-up costs for faculty in STEM fields**

As the university seeks to grow enrollments and degrees awarded in strategic areas of emphasis, it has become necessary to invest in additional faculty lines in these fields. And with the hiring of new faculty, especially in the STEM fields, it is absolutely necessary to provide startup costs to support faculty research.

\$1,616,997 in performance-based funding is being used to support new faculty hires in areas of strategic emphasis. These hires include positions in medical laboratory sciences, exercise science, public health, civil engineering, accounting, education and sign language instruction.

ROI

By taking these and related steps, the University of North Florida is seeking to have 49 percent of its undergraduate and 56 percent of its graduate degrees awarded in areas of strategic emphasis by 2018.

16. Additional funding for IR coordinator to aid in tracking performance on metrics

The final investment of performance-based funding has gone into hiring an additional Institutional Research staff member to allow for greater focus on UNF's successes across all 10 of the performance-based metrics.



**State University System
Education and General
Performance Funding Model from 2015-2016
Reporting Template**

University:	University of South Florida Sarasota-Manatee
Amount Allocated:	\$1,528,769

In describing the intended use of the 2015-2016 performance funds allocated to your university, this form consists of the following two parts:

- I. Using the table below, please list the initiative(s), dollar impact, and performance metric(s) that would be improved as a result of that initiative. The total dollar value of all the university initiatives listed in Table 1 should equal the total amount of performance funds allocated to your institution for FY 2015-2016.*

Table 1

University Initiative	Dollar Value	Performance Metric
Increase Faculty in STEM fields and Areas of Strategic Emphasis	\$1,391,489	Graduates Employed or Continuing Their Education; Median Average Wages, Bachelor's and Graduate Degrees in Areas of Strategic Emphasis, 6-year Graduation Rate, Academic Progress Rate
Enhance Student Success, Services and Resources	\$137,280	6-year Graduation Rate, Academic Progress Rate, Graduates Employed

- II. Please provide a detailed description of each university initiative listed in Table 1 – including the anticipated return on investment, the performance metric(s) to be improved upon as a result of the initiative, and the dollar value needed to support the improvement and/or success of the initiative.*

Create a College and Hire Faculty in Areas of Strategic Emphasis: We will create a College of the Sciences and Mathematics and hire a founding dean. In addition, by hiring additional faculty in STEM and areas of strategic emphasis, we will be able to expand academic offerings and increase capacity within existing programs in areas

Attachment 8

of strategic emphasis and increase the number of students enrolled without having to create new programs. This will also allow us to create curriculum plans and workforce-related experiences for students in these degree program areas. USFSM is building on the successes of having our first science degree approved and as of 7/3/14 have 148 applicants, 80 transfers and 68 FTIC for the Biology major for the Fall Semester 2014, and the partnership established with Mote Marine to offer the full array of coursework for the Biology degree.

USFSM created a College and Career Success/Access Center to provide a coordinated, college-wide focus on providing entering students with individual attention tailored to each students' unique career path needs. This Center connects students with major and career exploration tools through a series of online modules. These modules help prepare students for job and internship searches and their first year in the workplace. This allows each student to map out an intentional college success plan. The second phase provides students assistance to prepare to enter internships in their final years of undergraduate education. The third phase provides a campus point of coordination for the support and growth of internships as a central component of college and career success that is tied to academic program metrics and outcomes. The fourth phase is the follow-up program to ensure the readiness and entry level support of our graduates into their positions. The Writing Support Office helps students clarify, organize and develop their ideas, improve their rhetorical mastery and language mechanics, and reinforces their strengths in writing. Students can make an appointment with a tutor or just drop in and they can use the online tutoring service. The Testing Office administers all assessment testing upon request, the goal being to increase retention and decrease the time to degree.

Return on Investment: We anticipate this will lead to increased retention efforts and expand our recruitment activity for new students in our service area, by providing a college structure to support these efforts, rather than our current structure which includes sciences and mathematics with the liberal arts.

We also anticipate that the performance funding will support an increase in the percentage of bachelor's graduates employed full-time in Florida; increase the median wages of bachelor's graduates employed full-time in Florida; increase academic progress rate; increase the number of bachelor's degrees in the areas of strategic emphasis.

The College and Career Success/Access Center is designed to provide an Intentional College Success Plan with a goal of having 100% of our students creating that plan. This Center is also designed to ensure that our students create a College to Career Transition Plan.

The Internship Program is to produce a measurable career readiness experience. The goal is to increase student participation in internships or career readiness experience.

By providing the follow-up program to ensure that our academic programs are effective we will improve our students' satisfaction rate and our employers' satisfaction rate and ultimately the number of bachelor's graduates employed full-time. This will improve the retention rate, time to degree as well as increasing the number of graduates without excess hours.



**State University System
Education and General
Performance Funds from FY 2015-2016
Reporting Template**

University:	USF St. Petersburg
Amount Allocated:	3,023,354

In describing the intended use of the 2015-2016 performance funds allocated to your university, this form consists of the following two parts:

- I. Using the table below, please list the initiative(s), dollar impact, and performance metric(s) that would be improved as a result of that initiative. The total dollar value of all the university initiatives listed in Table 1 should equal the total amount of performance funds allocated to your institution for FY 2015-2016.*

Table 1

University Initiative	Dollar Value	Performance Metric
Implement First Year Experience Program	300,000	Academic Progress Rate
Increase Teaching Faculty	1,453,354	Bachelor's and Graduate Degrees in Areas of Strategic Emphasis, 6-year Graduation Rate, Academic Progress Rate
Enhance Student Success, Services, and Resources	1,270,000	6-year Graduation Rate, Academic Progress Rate, Graduates Employed

- II. Please provide a detailed description of each university initiative listed in Table 1 – including the anticipated return on investment, the performance metric(s) to be improved upon as a result of the initiative, and the dollar value needed to support the improvement and/or success of the initiative.*

First Year Experience: This initiative provides new strategic support to transition incoming summer and fall freshmen from high school to our university to

Attachment 8

improve their success and retention at USFSP. We will create a First Year Experience Center team including peer coaches and will establish programs to transition and welcome students. Programs will begin move-in weekend and continue throughout the semester with parent and faculty involvement. The approximate allocation is \$300,000.

Return on Investment: We anticipate improvement in our retention rate as a result of this investment. We plan to continually improve our retention rates over the next five years culminating a term one to term three retention rate of 80% by 2019. This initiative will specifically support incoming freshmen to anchor them at USFSP.

Teaching Faculty: Building upon our 2014-15 initiative, further investment is being made in faculty, specifically in support of STEM and other areas of strategic emphasis. Specifically, we aim to grow our new graduate program in accountancy and to sustain the rapid growth in our biology program. We will also increase overall course sections and availability to our students. The approximate allocation is \$1.45M.

Return on Investment: We anticipate improvement in our retention and graduation rates as a result of this investment. We expect a greater availability of required courses to increase our six-year graduation rate by 2% over the next two years. We anticipate an increase in graduate degrees in strategic areas of emphasis, specifically the new master's degree program in accountancy. We are continuing to grow our biology program because of increased demand and expect this investment to increase the number of students graduating with biology degrees.

Student Success, Services, Resources: Building upon our 2014-15 initiative and years of investment in academic and enrollment growth, there is a need to invest in our information technology, administrative, and student support infrastructure to better meet the needs of our student population. Investment will continue in our enrollment management areas to include recruiting, advising, and student engagement enhancements. Investment in institutional research will better inform us about our student population and preserve the data needed to strengthen and adapt our investments as we strive to improve our metrics. The approximate allocation is \$1.27M.

Return on Investment: We anticipate that the investments in enrollment management, advising programs, student services, and institutional research will propel us toward our goals indicated above to improve our retention and graduation rates. We also expect to see an increase in employment for our graduates as a result of specific investment in our Career Center with a focus on internships.



**State University System
Education and General
Performance Funds from FY 2015-2016
Reporting Template**

University:	USF Tampa
Amount Allocated:	19,075,850

In describing the intended use of the 2015-2016 performance funds allocated to your university, this form consists of the following two parts:

- I. *Using the table below, please list the initiative(s), dollar impact, and performance metric(s) that would be improved as a result of that initiative. The total dollar value of all the university initiatives listed in Table 1 should equal the total amount of performance funds allocated to your institution for FY 2015-2016.*

Table 1

University Initiative	Dollar Value	Performance Metric
Investment made in incremental Financial Aid	\$1,200,000	Metrics 3 and 7
Investments made in Infrastructure to support student success	\$4,000,000	All Metrics are impacted
Investments made in Faculty in Areas of Strategic Emphasis	\$11,313,600	Metrics 1, 2, 3, 4, 5, 6, 8
Enhance Student Success, Services, and Resources	\$2,562,250	Metrics 4 & 5

- II. *Please provide a detailed description of each university initiative listed in Table 1 – including the anticipated return on investment, the performance metric(s) to be improved upon as a result of the initiative, and the dollar value needed to support the improvement and/or success of the initiative.*

Attachment 8

Investment made in incremental Financial Aid: This initiative provides new funds to supplement USF's existing merit-based financial aid pool to continue to attract high-ability students.

Return on Investment: Continued improvements in reducing the cost of earning a degree as well as access for our students.

Investments made in Infrastructure to support student success: Funding for campus infrastructure areas including Information Technology, Student Services and Campus Safety require continuous investments to allow for the most effective support and tools for our students, faculty and staff for instructional, research and operational support.

Return on Investment: These infrastructure investments will provide payback for all areas covered by the performance based metrics.

Investments made in Faculty in Areas of Strategic Emphasis: Building upon our 2014-15 initiative, further investment is being made in faculty, specifically in support of STEM and other areas of strategic emphasis.

Return on Investment: Attracting new faculty in areas of strategic emphasis as well as retention of existing quality faculty in these areas will garner returns measured in instructional output as well as research expenditures.

Enhance Student Success, Services, and Resources: Continued investment in support of student success such as advising, recruiting, and faculty instructional development will allow USF to continue its high scores around retention and 6-year graduation rates.



**State University System
Education and General
Performance Funds from FY 2015-2016
Reporting Template**

University:	University of West Florida
Amount Allocated:	\$15,670,501

In describing the intended use of the 2015-2016 performance funds allocated to your university, this form consists of the following two parts:

- I. *Using the table below, please list the initiative(s), dollar impact, and performance metric(s) that would be improved as a result of that initiative. The total dollar value of all the university initiatives listed in Table 1 should equal the total amount of performance funds allocated to your institution for FY 2015-2016.*

Table 1

University Initiative	Dollar Value	Performance Metric
Faculty Hiring	\$3,526,438	6-year Graduation Rate, Bachelor's and Graduate Degrees Awarded in Areas of Strategic Emphasis
Add Academic Advisors and Enhance Support for Advising	\$1,350,000	6-year Graduation Rate, Academic Progress Rate and Reduced Excess Hours
Student Success Initiatives	\$1,000,000	6-year Graduation Rate, Academic Progress Rate and Reduced Excess Hours
Operating Support	\$9,794,063	Impacts all metrics

- II. *Please provide a detailed description of each university initiative listed in Table 1 – including the anticipated return on investment, the performance metric(s) to be improved upon as a result of the initiative, and the dollar value needed to support the improvement and/or success of the initiative.*

Faculty Hiring:

UWF is committed to planning and investing strategically to enhance student access and educational attainment and to develop distinctive academic and research programs that respond to regional and state needs. The single most important component to UWF's success in these efforts is its faculty. UWF's current student to full-time faculty ratio is among the highest in comparison to peer and aspirant institutions.

New performance funding will enable UWF to hire an additional 50 faculty in areas of strategic emphasis. Increased faculty will enable UWF to increase partnerships with many regional businesses and with other SUS institutions to address shortages in critical, high-skill, high-wage areas of strategic emphasis. (e.g., Cybersecurity, Mechanical Engineering, Entrepreneurship, Supply Chain Logistics, and Nursing Practice).

Having more faculty engaged in research (both at the undergraduate and graduate levels) and other high impact learning activities with students provide real-world experiences that reinforce student learning in the classroom. Research shows that these experiences have a positive impact on student retention and the level of student success after graduation. (\$3,526,438)

Return on Investment:

UWF anticipates the following improvements in its performance metrics:

- 6-year Graduation Rate - Increase to 55% in 2019 up from 51% in 2015.
- Bachelor's Degrees Awarded in Areas of Strategic Emphasis – Increase to 52% up from 50% in 2015.
- Graduate Degrees Awarded in Areas of Strategic Emphasis – Increase to 48% up from 47% in 2015.

Add Academic Advisors and Enhance Support for Advising:

Instructional excellence and advising are the two most important aspects of the higher education experience for UWF students. Academic advising is the only structured, required activity on the campus in which all students have the opportunity for ongoing, one-to-one interaction with a representative of the institution who is trained specifically in graduation requirements, excess

Attachment 8

hours tracking, early warning procedures, and many other aspects of helping students successfully navigate their academic programs of study . Research confirms that contact with a significant person within an institution of higher education is a crucial factor in a student's decision to remain in college. Student contact with a caring advisor, as well as other positive experiences that stem from academic advising, is a crucial retention tool.

The UWF attrition rate has hovered around the 45% mark, a rate that will prevent the institution from reaching the "Excellence" levels on BOG performance metrics. UWF must significantly lower its attrition rate in order to gain the funding needed to support even a minimal level of functionality. Since academic advising has an important role in student persistence, it is imperative that areas of improvement are identified and solutions be found and implemented to decrease the percentage of non-returning students.

The National Academic Advising Association recommends an advisor/advisee ratio of 300:1 for professional advisors. Those departments that are in need of an immediate investment of advising resources because of an unusually high advisor/advisee include Computer Science, Biology, Exercise Science, Community Health and Physical Education, Accounting, Finance, and Communication Arts. The performance funds will be used to hire additional advisors in these areas and to provide enhanced training and support for all advisors. (\$1,350,000)

Return on Investment:

UWF anticipates the following improvements in its performance metrics:

- 6-year Graduation Rate - Increase to 55% in 2019 up from 51% in 2015.
- Academic Progress Rate – Increase to 72% up from 65% in 2015.
- Bachelor's Degrees without Excess Hours – Achieve target of 68% in 2019.

Student Success Initiatives:

UWF is a comprehensive, regional University that serves a large number of First Generation Students who experience a multitude of unique challenges and obstacles on their way to successful degree completion. We are dedicated to helping students excel in their studies, graduate on time at the lowest possible cost, and move on to fulfilling careers. The University has launched a series of innovative initiatives aimed at creating a clear and visible path for students to graduate and achieve their ultimate career goals.

Attachment 8

Many of these programs were initiated as part of UWF's 2014-2015 performance funding improvement plan without the assistance of any additional resources. The performance funding will enable us to sustain these important initiatives. (\$1,000,000)

- Continue providing a Financial Literacy Program to help students understand the complex landscape of options and requirements that often accompany paying for a university education.
- Implement effective Progress to Degree benchmarks to enable students to realize measurable success at various stages in their degree program.
- Enhance *DegreeWorks* to provide UWF students with the ability to explore different degree plans and fully understand remaining degree requirements to include continued support of the *DegreeWorks Student Planner* which will enhance the advising experience by providing advisors a platform to create and track a long-range academic plan for students.
- Maintain support and continue training faculty and staff in the use of *College Scheduler*, a separate web-based schedule-planning tool that provides students with scheduling options to ensure they register for the maximum number of credit hours, therefore decreasing their time to degree.
- Continue administering the early warning assessment tool that is administered to incoming FTIC students at UWF during summer orientation and identifies individuals who might be at risk based on non-cognitive factors. The results provide predictive models needed to develop and suggest programs, plan interventions, and offer assistance to specific students.
- Enhance the Supplemental Instruction Program that emphasizes the development of organizational skills, questioning techniques, and test preparation strategies in an effort to increase retention and improve grades in historically difficult courses. Supplemental instruction will be a "free service" offered to all students in a targeted course. Supplemental instruction is a non-remedial approach to learning as the program focuses on high-risk courses rather than high-risk students.
- Further increase communication with students regarding the Excess Hours Policy to ensure UWF faculty, staff and students are fully informed of all aspects related to excess hour requirements.
- Increase participation in the freshman collaborative experiences including culturally-sensitive services that address the specific needs of first generation students and include programs that create opportunities for students to form relationships with faculty and advisors.
- Continued enhancement of professional readiness and career services by enhancing advising systems, practices and resources that ensure students are equipped to make good decisions regarding choice of major and career.

- Further expand mentoring programs to foster the development of early relationship building between students and potential employers by expanding industry partnerships and internships.

Return on Investment:

UWF anticipates the following improvements in its performance metrics:

- 6-year Graduation Rate - Increase to 55% in 2019 up from 51% in 2015.
- Academic Progress Rate - Increase to 72% up from 65% in 2015.
- Bachelor's Degrees without Excess Hours - Achieve target of 68% in 2019.

Operating Support:

The amount shown for operating support represents the allocation of our institutional investment. These funds have already been allocated by the University for operating support and infrastructure. The amount represents approximately 8.6% of our operating budget. (\$9,794,063)

Return on Investment: Maintenance of these resources will enable UWF to continue to fulfill its basic mission to provide students with access to high-quality, relevant, and affordable undergraduate and graduate programs.



State University System Efficiencies

Universities were requested to provide an update on efficiencies they have completed, undertaken or are in the process of initiating.

The following university summaries highlight various initiatives; however, the following provide some examples;

Completed Efficiencies;

- Review of Institutes and Centers to determine if state funds are being utilized in the most cost effective manner - estimated savings of \$60,000 - FAMU;
- Increased productivity in providing programs and services to resident students by restructuring the RA/resident ratio - estimated savings of \$194,000 - FAU;
- Installation of LED lightening throughout campus which provides optimal, efficient lightening for an array of campus needs - estimated savings of \$25,000 - FGCU;
- Department of Information Technology (DoIT) Server Virtualization -gain efficiency by virtualizing servers which reduced space requirements and energy consumption - estimated savings of \$424,000 - FIU;
- Cloud computing with learning management system; setup cloud learning management system for faculty and student learning, reducing capital and operational expenditures - estimated savings of \$50,000 - FPU;
- Digital update of the FSU Curricular Request Process to a Curriculum Request Application (CRA) - this application streamlined the process for timely submission and approval of changes to and updates for new and existing FSU courses to meet the needs of FSU students - estimated savings of \$460,635 - FSU;

Attachment 9

- Capital Construction – Owner Direct Purchases – estimated savings of \$50,000 – NCF;
- Heat and Power Plant – on-site generation with 5.5 mega-watt combined heat and power plant, fueled by natural gas, yielded over \$1.9 M in savings and avoided 5,300 metric tons of CO₂ in the environment – estimated savings of \$1.9 M – UCF;
- Implementation of the new online tenure and promotion system resulted in a reduction of print and copies, reducing costs and the carbon foot print of UF – estimated savings of \$250,000 – UF;
- Document Production and Mail Room Management which secured a new contract that reduced annual costs by \$30,000 – estimated savings of \$30,000 – UNF;
- Electronic notification for travel electronic payments to university personnel – electronic notification resulted in savings in postage, paper products, and labor required for handling – estimated savings of \$7,000 – USF;
- Chilled Water System Upgrade – estimated savings of \$80,000 – UWF.

On-going efficiencies and/or efficiencies currently underway:

- Reorganized and streamlined the university's organizational structure to improve operational efficiency;
- Delivery of faculty leadership training using FAU staff and outside consultants;
- Reorganizing accounting and financial reporting processes for student government operations for better alignment of revenues to expenses;
- Campus Energy Conservation Program – energy consumption reduced by more than 10% for a number of buildings throughout campus;
- Reducing energy consumption and food waste in campus dining halls;
- Revamping business processes including vendor payments with a consequent savings in personnel costs while raising service levels;
- Generating additional operating revenue through technology lease and revenue-sharing agreements;
- Increasing the average classroom size, while being cognizant of academic needs and certain classes that have limits on the faculty to student ratio;
- Implementing a space inventory software system which allows academic space to be centrally managed and efficiently utilized;

Attachment 9

- On-going offerings of SANS Secure the Human online training for security awareness for staff, faculty, and students;
- Renegotiating campus-wide contracts with lower overhead percentage/profits;
- Continued emphasis on commitment to “green” and sustainable facilities;
- Realizing cost reductions in water and sewer usages.

	Projected Savings	Reporting Date		
Florida Agricultural and Mechanical University	\$1,600,000	7/31/2015		
	On-Going	FY 2015-2016	Narrative Description of Efficiency (Please include detail sufficient to validate savings)	Projected Savings (FY)
Reorganized and Streamlined the University's Organizational Structure to Improve Operational Efficiency	Underway/Ongoing	FY 2014-2015	The University undertook an extensive analysis of its organizational structure and made significant changes to it by reducing the number of direct reports to the President, thereby providingThe University undertook an extensive analysis of its organizational structure and made significant changes to it by reducing the number of direct reports to the President, thereby providing the vice presidents and senior leadership team members with more authority to make decisions in a more timely and responsive manner. Senior leaders are now more accountable for making decisions related to programs under their auspices. Overlapping and duplicating positions were also eliminated.	\$200,000
Implemented a New Budget Making Process Where the Allocation of Resources are Tied to Goals and Objectives	Underway/Ongoing	FY 2015-2016	The University's 2015-2016 operating budget was developed using a new budget-making process. The new process involved having the head of each reporting unit submit goals and objectives and actions plans that were linked to the strategic initiatives outlined in the University's Strategic Plan and that improved the University's outcomes on the performance funding metrics. All requests for funding had to be aligned with the University's strategic goals and objectives. All academic units had to reduce their baseline budgets by 2.0 percent while all administrative units had to reduce their baseline budgets by 2.5 percent. The savings that resulted from these cuts were then reallocated to high priority programs, especially those that improved the University's outcomes on the performance funding metrics.	\$100,000
Examine Institutes and Centers – Update	Completed	FY 2014-2015	The University is continuing its review all the Institutes and Centers to determine if state funds are being utilized in the most effective manner to meet the mission of the institution.	\$60,000
Transformation through Technology Enhancements Project - Update	Underway/Ongoing	FY 2015-2016	To improve the monitoring, tracking, and management of procurement contracts, the following enhancements were made: <ol style="list-style-type: none"> 1. Web Procedures were developed for on-site and desktop monitoring and made available to Departments. 2. The process for purchasing services under \$5,000 was streamlined using PeopleSoft system. 3. Web-Based Contract Tracking System is operational and being frequently used. 4. Implementation of eProcurement/eMarket software that allows better exploration of available products, services, and prices. 5. P-Card Module now operational in the PeopleSoft system Enhancement of the procure-to-pay process is ongoing. A contract management program has been implemented to improve the monitoring, tracking and management of procurement contracts. Training for procurement staff, as well as departmental personnel is taking place. The State of Florida Department of Finance is providing training to procurement staff on best practices in Contract Management, and the procurement staff is delivering training to departments in phases. A re-organization of Finance & Administration is underway that will result in a well-defined and cohesive Procure to Pay function that will enhance efforts to streamline these processes. The use of the ImageNow software is being expanded throughout the campus at an increased pace. The expanded usage has resulted in improvements in document flows, reduced turnaround time for documents, and a reduction in paper usage. The next stage is underway which will evaluate whether ImageNow, PeopleSoft capabilities or another approach will provide the best path to eliminate affordable paper and automate document, routing, tracking and approval processes. Human Resources has completed a redesign of the employee onboarding process and is finalizing decisions regarding the best technology solution to complete the implementation. In addition to creating efficiencies, streamlining onboarding is especially important in the process of creating a favorable impression with new faculty and staff	\$240,000
Energy Savings - Update	Underway/Ongoing	FY 2014-2015	In April 2012, FAMU entered into a \$ 12.24 million energy savings contract with Siemens Industry Inc. to institute the following measures: The project has been completed and continues to benefit the University in the following ways: <ul style="list-style-type: none"> • Over \$1 million in annual energy savings; • Significantly improved reliability of the campus heating, ventilating, and air-conditioning (HVAC) system; • Improved temperature control and comfort for building occupants; • Aging and obsolete HVAC equipment has been replaced; • Opportunities for preventive maintenance are improved; and • The University's sustainability efforts are being promoted. 	\$1,000,000

Florida Atlantic University		Projected Savings	Reporting Date		
		\$6,403,350	7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include detail sufficient to validate savings)	Projected Savings (FY)	
Sales Tax Recovery Program	Underway/Ongoing	FY 2014-2015	Sales tax recovery (owner contractor) program provided a savings of \$38K on \$638K of qualified construction expenditures last year.	\$38,000	
State Contract and Consortium Resources	Underway/Ongoing	FY 2014-2015	Documented cost savings of over \$4.5M utilizing "state contract" and consortium sources last year through shared services initiatives over \$100M annual purchasing spend.	\$4,500,000	
SUS Shared Savings	Planned	FY 2014-2015	Partnered with Rosslyn Analytics as part of a SUS initiative to normalize spend data among the 12 public universities. resulting in an estimated savings of \$1.3M annually.	\$1,300,000	
eProcurement Punch-Outs	Underway/Ongoing	FY 2014-2015	The formation of contracted supplier websites facilitating a requestor's eProcurement ability to "punch-out" to various merchant's online sites using FAU's negotiated contract prices. This enhancement helps curb "maverick" spend by allowing Requisitioners to shop from the merchant's real website while providing the most cost effective solutions and masking items that are not on contract or obtainable from other contracted sources. The anticipated savings are 2%, or \$80K over an estimated \$4M in purchases.	\$80,000	
New Employee Sexual Misconduct Training	Completed	FY 2014-2015	Implementation of an E-module that will be used to train all new employees on the sexual misconduct and the applicable University policies and procedures. Prior to implementation, the University purchased online training through an outside vendor for \$ 20,000	\$20,000	
Delivering faculty leadership training using FAU facilitators vs. outside consultant(s).	Underway/Ongoing	FY 2015-2016	Conducting faculty administrator leadership training utilizing internal staff. Cost avoidance of hiring a consultant to perform the trainings.	\$15,000	
Property Management: Public Surplus Auction & Electronic Scrap Program	Underway/Ongoing	FY 2014-2015	Utilization of Online Public Auction Program allows the University to move surplus property regularly, alleviate storage issues, and sell surplus for a higher dollar value. Less donations are made due to lack of storage space and in turn, more sales are made of surplus items. In addition, Property Management has implemented a more robust electronic scrap program which has the University recycling non-working electronics on a regular basis. Higher turnover requires less storage space and more money coming into the University on a monthly basis.	\$40,000	
Reorganized Housing & Residential Life Staffing Patterns	Completed	FY 2014-2015	Increased productivity in providing programs and services to resident students by restructuring the RA/Resident ratio.	\$194,000	
Housing Mail Services Consolidation	Completed	FY 2014-2015	Outsourced Housing postal mail services resulting in labor reduction costs, consolidation of package retrieval areas from 7 to 3. Implemented a mail service software to provide expedient notification to resident students regarding package pick-up.	\$25,000	
Align the Housing's Physical and Economic Occupancies	Completed	FY 2014-2015	Restructure the Benefit package for Resident Assistants to include a room cost as well as reduced the number of housing tour rooms in order bring them online as revenue generating space.	\$191,350	
					\$6,403,350

Florida Atlantic University		7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
Project	Underway/Ongoing	FY 2014-2015	Bid and negotiated for a Health Care Revenue Cycle Business Mgmt. and Electronic Medical Records Solution for all of FAU's Clinical Practice Organizations in the College of Medicine, College of Nursing, and Student Health. This will result in a reduction of 3 rd party insurance processing fees from as much as 20% down to 2.9%...an estimated savings of \$100K over \$650K in collections.	Increased revenue collections estimated at \$100K
Workday Implementation	Completed	FY 2014-2015	Successful implementation of Workday for Finance and Human Capital Management task and approval management, as well as online document storage and reporting. The areas of expected efficiencies include: reduced timing to complete transactions from point of entry to full approval, enhanced audit trails for all transaction and approvals, real-time reporting accessible to all users of the system and dramatic reduction of paper forms	Increased efficiencies in all Finance and HCM Transactions
Workday Implementation	Completed	FY 2014-2015	Enhancement to the process of requesting, administering and monitoring end-user security. Through the establishment of a formal process for capturing security requests and the appropriate approvals, changes to end user security has a formal audit trail. In addition, through clearly defined roles in Workday, employees are granted security by the nature of the function of their job which will greatly improve the transferability as workers move through the organization. Additionally, there will be a dramatic reduction in users retaining outdated security from prior positions which reduces the need for cumbersome, paper-driven, annual review and certification processes	Improved monitoring of end-user security and system access
Tidemark Implementation	Underway/Ongoing	FY 2015-2016	Implementation of a cloud based Budgeting Software system, Tidemark. This will streamline the annual budget process of utilizing excel spreadsheet, merging and manual reporting and create the ability for users to enter budget submission into a database which can be analyzed, forecasted and reported on. There will be a dramatic reduction of time spent on the need for cumbersome excel spreadsheet merging and reporting	Increased efficiencies across the University with the annual budget process
Replacement of Credit Card Terminals with Chip Technology	Completed	FY 2014-2015	Chip technology allows data to be stored and processed in a microchip, adding a layer of security to traditional credit card payments. Transactions are encrypted each time to protect against fraud both online and offline. The University was proactive in ordering new terminals. If steps are not taken by the University as new technology becomes available to utilize the new technology, then the liability in the case of fraud would shift to the University. On Oct 15, 2015 the Fraud Liability Shift will transfer the liability of a fraudulent transaction away from the party that has the most secure EMV technology (either cards or terminals).	Fraud liability will be shifted away from the University with the use of microchip technology in our credit card terminals.
Streamlining of Fee Petition Process	Underway/Ongoing	FY 2015-2016	Better tracking methods of incoming fee petitions and more timely management of approvals/denials has led to a positive student impact and better customer service experiences. In FY 2015-2016 the Tuition and Billing Office will utilize the ticketing system for a more formalized and paperless approach to the fee petition process. This will allow for the University to report on exact dollars of waived fees. It will indicate the peaks and valleys of petition submissions allowing us to reallocate staffing to better serve the student community during slower times. This is in direct support of Student Success as outlined in the Strategic plan.	Approximately 750 students receiving a better customer service experience throughout the fiscal year as it related to the Fee petition process.
Assetworks- New Asset Management Software	Completed	FY 2014-2015	The implementation of Assetworks, a cloud based, asset tracking system that is directly integrated with Workday, gives the Property Management Office (PMO) the ability of real-time tracking thus allowing for more accurate reports on every aspect of property reporting; such as: location, usage and disposal. The PMO now has the necessary software to track the movement of physical assets through the scanning of barcodes which are affixed to each asset. As a result, the PMO will be able to run reports and effectively manage and safeguard the property.	Improved safeguarding of University assets on an ongoing basis.

Attachment 9

Florida Atlantic University		7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
Revised University Regulation 5.010 Anti Discrimination/Anti-Harassment	Completed	FY 2014-2015	Revised the University Anti-Discrimination/Anti-Harassment Regulation. This regulation outlines the process by which the University defines protected groups, and the process for addressing behavior that is inconsistent with the high standards we expect from our campus community.	University compliance with Federal Law
Developed Presidential Policy on Prohibited Sexual Conduct	Completed	FY 2014-2015	Developed University-wide policy that outlines policies and procedures to follow in response to Prohibited Sexual Conduct. The policy insured that FAU is in compliance with Title IX, the Violence Against Women's Act (VAWA), Campus SaVE Act and Department of Education guidance	University compliance with Federal Law
Student Travel Operations - Student Government	Completed	FY 2014-2015	Expanded the use of an existing software to convert the student travel process from paper to online resulting in a reduction of labor cost, lower operating expense, and increased efficiency in processing student travel requests.	800 students served
Activity & Service Accounting & Budget Office	Underway/Ongoing	FY 2015-2016	Reorganize accounting and financial reporting processes for Student Government operations resulting in greater accountability in aligning revenue to expenses for improved forecasting and budgeting.	2000 students anticipated to serve
Merge Student Affairs Offices	Underway/Ongoing	FY 2015-2016	Merging offices to align and consolidate financial and human resources resulting in space consolidation and utilization as well as labor reduction.	1700 students anticipated to serve

Projected Savings		Reporting Date		
Florida Gulf Coast University	\$425,000	7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include detail sufficient to validate savings)	Projected Savings (FY)
Energy Recover Ventilators	Underway/Ongoing	FY 2014-2015	The installation of the energy recovery units in coordination with the solar field continues to provide on-going energy savings, as well as mitigating the tonnage requirements of the chiller plant. This project was started two years ago, and will continue going forward. The savings of this next installment is \$50,000 annually in energy costs.	\$50,000
Musco Lighting	Completed	FY 2014-2015	A particular type of LED Lighting specific for the teaching gymnasium providing optimal, energy efficient lighting for a vase array of class needs and events. The reduction in energy consumption is anticipated to save \$25,000 annually.	\$25,000
Laboratory Exhaust Hoods	Underway/Ongoing	FY 2015-2016	These hoods capture the pre-cooled air and pushes into the cooling system, serving both the environment and lowering costs. The savings is estimated at \$50,000 annually.	\$50,000
Management of Meal Plans	Completed	FY 2015-2016	Updated how meal plans are managed, allowing the students to save taxes incurred on the value of meal plans purchased. The taxes saved by our students are estimated to be \$300,000	\$300,000

Attachment 9

Florida Gulf Coast University		7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
Single Stream Recycling	Completed	FY 2014-2015	A campus wide initiative that reduces the number of containers on campus by moving to single stream recycling. The reduction in the numbers of containers reduces management efforts and provides a greater level of compliance with the Lee County Recycling Program	Compliance with local programs and ease of management

Projected Savings		Reporting Date		
Florida International University		\$7,363,995	7/1/2015	
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include detail sufficient to validate savings)	Projected Savings (FY)
Energy Performance (E&G, AUXILIARY, CONTRACTS AND GRANTS)	Underway/Ongoing	FY 2013-2014	As part of a multi-year cost reduction and energy conservation plan, FIU continues the implementation of multiple initiatives at all campuses. Continuous improvement in real-time monitoring for electricity, chilled water automation (Phase II), and campus wide metering, diminish energy consumption by achieving efficiencies during peak-times and reducing waste during off-times. FIU, for example, continues to retrofit internal light fixtures with energy saving lights and motion- sensor switches in all classrooms, offices and restrooms. The results of all these efforts maintain FIU as one of the top leaders in the SUS Energy Performance Report for seven consecutive years with 66.5540 kBTU/sf EPI for FY 2013-14 and 61.3324 kBTU/sf EPI as the 7-year average. This level of performance has resulted in a cumulative \$8.2M in cost avoidance. (All figures from the latest SUS results FY 2013-14).	\$1,171,000
Department of Information Technology (DoIT) Server Virtualization	Completed	FY 2014-2015	Gain efficiency by virtualizing servers, which reduced space requirements and energy consumption. To date, we have virtualized approximately 1000 virtual servers on only 22 physical systems, which is over 98% reduction in the number of servers that require space and power. Cost savings will be realized by less physical hardware to be purchased, space & power. However, DoIT does not pay for the space maintenance or electric bills, so only the estimate of physical hardware savings are projected.	\$424,000
Golden Panther Express (GPE) Tracking (AUXILIARY)	Completed	FY 2014-2015	Tracking to best analyze peak user times by logging passenger ridership counts and adjusting departure schedules for maximum efficiencies in passenger transportation. Increase the number of bus routes provided to the FIU community between campuses while reducing costs of fueling and gas emissions to the environment. Anticipate shuttle bus fuel reduction of at least 6%, and a reduction in shuttle size during off peak times.	\$80,000
License Plate Recognition Enforcement (AUXILIARY)	Completed	FY 2014-2015	License plate recognition technology has enhanced enforcement productivity, reduced labor expense, increased compliance and improved parking services integrated into the overall parking software system.	\$79,000
Parking Garage Lighting Retrofit (AUXILIARY)	Completed	FY 2014-2015	Retrofit lighting from metal halide to induction lighting for PG3 and PG4 which saved on electric charges.	\$55,000
Online Auction for Surplus Property	Completed	FY 2014-2015	This method for sales provides weekly cash flow due to on-going auctions, no disruption of service from closing the warehouse, exposure to a wider market for potential costumers, less clutter in warehouse, and higher sale price per item.	\$50,000
Leveraging Webinars	Completed	FY 2014-2015	The Division of Human Resources has continued to leverage webinars as the primary method of training and has more than doubled the use of this training medium over last year's performance yielding an estimated 239% increase in participation. For this fiscal year, fifteen (15) sessions have been conducted for a total of 2,214 attendees. Estimating one hour saved in travel time to and from 'face-to-face' meetings for each attendee using an average annual salary of \$40K/employee, an estimated saving of 2,214 hours valued at approximately \$42,576 was realized; doubling the savings of the previous year.	\$42,576
Performance Excellence Process (PEP) Instrument Redesign	Completed	FY 2014-2015	The Division of Human Resources completed a redesign of the Performance Excellence Process (PEP) Instrument which reduced the document's sections by 50% while simultaneously consolidating competencies by 40% and enhancing focus on relevant content. With the reduction, each employee and manager is expected to save approximately one hour of document completion time as well as document review time with employees during the evaluation. Over 2,066 documents have been streamlined which equates to 2,066 man hours saved. Using an average hourly pay rate of \$19.50/hour, this improved document yields an estimated savings of \$40,287 annually.	\$40,287
Implementation of Intelligent Capture	Completed	FY 2014-2015	The implementation of Perceptive Software's Intelligent Capture software has provided an advanced Accounts Payable (AP) invoice processing solution integrated with the University's ERP. This software uses Optical Character Recognition (OCR) to extract data from Purchase Order (PO) and Non PO invoices; provides users with direct electronic access to documents, records and information, then creates a quality image of hand written or electronically created documents. The implementation of this software allows for faster processing of invoices while reducing input errors.	\$39,257

Projected Savings		Reporting Date		
Florida International University	\$7,363,995	7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include detail sufficient to validate savings)	Projected Savings (FY)
Electronic Request for Additional Compensation (eRAC)	Completed	FY 2014-2015	The Division of Human Resources processed 866 additional compensation requests for Fiscal Year 14-15. There are at least 3 individuals involved in the approval of these actions. Prior to automation, the manual process exceeded 30 minutes per action. By developing the workflow enabled on-line form, a reduction in the effort was realized reducing the processing time from days to hours. Approximate saving of 30 minutes on each transaction per individual yields a total savings of 1,299 man hours.	\$25,330
University Shared Initiatives -Savings Report	Underway/Ongoing	FY 2014-2015	SUS's vision is to become an effective and collaborative State University System that leverages its collective procurement power to establish strategically sourced contracts which deliver significant cost savings, process efficiencies, and enhanced service levels for its member institutions, and are established and administered in accordance with sound ethical principles. FIU's projected savings reflects both shared initiatives and other university savings which includes competitive solicitations utilized by FIU (i.e. UF's Fisher contract). Estimated SUS savings is \$21 million, FIU's share is still to be determined.	\$0
eProcurement Projected Savings	Underway/Ongoing	FY 2014-2015	FIU is implementing eProcurement utilizing PeopleSoft's ePro and SciQuest's Catalog and Contract solution. ROI is estimated at 7.4 times the investment over 5 years. Negotiated with SciQuest utilizing Western State Contracting Alliance (WSCA) contract as a baseline.	\$502,578
Owner Direct Purchases Tax Savings	Underway/Ongoing	FY 2014-2015	Over the last five fiscal years (FY 2010-11 through FY 2014-15), FIU successfully reduced the cost of the purchased items through the elimination of sales taxes by negotiating prices on owner direct purchased (ODP) materials and supplies in construction projects. More than \$2.4M in cumulative savings were achieved during the 5-year period, including \$240K for FY 2014-15.	\$240,000
IP Based Fire Alarms	Underway/Ongoing	FY 2014-2015	Several years ago, FIU began a program of replacing all analog telephone lines with IP network lines in the fire alarm communications. Previous to the IP network program, each building required 2 analog telephone lines at a monthly cost of \$29.99/line or \$719.76 annual recurring (\$29.99 x 2 x 12 = \$719.76) versus a one-time port activation and wiring fee cost of \$450/IP line with no recurring charges. For FY 2014-15, four new buildings came on line and were added to this continuing program. The elimination of all recurring charges results in thousands of dollars in cost avoidance annually.	\$94,000
Research Laboratory Product	Underway/Ongoing	FY 2014-2015	Vendor provides research laboratory products which were more competitively priced than our prior vendor.	\$18,076
Explosive Detective Canine Program	Underway/Ongoing	FY 2014-2015	During graduation canines are hired as part of the security plan for the attendees of the graduation ceremonies. The graduation committee has hired canines from Miami Dade Police Department during the graduation ceremonies which cost significantly more than the cost of an FIU Police Department Canine Officer. The implementation of the Canine Program has allowed for a significant decrease in cost for the canines.	\$15,000
Implementing eProcurement and SciQuest Catalog Solution Projected Savings	Underway/Ongoing	FY 2015-2016	Implementation of the PeopleSoft eProcurement module and the SciQuest Catalog Solution is scheduled to go live in August 2015. This will improve efficiencies, provide greater visibility into university spending, allow the university to leverage its spending to increase savings and provide a more user-friendly interface. The Projected Savings outlined herein is for a one year period from the go-live date and is based on the return on investment provided by SciQuest prior to the start of the implementation.	\$2,790,000
Research Lab Supply Store and Hazardous Chemical Tracking Projected Savings	Underway/Ongoing	FY 2015-2016	Implementation of an inventory management solution via Fishers Scientifics' RIMS system with an onsite lab supply store utilizing UF's Lab Supply Contract pricing. We estimate we will save \$936,629 utilizing UF's contract for lab supplies. Fisher will also provide hazardous chemical tracking support services utilizing Environmental Health & Safety (EH&S) Assist. If spending increased with Fisher, there will be no cost to FIU for the Fisher Full Time Equivalent (FTE) to support the store and to track the hazardous chemical in FIU's EH&S Assist. This will save FIU an additional \$96,896. There will be additional value-added efficiencies as the Primary Investigator (PI) will have more time to focus on research and less time on administrative duties.	\$1,033,525
PeopleSoft IBM & Advanced Interactive eExecutive (AIX) to Linux & Intel Migration	Underway/Ongoing	FY 2015-2016	The Department of Information Technology has migrated all PeopleSoft application and Web server to lower cost hardware (Intel based systems vs IBM's Power Chip systems) and over to the Linux operating system from AIX. Future plans involve migrating PeopleSoft database servers over to Linux running on Intel chip based servers. This has shown reduced costs in hardware purchases, maintenance costs & operating system licenses & support.	\$200,000

Projected Savings		Reporting Date		
Florida International University	\$7,363,995	7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include detail sufficient to validate savings)	Projected Savings (FY)
Natural Gas New Supplier Contract	Underway/Ongoing	FY 2015-2016	FIU converted from liquid propane gas (LPG) to natural gas at the Modesto Maidique Campus (MMC) during FY 2009-10. Since converting to natural gas, FIU has saved \$2.1M cumulatively and \$358M annual average through May of FY 2014-15. By further researching the natural gas market, FIU was able to find a piggy-back supplier contract which will provide additional projected savings during FY 2015-16.	\$125,000
Implemented a low cost virtual hosting environment and consolidated physical server infrastructure for enterprise-wide services.	Underway/Ongoing	FY 2015-2016	A lower cost but enterprise grade virtual environment allows both the enterprise and the units to reduce the cost of running essential centralized technology. Automation of the lifecycle of these resources also saves on labor hours for provisioning and maintenance.	\$45,000
Migration of the current collaborative intranet portal to cloud based services	Underway/Ongoing	FY 2015-2016	Migration of the currently legacy intranet collaborative portal to cloud services in Office365. This will reduce the infrastructure footprint of this environment, reduce labor hours and maintain the physical systems and allow for greater growth of data at no additional cost.	\$20,000
Cloud Services - Microsoft Azure	Planned	FY 2015-2016	FIU is planning to augment the datacenter physical plant and included services with cloud services from Microsoft Azure. Extending the FIU datacenter and associated services to the Azure cloud offered by Microsoft has allowed us to utilize our existing equipment in some cases, but expand administrative services without having additional capital expenditure.	\$75,000
Virtual Permits (AUXILIARY)	Planned	FY 2015-2016	Approval of 15/16 Rules & Regulations allowing use of virtual permits for parking on campus. License plate serves as the individual's virtual permit, which would eliminate physical decal, scratch offs and hand tags as a requirement to park on campus. Savings on printing decals, paper, envelopes, office supplies, postage and fulfillment costs (staff).	\$68,000
Credit Card Solutions: SUA/EFT Vendors	Planned	FY 2015-2016	The objective is to reduce the amount of checks used to make vendor payments by utilizing the new Vendor Onboarding product (by the Purchasing Department). This process would make it mandatory for all new vendors to sign up for Electronic Funds Transfer (EFT) or Single Use Account (SUA) credit card program to receive payments for invoices. This would allow us to reduce the resources (i.e., check stock and postage) and other related expenses currently being utilized to print and disburse checks to vendors.	\$21,375
Employee Debt Collection - Reduction in Bad Debt Expense (AUXILIARY)	Planned	FY 2015-2016	Implementation of employee collection of outstanding parking fines and fees through reduction of employee wages.	\$20,000
E-Citations (AUXILIARY)	Planned	FY 2015-2016	Transition to electronic citations, this paperless system is environmentally friendly and more efficient.	\$6,500
IP Based Burglar Alarms	Planned	FY 2016-2017	Consistent with the IP Based Fire Alarm Project, during 2014-15, FIU will begin a program of replacing all analog telephone lines with IP network lines in the security/burglar alarm communications. Prior to this new IP network program, each analog telephone line would incur a monthly cost of \$29.99/line or \$359.88 annually. Across all university departments, 232 analog lines x \$359.88 annual recurring cost = \$83,492.13 will be replaced by IP network lines with no annual recurring charges other than a total university cost of \$795/year software support fee. To accomplish this project, a one-time initial investment of \$125,401 is required (\$60,847 for software and equipment + \$64,554 to convert the lines to IP = \$125,401). The elimination of all recurring costs will result in thousands of dollars in savings. The ROI on this project is approximately 1.5 years before actual savings will be recognized in FY 2016-17, and the future years savings would be \$83,492 annually.	\$83,492

Board of Governors Committees and Meeting - Budget and Finance Committee

Attachment 9

Reporting Date				
Florida International University	7/1/2015			
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
Student Financials - Fully Online 3rd Party student forms	Completed	FY 2013-2014	Approximately, 2,100 students rely on 3rd party payers to cover their tuition costs each year. In order to complete this process they must fill out a form giving FIU permission to bill the payer. Prior to Spring 2015, the students needed to come in person to fill out the form and submit it. Now they can fill out and submit the form online. This is a great convenience to the student, reduces customer service resources needed, and conserves paper.	Increased student convenience and paper conservation
Student Financials - Stopped mailing refund checks	Underway/Ongoing	FY 2013-2014	The Office of the Controller mails over 20,000 student refund checks each year. On June 1st, FIU started an initiative to stop mailing refund checks and increase the number of students signed up for direct deposit. The more students that sign up, less checks need to be printed. Further, direct deposit allows the student to receive their refund much quicker.	Reduced costs from less check printing and mailing, and increased student convenience
Community Oriented Policing (C.O.P.) Program	Underway/Ongoing	FY 2013-2014	C.O.P. Officers assigned to the Biscayne Bay Campus with patrol duties meet with members of the FIU community and build partnerships with the community. Officers attend meetings and special events, and give presentations as requested.	Building partnerships with the community
Electric Vehicle (EV) Charging Stations (AUXILIARY)	Completed	FY 2014-2015	Electric vehicle charging stations available for use at Modesto A. Maidique Campus, and Engineering Center. Stations at Biscayne Bay Campus are underway.	Sustainable services
PayByPhone (AUXILIARY)	Completed	FY 2014-2015	Cashless payment system for parking on campus using a smartphone app. Parking text alerts allow for addition of time as needed removing the need to add coins to meters.	Ease of use
Parkeon (AUXILIARY)	Completed	FY 2014-2015	Integrated pay-by-plate parking terminals throughout surface lots and parking garages at Modesto A. Maidique Campus, Biscayne Bay Campus, and Engineering Center allowing for improved parking management.	Improved services
Decal Auto Renewal (AUXILIARY)	Completed	FY 2014-2015	Implementation of virtual parking permit auto renewal system for returning students and university employees.	Improved services
Online Metro-Bus Pass and Parking Purchases (AUXILIARY)	Completed	FY 2014-2015	Online purchase of Metro Bus Pass/Parking permit	Improved services
Transloc (AUXILIARY)	Completed	FY 2014-2015	Transportation tracking software for inter/intra bus services providing online access to real time arrival of the CATS and GPE buses.	Improved services
PeopleSoft Financials 9.2 Upgrade	Completed	FY 2014-2015	The upgrade of FIU's principal financial system has provided for an increase in efficiency through the deployment of new functionality and features.	This upgrade addresses some of the application challenges encountered in daily operational use through delivered workflow, dashboards and enhanced features in financials and grants modules.
Supplier Onboarding within PeopleSoft ERP system	Completed	FY 2014-2015	Activated the Supplier Onboarding functionality that became available with the PeopleSoft 9.2 upgrade. This allows suppliers to submit an electronic application to become a registered supplier with FIU. That application once approved creates a supplier profile within PeopleSoft. Prior to activating this functionality, all supplier applications had to be manually entered into PeopleSoft to create a Supplier Profile.	Improved efficiency by reducing the data entry component of the Procurement Support Specialist's role.
Online NCAA Certification (AUXILIARY)	Completed	FY 2014-2015	The implementation of this multi-phase project for online NCAA certification provides additional reliability and efficiency of the PantherSoft Campus Solutions System through streamlined, workflow-based processes for easier and more accurate student-athlete NCAA certification processing.	Reduced the number of potential errors and increased the accuracy of data for student-athletes. The process has also cut down on all paper-based processes between SAAC, Athletic Compliance, faculty advisors and the Registrar's Office.
FIU Mobile Enhancements	Completed	FY 2014-2015	A new iPad version of FIU Mobile was deployed in Spring of 2015 to provide students, faculty and staff more efficient and effective way to view, interact, and make changes to their MyFIU data. The new iPad version also included integrations to maps, news, athletics and much more.	Accessibility, effectiveness, and efficiency in accessing information through FIU Mobile.
Invoice Imaging (IntelliCapture)	Completed	FY 2014-2015	By using some of the latest technologies in image and optical character recognition (OCR), the Controller's Office is now able to scan over 40,000 invoices and have the ability to automatically populate invoice data into the ImageNow and PantherSoft systems for approval and review.	Reduces the number of man-hours individuals in the Controller's Office spent on manually entering data from each invoice into the system, resulting in long-term cost savings and more efficient processing of invoices throughout the university.
Non-Degree & Dual Enrollment Application Processing	Completed	FY 2014-2015	A more efficient admissions application process for Non-degree and dual enrollment students, part of FIU's largest growing populations.	More accurate tracking, transition, and retention of these students as they move to degree seeking programs.

Reporting Date				
Florida International University		7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
Online Curriculum Review and Approval Process	Completed	FY 2014-2015	To streamline the curriculum proposal approval process, Academic Affairs in association with the Faculty Senate Office worked with the Windows Enterprise System team to develop a Curriculum SharePoint site. All forms contain unique barcodes, when scanned through Knowledge Lake software are organized by proposal type and bulletin submission. Each chairperson of the councils/committees reviewing the proposals approves each online, followed by the Chair of the Faculty Senate. Once referred to Academic Affairs, final approvals are completed and the Office of the Registrar utilizes the documents for State Wide Common Course Numbering submissions and approvals. Academic units now only submit one signed proposal rather than the numerous copies for each committee/council required in the past. The entire University Community has access to the Web site and can monitor the approvals and any comments entered.	More efficient and streamlined process
Implementation of Intelligent Capture	Completed	FY 2014-2015	The implementation of Perceptive Software's Intelligent Capture software has provided an advanced Accounts Payable (AP) invoice processing solution integrated with the University's Enterprise Resource Planning (ERP). This software uses Optical Character Recognition (OCR) to extract data from PO and Non Purchase Order (PO) invoices; provides users direct electronic access to documents, records, and information; creates a quality image of hand written or electronically created documents.	Faster invoice processing, less risk of manual error.
Small Trades Contracts	Completed	FY 2014-2015	This project focused on establishing Master Contracts with 39 small trade business for general and preventative maintenance services in 14 areas.	Negotiated competitive rates from qualified suppliers, eliminated the need to get multiple quotes, reduced turnaround time for projects, reduced the number of POs issued, reduced the buyers involvement in small projects throughout the year, reduced risk by ensuring compliance with insurance requirements and eliminated an audit finding.
Performance Excellence Process (PEP) Instrument Redesign	Completed	FY 2014-2015	The Division of Human Resources completed a redesign of the PEP Instrument which resulted in a reduction of the document's sections by 50% while simultaneously consolidating competencies by 40% and enhancing focus on relevant content. With the reduction, each employee and manager is expected to save approximately one hour of document completion time as well as document review time with employees during the evaluation. Over 2,066 documents have been extended which equates to 2,066 man hours saved.	Approximately 2,066 man hours saved.
Electronic Request for Additional Compensation (eRAC)	Completed	FY 2014-2015	The Division of Human Resources processed 866 Additional Compensation Requests for Fiscal Year 14-15. Prior to automation, the manual effort exerted to complete these actions exceeded thirty minutes per action. By developing the workflow enabled on-line form, a reduction in the effort was realized from days to hours. Estimating thirty (30) minutes saved for each transaction per individual yields a total savings of 1,299 man hours.	Reduction in approximately 1,299 man hours.
Clery Coordinator (New Position)	Completed	FY 2014-2015	The addition of a new Clery Coordinator has provided for a more efficient and effective process in preparing the Clery Reports. The Clery Coordinator has been extensively trained on the process and updates of the clery requirements. This position also ensures that the University meets all federal standards so no sanctions affect financial aid and other funding areas.	Timely warning and reporting, and improved compliance with Department of Education mandates.
Global Positioning System (GPS)	Completed	FY 2014-2015	Completed deployment of a GPS based tracking system for fleet vehicles; this has resulted in some fuel savings over the last 9 months. The primary focus of this project is ultimately officer safety.	Added Officer Safety and allows us to dispatch the closest officer to a call for service
FIU Police on Facebook and Twitter	Completed	FY 2014-2015	FIU Police has launched a Facebook and Twitter account with the objective of creating added awareness of various issues as they may arise or issues that already exist.	Create an additional source of knowledge, information, and awareness
Installation of External LED Lighting	Underway/Ongoing	FY 2014-2015	FIU continued the program to improve external lighting systems while achieving better energy performance by replacing light fixtures and bulbs with more energy efficient light-emitting diode (LED). A phase-out approach was applied; all replacements and remodeling projects will be LEED compliant.	Better illumination, safer campuses, longer lasting bulbs, less maintenance, more efficient energy use and reduced carbon footprint
RecycleMania	Underway/Ongoing	FY 2014-2015	For the past three years, FIU has participated with other schools and universities in the "RecycleMania" project which is an 8-week recycling effort held every year, usually during the months of February and March.	FIU's cumulative reduction in Green House Gases (GHG) is equivalent to 1,117 metric tons of CO2, or 219 cars off the road, or the energy consumption of 97 households.
Housing Garage Daily Permit (AUXILIARY)	Underway/Ongoing	FY 2014-2015	Improved utilization of unused parking spaces. Sale of housing garage daily permits at a rate of \$2.00 per day.	Improved utilization of campus parking area
Garage Systematic Cleaning (AUXILIARY)	Underway/Ongoing	FY 2014-2015	Improved labor utilization and systematic garage maintenance and cleaning approach for all parking garages.	Improved aesthetics

Reporting Date				
Florida International University		7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
Civitas - Student Performance Predictive Analytics	Underway/Ongoing	FY 2014-2015	Improving academic outcomes such as course completion, persistence, and other areas of student success by using predictive analytics and strategic tools to put education data to good use. Unifying data to bring the right information to students, faculty, advisors, and administrators in the right way and on a timely basis.	Earlier interventions and proactive tracking of at-risk students. Improved retention and graduation.
Noel Levitz - Recruitment and Financial Aid	Underway/Ongoing	FY 2014-2015	Implementation of recruitment and financial aid technologies that will enable FIU to maximize recruitment efforts and get the greatest enrollment results out of our financial aid dollars.	Optimization of financial aid dollars.
Panther180 - Faculty Activity Reporting System	Underway/Ongoing	FY 2014-2015	Implementation of a centralized system that will leverage existing data in other systems to create and evaluate faculty activity and productivity. Eliminate paper evaluation processes for faculty and create time saving processes for faculty activity reporting and evaluation such as annual evaluation, third year review, tenure and promotion and sustained performance reviews.	Standardization across colleges and departments, central repository of data (one source for all), online processes vs. paper.
Expansion of Online Course Availability	Underway/Ongoing	FY 2014-2015	FIU continues to expand online offerings including fully online undergraduate and graduate degree programs.	1000 potential additional students served
Term Redesign	Underway/Ongoing	FY 2014-2015	FIU is planning on moving to an updated term model. This model will include four additional term starts for students in both online and onsite programs, in addition to solidifying a term structure that efficiently manages graduate programs term dates, graduations and admissions processing.	More options and flexibility for students to improve retention and graduation rates.
Financial Review Model	Underway/Ongoing	FY 2014-2015	Creation of a model that connects various financial reports into a single resource and format. The new tool will calculate the financial performance of colleges, departments, programs and units down to the student level based on student credit hours.	Increased accountability and transparency of financial performance by academic units. Standardized financial statements across all units and funding sources. Improved data for strategic decision support.
Purchasing 101 Training	Underway/Ongoing	FY 2014-2015	Designed and delivered an ongoing, in-person, Purchasing 101 training session to educate end-users on the basic principles and processes of university purchasing. Topics covered include: procure to pay process, requirements for specific types of purchases, contracts processes, quote requirements, sole source process, and competitive solicitations overview.	Education of the university community improves staff effectiveness by empowering end-users with the knowledge needed to process purchases correctly. This also reduces delays often caused by purchase requests and or contracts that are not submitted following the proper processes. Most importantly, training staff contributes to overall compliance with the university policies and procedures, including reducing the number of confirming Purchase Orders.
Housing Officer	Underway/Ongoing	FY 2014-2015	Housing officer assigned on the Modesto A. Maidique Campus to create a crime prevention partnership between the University Police and the FIU department of Housing and Residential Life. The housing officer will enhance the level of communication between the Housing Personnel, Resident Students, and the University Police by increasing the level of trust and understanding of one another. They will also increase the visibility of the University Police Department throughout the various housing locations and will recommend crime prevention methods to lower the level of crime in a specific area. Officers will attend meetings and special events as needed. In addition, the officers will give presentations as requested.	Serving the growing population of campus housing residents. The officer count has increased from 1 to 3.
Pedestrian Traffic Safety Officer	Underway/Ongoing	FY 2014-2015	This will provide greater safety for vehicular and pedestrian traffic on campus and facilitate a more efficient and alternative response to hot spots. A motorcycle officer provides for an alternate method of patrol that encourages Community Oriented Policing (C.O.P.).	Greater safety for vehicular and pedestrian traffic
Active Shooter Training	Underway/Ongoing	FY 2014-2015	Active Shooter training allows Police Officers to be effectively trained for incidents involving active shooters on campus.	Developing Officer skill set and knowledge base
Search and Seizure Training	Underway/Ongoing	FY 2014-2015	Ongoing search and seizure training in developing the skills of all sworn personnel	Developing Officer skill set and knowledge base
Non-Degree and Dual Enrollment Application Processing	Completed	FY 2015-2016	Instituted a more efficient admissions application process to allow for a more accurate tracking, transition, and retention of these students as they move to degree seeking programs.	Streamlined process saves time for students, staff, and administrators.
Streamlining the Entertainment and Performance Contract Process	Completed	FY 2015-2016	This project focused on reducing the number of pages of a service agreement from three to one page; moved the payment method from a paper process to online; reduced unnecessary and after-the-fact service agreements under \$5,000; updated terms and conditions which are now available on the Office of Government Commerce (OGC) website with the link in the agreement; and revised the allowable unencumbered payment list based on service exempt from competitive solicitations.	Reduced the number of Entertainment and Performance Agreements processed by 70%; 100% of the allowable unencumbered payment are now completed electronically
Pantherization of parking garages and surface lots (AUXILIARY)	Underway/Ongoing	FY 2015-2016	Pantherize and enhance the parking garages, elevators and parking surface lots. Improving the aesthetics and appearance for a pleasant first impression experience.	Aesthetics/Safety

Reporting Date				
Florida International University	7/1/2015			
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
Garage Car Count Systems (AUXILIARY)	Underway/Ongoing	FY 2015-2016	Direct students to available parking on campus through electronic signage installed throughout campus with access to space availability. Information available through a mobile app for easy use; placing information at the user's fingertips.	Improved student services
Redesigned Parking & Transportation Website (AUXILIARY)	Underway/Ongoing	FY 2015-2016	Redesigned website placing pertinent information for easy access for our community.	Improved student services
HR Background Check Integration	Underway/Ongoing	FY 2015-2016	FIU will be integrating with a background check vendor to more efficiently process and verify background checks for new employees.	This integration makes the process more efficient for the Human Resources departments and allows for the data confirmation and tracking to be part of the enterprise HR system.
Online Onboarding Business Process for Visiting and Adjunct Faculty	Underway/Ongoing	FY 2015-2016	Implementation of an efficient and paperless offer and onboarding process for all visiting and adjunct faculty will streamline process for impacted faculty as well as staff, administrators and central Human Resources. Expanded applicant pools will facilitate attracting more candidates from areas previously untapped.	Streamlined, paperless process saves time for faculty, staff, and administrators.
Student Financials - Payment Machine Kiosk	Underway/Ongoing	FY 2015-2016	A payment kiosk will be added to allow students to pay via cash or check at all hours. This will provide additional opportunities to pay when a cashier representative is not available and will free up cashiers to assist other students with pressing matters. Giving students additional opportunities to pay will reduce cancellation numbers and in turn increase retention.	Student convenience
Credit Card Solutions: Implementation of E-forms	Underway/Ongoing	FY 2015-2016	The Credit Card Solutions program relies on paper documents to initiate and service maintenance transactions (Credit limit change forms and applications for cards) for approximately 1,000 cardholders and over 3,500 reconcilers and approvers. These manual and paper intensive documents need to be approved at different levels which at times require three or more approvals. The Eform initiative will allow for a more organized, more efficient, and faster way to process these applications.	More efficient and faster turn around time for document processing throughout all levels within the program.
State University System (SUS) Spend Analytics	Underway/Ongoing	FY 2015-2016	Implementation of Rosslyn Analytics' RAPID Spend Analysis Software-as-a-Service Solution. The Board of Governors identified a common Spend Analytics tool as a key initial step towards business transformation in support of Shared Initiatives across the SUS. Conducting the procurement of this tool as an SUS enabled us to save over \$600K as a system as opposed to each institution procuring on its own.	\$600,000 savings for the SUS, FIU's savings was a portion of that amount. Also, soft costs for more efficient method of tracking spend and potential savings opportunities.
Equipment Maintenance Program	Underway/Ongoing	FY 2015-2016	Implementation of a program that provides FIU with a proven process to effectively manage, reduce, and control maintenance costs for research equipment. We have selected an innovative business model that provides an opportunity for FIU to continue to utilize current service providers while reducing annual equipment maintenance costs.	Potential savings of 17% - 30% from current OEM equipment maintenance cost.
Procurement Advisory Council	Underway/Ongoing	FY 2015-2016	The purpose of FIU Procurement Advisory Council (PAC) is to share ideas in a regular forum, solicit routine feedback from FIU customers and to identify procurement related enterprise-wide projects that would lower the total cost of ownership while improving the quality of service and transparency. The PAC will also work towards aligning procurement projects with FIU's key performance indicators.	The PAC will seek to improve service to the university and increase institutional efficiencies, reduce its operating costs, and direct greater resources toward FIU's academic mission.
Mobile Command Unit/Critical Incident Command Post	Underway/Ongoing	FY 2015-2016	The use of a Mobile Command Unit/Critical Incident Command Post will enable the agency to continue operations in the event that the main operational area is critically disabled.	Allows for redundancy in providing police communications needs and incident management
Mobile Computing Platform (Per Unit)	Underway/Ongoing	FY 2015-2016	Increases Officer patrol time and ultimately provides a safer and more secure environment. Officers would have the same capability regardless of patrol location. This technology would also allow tracking Officers' locations in order to increase officer safety and have the ability to dispatch the nearest Officer to calls for service, significantly reducing travel time and exposure to the potential of vehicle crashes	Increased Officer mobility creating a more secure environment
Firewall	Underway/Ongoing	FY 2015-2016	Pursuant to Federal and State requirements, FIUPD must install and maintain secure firewalls to protect access to all Federal and State databases that contain criminal history information. This information is critical to our ability to access and input information into criminal history databases. For example, checking tag and registrant information for any outstanding warrants; checking found property to determine if it was stolen; inputting information on missing persons; and verifying warrant or probation information on subjects.	Compliance with Federal and State requirements
Departmental Virtualization (Cloud) and Infrastructure Consolidation	Underway/Ongoing	FY 2015-2016	Some departments on campus have their own IT infrastructure, including servers, storage, and data center space. The Division of Information Technology (DoIT) is working with various departments to consolidate infrastructure not currently part of the centralized DoIT infrastructure; this will bring about cost savings through the scale of DoIT environment and by reducing the amount of areas that must have data center environmental controls (specialized & dedicated AC, data center fire suppression, humidity controls, etc.). It also saves on the amount of labor required by each department, since they will no longer need to maintain separate environments.	Savings and efficiencies due to consolidation and reduced redundancies.

Reporting Date				
Florida International University	7/1/2015			
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
Power Saving Storage Systems	Underway/Ongoing	FY 2015-2016	Flash and SSD storage systems are not new, but the costs of these systems are now becoming more affordable. These types of systems use less space and a lot less power than their spinning disk counter parts. They have the additional benefit of being much faster. DoIT is in the process of implementing these types of storage systems for critical environments such as PeopleSoft.; this will provide significant performance benefits such as allowing all PeopleSoft jobs to finish in a more timely manner, give quicker response to end users, but also save on power consumption.	Better system performance resulting in time savings, and much faster and easier system management.
Bike Share Program	Planned	FY 2015-2016	Bike sharing kiosks throughout campus providing ease of access and facilitating transportation for students throughout.	Improved student services
Car Sharing Program	Planned	FY 2015-2016	Expansion of car sharing program services to include point to point rental service. Rates includes gas, insurance and parking.	Improved student services
Parking Kiosks on Campus	Planned	FY 2015-2016	Management of parking account through easy to use kiosks located in key high traffic student areas. Students can register their vehicle, appeal a citation and purchase a bus pass.	Improved student services
Business Intelligence & Analytics	Planned	FY 2015-2016	In order to more effectively provide data to stakeholders within the university, the Division of IT is working with the Office of Planning and Institutional Research to deploy a multi-phase business intelligence and analytics platform.	Through the use of a mobile platform, we will be able to provide executives with real-time analytics and reports. Additionally, a stable, reliable business intelligence and data warehousing solution will need to be implemented to gather and transform the data for managers and departments to use.
Expansion of Hybrid Course Availability	Planned	FY 2015-2016	Expansion of hybrid course availability: The university will increase hybrid courses by 50-75% to allow the University to serve more students without an increase in space resources used while also reducing the carbon footprint.	500 -1000 potential additional students served
SciQuest Total Contract Manager	Planned	FY 2015-2016	Planning the implementation of SciQuest's Total Contract Manager solution. This will improve efficiencies, provide greater visibility into university contracting, allow the university to leverage it's contracts, provide history and revisions trail and serve as a central contracts repository for all university contracts. Contracts are processed manually currently and there is no central repository for all university contracts. This SciQuest module will also integrate with eProcurement, which will allow Purchasing to link contracts to purchases.	This new module will reduce overall university liability and improve visibility to all contracts entered into. It will improve efficiencies and reduce delays and backlog by automating many processes that are currently handled manually.
Body Cameras/Video Management Software	Planned	FY 2015-2016	The use of Body Cameras will allow for the increase of officer safety and reduce department liability.	Increase of officer safety and reduce department liability

Florida Polytechnic University		Projected Savings	
		\$1,536,347	
Project	Project Status	Narrative Description of Efficiency (Please include detail sufficient to validate savings)	Projected Savings (FY)
Cloud Computing with Learning Management System	Completed	Setup Cloud LMS for faculty and student learning system. Reduced capital and operational expenditures.	\$50,000
Disaster Recovery with Multi-Campus Data Centers	Completed	Setup DR with multi-campus data centers for system and data backup and recovery vs. an external 3rd party provider of DR.	\$120,000
Insourcing IT Roles vs. Outsourcing	Completed	Insourced IT skilled IT staff from having outsourced roles. Salary vs. contracted per hour rates saved operational expenditures.	\$535,000
Open Source Software Usage	Completed	Various open source software used in IT Services such as service desk, operating systems, survey system, database management systems, and others.	\$90,000
Repurpose of Older Technology Hardware and IT Equipment	Completed	This includes PCs, Phones, VoIP System, Network Switches, Routers, System Servers, and other peripherals.	\$200,000
Utilization of Student Workers for IT Services	Completed	Fiscal Year around student workers for IT services, Innovation Lab workers, and Interns.	\$144,000
Multi-Year Contracts for ISP and select System Applications	Completed	This includes Internet Service Provider, Telecommunications, Virtualization Enterprise System, and Data Backup and Replication.	\$75,000
Manage IT Services with less staff than typically required at a University by having all players perform multiple roles and IT responsibilities.	Completed	This includes all roles in the IT Services group.	\$250,000
Online Admissions Application	Completed	The new application community has cut down the need for manual data entry and has saved the department on having to create a new data entry position.	\$31,000
Website Server Transition	Completed	Transitioned our primary website, flpoly.org, from a third-party vendor's server to our own cloud-based Rackspace server. The cloud-based Rackspace server costs approximately \$200 per month, while we were spending \$500-\$1000+ month with our vendor for server management requests. Also, having our website hosted on a reputable, cloud-based server ensures security and minimizes the possibility of site downtime.	\$9,000
Digital Asset Management System	Completed	Implemented WebDAM, a cloud-based digital asset management system, that houses, secures and catalogs all of our photos, graphics, documents, presentations, renderings and other digital assets. The system not only adds security by storing our assets in a single, centralized location (as opposed to individual hard drives), but it has streamlined processes like fulfilling requests for photos or logos, transferring projects from one staff member to another, etc. The system should save more than 200 hours of staff time annually.	\$32,347
			\$1,536,347

Attachment 9

Florida Polytechnic University		7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
Use of Trailer for IT Service Staff Offices and Tech Shop projects and setups vs. renting space or having a building for professional space.	Completed	FY 2014-2015	We have utilized a spare trailer for a set of four offices and tech shop space including conference area.	Saved Building Project or Renting Space.
Facility Improvements	Completed	FY 2014-2015	Complete energy efficient campus improvements, in compliance with the Master Plan, on time for operation, and with in budget.	Provide Students, Faculty, and Staff required Facilities for Operation.
Facility Operations	Completed	FY 2014-2015	Operate campus facilities, in support of the programed facility functions.	Facilities are available to students daily.
Facility Maintenance	Completed	FY 2014-2015	Proactively maintain facilities and infrastructure to increase the life of the capitol improvements.	Decreased maintenance over the life of the assets.
Admission's Office Space	Completed	FY 2014-2015	We have increased the number of staff member in the Admisison's Center, and have utilized the orignal space by doubling staff members in single office space.	Efficient use of space.

Attachment 9

Projected Savings		Reporting Date	
Florida State University	\$9,363,960	7/1/2015	

Florida State University is proud to be recognized as one of the top 3 most efficient universities nationally by US News and World Report. However, it is important to note very few of the savings represent net new funds that can be redirected to other initiatives. Some of the efficiencies noted below refer to personnel savings and infrastructure improvements. In some responsibilities may have been eliminated from certain positions; however, other duties in line with institutional goals have been added to off set and enhance these staff members responsibilities. It is important to note, this list includes all funding sources not just education and general fund projects.

Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include detail sufficient to validate savings)	Projected Savings (FY)
Digital update of the FSU Curricular Request Process to a Curriculum Request Application (CRA)	Completed	FY 2014-2015	Certificate Award in the 2014 Prudential Productivity Awards competition for this innovative and cost saving initiative. The manual process for submitting and updating modes of instruction for all FSU courses was cumbersome and outdated. The new Curriculum Request Application streamlined the process for timely submission and approval of changes to and updates for new and existing FSU courses to meet the needs of FSU students striving to complete their degree programs within the most cost efficient time frame. The application also allows the collection of curricula data that is critical for mandatory and requested reporting to internal and external entities such as accreditation groups, the Florida Legislature, the Florida Board of Governors, and the FSU Board of Trustees. It was determined that the newly digitized process will save approximately \$460,635 annually. The approximate hours of processing time by faculty and staff saved annually is based on the reduction from 8 hours to 1 hour processing time per submission.	\$460,635
Migrate data backups to new service.	Completed	FY 2014-2015	In FY 14-15, ITS phased out the use of a data backup technology and transitioned to a new solution. This resulted in annual savings, provided improved performance, and delivered additional features to streamline management of data backup operations.	\$109,444
Decrease costs for virtual server service and utilize tools to automate management.	Completed	FY 2014-2015	In FY 14-15, ITS lowered its virtual server service rates and committed to offering new technologies that would streamline server provisioning.	\$80,785
Transition Blackboard to new infrastructure.	Completed	FY 2014-2015	Migrated Blackboard to current technology utilizing blade servers and virtual machines. This enabled the retirement of 8 aging servers, saving on maintenance costs.	\$25,000
Secure a Research VP as the Keynote speaker for the Office of Research <i>Stacking Layers Symposium</i> .	Completed	FY 2014-2015	Leveraged product license with vendor to secure a Keynote speaker at no cost to the University.	\$22,000
College of Nursing - network firewall	Completed	FY 2014-2015	The Nursing firewall/IDS was at end of life. Moved the network firewall and IDS to the University's firewall. Saved ~\$19,000 in purchase cost and \$2400/year in maintenance costs.	\$21,400
Transition to new enterprise Network File System (NFS) file storage .	Completed	FY 2014-2015	Transitioned all enterprise NFS services from single, aging host to highly available NFS service, improving service availability for shared files for enterprise systems. This allowed retirement of aging NFS host and reduction in maintenance costs.	\$10,600
College of Nursing laptop to iPad conversion	Completed	FY 2014-2015	Nursing Skills Lab switched from laptops on carts to iPads. Cost for each laptop and cart is \$1400. Cost for each iPad with case is \$675. Savings per bed = \$725. Savings for 10 bed skills lab = \$7,250 and approximately 30 hours each year in administrative maintenance of the laptops.	\$7,250
Criminal Background Checks	Completed	FY 2014-2015	The College of Law works with Human Resources to provide Florida Bar Clearance notifications in lieu of costly criminal background checks when hiring law students as Phonathon callers during Annual Fund drives.	\$1,344

Attachment 9

Projected Savings		Reporting Date		
Florida State University	\$9,363,960	7/1/2015		
Florida State University is proud to be recognized as one of the top 3 most efficient universities nationally by US News and World Report. However, it is important to note very few of the savings represent net new funds that can be redirected to other initiatives. Some of the efficiencies noted below refer to personnel savings and infrastructure improvements. In some responsibilities may have been eliminated from certain positions; however, other duties in line with institutional goals have been added to off set and enhance these staff members responsibilities. It is important to note, this list includes all funding sources not just education and general fund projects.				
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include detail sufficient to validate savings)	Projected Saving (FY)
Negotiate, maintain, and expand use of enterprise software licensing agreements.	Underway/Ongoing	FY 2014-2015	Use of volume purchase pricing, price-holds, and negotiated discounts on enterprise software licensing agreements to support strategically aligned initiatives across the University community, resulting in cost-avoidance of more than \$10.3 million annually. Examples include Microsoft, Adobe, Matlab, SPSS, and Oracle/PeopleSoft product suites.	
Grainger Branch Operation on FSU Campus	Underway/Ongoing	FY 2014-2015	Grainger and FSU established an overall goal of reducing FSU maintenance expenses. Grainger conducted a series of interviews, mapped the processes used by FSU and analyzed purchasing and inventory data. Proposed solution was the use of On-Site Grainger personnel, reduced amount and cost of inventory, reduced freight costs and rebates to FSU. Value-Added services included training and safety support	\$1,683,152
Campus Energy Conservation Program	Underway/Ongoing	FY 2015-2016	Energy consumption reduced by more than 10% since the baseline year of FY2007-2008. (1) Civic Center: Performance contract is 50% complete. Currently optimizing control systems. (2) Chemical Sciences Building: Updating systems to reduce air changes. (3) Carothers Building: Installing low tech thermal diffusers. Estimated 8-10% reduction in energy use. (4) University Center: Commenced construction of demand side management system. (5) Misc.: Replaced thermostats with automatic timers to improve fuel efficiency and decrease utility consumption. Expanded use of variable speed fans in air handlers. Replaced chillers to increase reliability and improve efficiency in building temperature control. Installed more efficient lighting systems that offer full control of light fixtures. During building space renovations, installed LED lighting rather than fluorescent lighting.	\$2,100,000
Don Veller Golf Course and Golf Club	Underway/Ongoing	FY 2015-2016	FSU signed a five-year contract with the Arnold Palmer Golf Management company to operate the Don Veller Seminole Golf Course. Historically, the golf club incurred annual losses. The estimate provided represents the financial risks shifting to a Arnold Palmer and a savings/revenue enhancement to the university.	\$1,000,000
Centralize and consolidate credit card processes throughout FSU and ensure compliance with PCI DSS (Payment Card Industry Data Security Standard). NOTE: this project is in progress; however, it began in FY 14-15; initial remediation efforts should be completed by the end of FY 15-16.	Underway/Ongoing	FY 2015-2016	Compliant credit card environments are comprised of various components including a secure and separate network, logging, monitoring, compliant devices, vulnerability management, integrity monitoring, and qualified personnel. Implementation of centrally provided enterprise PCI infrastructure and security services will significantly reduce costs. Average annual unit costs with a centralized solution is estimated to be \$10,000. It is estimated that individual units setting up duplicative, unit-specific infrastructures compliant with standards would require an average of \$40,000 each for non-recurring costs and additional on-going expenses (e.g., maintenance, support, staffing).	\$600,000
International Programs London Study Centre Classroom Conversion	Underway/Ongoing	FY 2015-2016	Converting two under-utilized classrooms to student housing at the FSU London Study Centre. Based on market rental rates for student housing in Central London and increasing student enrollments, the extra 20 beds created via this conversion will reduce outside rental costs by \$498,000 per year, when fully occupied.	\$498,000
Generate additional operating revenue through technology lease and revenue-sharing agreements.	Underway/Ongoing	FY 2014-2015	In FY 14-15, ITS generated more than \$350,000 from external businesses for cellular site leases, fiber optic leases, and network communication technologies (voice, cellular, cable TV) revenue-sharing agreements.	\$350,000
Reduce Salary Expense	Underway/Ongoing	FY 2014-2015	Reassign duties of vacant positions and/or eliminate positions to streamline administrative and fiscal functions	\$300,000

Florida State University		Projected Savings	Reporting Date	
		\$9,363,960	7/1/2015	
Florida State University is proud to be recognized as one of the top 3 most efficient universities nationally by US News and World Report. However, it is important to note very few of the savings represent net new funds that can be redirected to other initiatives. Some of the efficiencies noted below refer to personnel savings and infrastructure improvements. In some responsibilities may have been eliminated from certain positions; however, other duties in line with institutional goals have been added to off set and enhance these staff members responsibilities. It is important to note, this list includes all funding sources not just education and general fund projects.				
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include detail sufficient to validate savings)	Projected Savings (FY)
Implement vendor contract compliance on a limited scale.	Underway/Ongoing	FY 2014-2015	In FY 14-15, ITS implemented a compliance initiative for the primary telecommunications vendor contract. The program produced more than \$145,000 in annual savings with an additional \$106,000 in one-time credits associated with invoice/service discrepancies.	\$251,000
Develop and utilize staff resources to maintain the PCI DSS compliance program at FSU	Underway/Ongoing	FY 2015-2016	Using in-house expertise (e.g., OPS, risk managers) to remediate any issues represents a significant savings over external, private consultants and ensures on-going core knowledge is developed and retained. Estimated cost savings consider the difference between internal staff costs and the projected contract and procurement costs.	\$250,000
Move to e-mail Marketing Campaigns	Underway/Ongoing	FY 2014-2015	Departments continue to transition to email marketing campaigns to promote graduate programs. For example, by eliminating print advertising, one college reduced its costs from \$300,000 per year to roughly \$56,000 per year.	\$244,000
Multi-State Information Sharing and Analysis Center (MS-ISAC) 24/7 network security monitoring services for FSU.	Underway/Ongoing	FY 2015-2016	Commercial network monitoring services average \$300,000. FSU has contracted with MS-ISAC for these services for \$60,000 per year. Services include monitoring, alerting, and additional services such as forensic examinations, malware research, and mitigation services at no extra charge. Through this effort, all SUS universities can benefit from free services offered by the Multi-State Information Sharing and Analysis Center (MS-ISAC). If the SUS universities decide to purchase MS-ISAC monitoring services and leverage available free services, the savings would be \$240,000 multiplied by 12 universities (\$2.88M).	\$240,000
Sharing of Capabilities between FSU Panama City campus and Gulf Coast State College	Underway/Ongoing	FY 2014-2015	The FSU Panama City campus currently shares (partial) use of security forces, library facilities and testing services. This generates savings for both institutions.	\$200,000
Implement a Cellular Allowance Program in accordance with University policy.	Underway/Ongoing	FY 2014-2015	In FY 14-15, ITS led an initiative to convert qualifying departmental-funded cellular lines to an employee allowance model. As of the end of the fiscal year, more than 380 lines had been converted to the new model with the remainder of the qualifying lines scheduled to convert in FY 15-16.	\$100,000
Expand VoIP deployment across campus.	Underway/Ongoing	FY 2014-2015	Converted 1027 analog phone lines to VoIP, reducing correlating departmental expenses by \$82,700.	\$88,700
Obtain Federal Virtual Training Environment (VTE) technical training for Security/Privacy professionals. Training can be used by department staff and offered to other University units	Underway/Ongoing	FY 2015-2016	This free online training is offered by the Federal Department of Homeland Security and will serve as the foundation for standard required training for university unit Information Security Managers and Privacy Coordinators, as well as ISPO staff. Comparable training would cost an average \$3,000 per course. Efficiencies cited here are based on 20 FTEs - \$60,000 savings.	\$60,000
Promote and enhance the Student Software Support service.	Underway/Ongoing	FY 2014-2015	Provided discounted and free software support services to students valued at more than \$60,000.	\$60,000
Reduce Office Space Expense	Underway/Ongoing	FY 2014-2015	Reallocation and/or reduction of office space to preserve resources	\$40,000
Sustain lecture and event capture service.	Underway/Ongoing	FY 2014-2015	In FY 14-15, ITS renegotiated a contract for lecture and event capture technology.	\$35,000
Replace Physical Servers	Underway/Ongoing	FY 2014-2015	Replace physical servers with virtual servers to minimize power, cooling, networking, and space requirements	\$20,000

Attachment 9

Projected Savings		Reporting Date		
Florida State University	\$9,363,960	7/1/2015		
Florida State University is proud to be recognized as one of the top 3 most efficient universities nationally by US News and World Report. However, it is important to note very few of the savings represent net new funds that can be redirected to other initiatives. Some of the efficiencies noted below refer to personnel savings and infrastructure improvements. In some responsibilities may have been eliminated from certain positions; however, other duties in line with institutional goals have been added to off set and enhance these staff members responsibilities. It is important to note, this list includes all funding sources not just education and general fund projects.				
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include detail sufficient to validate savings)	Projected Saving (FY)
Curricula Digitalization	Underway/Ongoing	FY 2014-2015	Digitalization of curricula which will decrease costs of production, shipping and storage.	\$18,000
Evolve the low-cost SSL certificate program into an enterprise funded solution that has no cost to University units.	Underway/Ongoing	FY 2015-2016	In FY15-16, ITS is offering University units free x509 certificates that can facilitate secure network communications and other public/private key assurances such as authentication and non-repudiation. This allows units to move from individually purchased certificates (e.g., Go Daddy, Verisign) to the University standard, Comodo. Enterprise savings will increase as units move to bulk purchased certificates; unit savings are immediate as there is no cost to the units. Efficiencies are estimated by assuming 500 total University certificates.	\$16,250
On-going offering of SANS <i>Secure the Human</i> online training for security awareness of FSU staff, faculty, students	Underway/Ongoing	FY 2015-2016	Cost efficiencies from this project are based on FSU costs of \$1.90/seat compared to the standard rate of \$7.50/seat. FSU purchased 2,000 licenses for \$3,800; the standard cost of these licenses would have been \$15,000. This initiative resulted in a significant savings for one FSU unit that provided security awareness training for staff.	\$11,200
Establish a low-cost SSL certificate program for departmental use.	Underway/Ongoing	FY 2014-2015	In FY 14-15, ITS renegotiated a long-term contract for SSL certificates and achieved a 28% reduction in recurring expenses.	\$7,000
Secure Website Development	Underway/Ongoing	FY 2014-2015	Development of secure website to store program data, reducing print documents & allowing on-line access to program staff in multiple locations.	\$1,200
Storage Expense	Underway/Ongoing	FY 2014-2015	Reviewing project files and retention requirements to purge files that can be disposed to reduce the cost of storage.	\$1,200
Migrate streaming media services.	Underway/Ongoing	FY 2014-2015	In FY 14-15, ITS initiated a project that will phase out a streaming media service in lieu of using another university technology.	\$800
Invoice Automation	Planned	FY 2016-2017	Migrate FSU top 100 suppliers (by invoice volume) to automated electronic invoicing. The estimated savings have been repurposed into our ERP system to provide for greater efficiencies and effectiveness for the entire university.	\$350,000
Consolidation of science-area machine shops	Planned	FY 2016-2017	Researching the consolidation of equipment and machine shops in the science departments to eliminate duplicate positions assigned to each department and eliminate the purchase of duplicate machinery. Research includes developing service "zones" to provide services and out-sourcing services where possible. This potential initiative would be a cost avoidance for the university.	\$100,000

Florida State University	Reporting Date 7/1/2015
--------------------------	----------------------------

Florida State University is proud to be recognized as one of the top 3 most efficient universities nationally by US News and World Report. However, it is important to note very few of the savings represent net new funds that can be redirected to other initiatives. Some of the efficiencies noted below refer to personnel savings and infrastructure improvements. In some responsibilities may have been eliminated from certain positions; however, other duties in line with institutional goals have been added to off set and enhance these staff members responsibilities. It is important to note, this list includes all funding sources not just education and general fund projects.

Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
Online Study Room Reservations	Completed	FY 2014-2015	Transition from staff-mediated, paper based room booking for law students to self-service online booking software. This allows students to book study rooms 24/7 (previously, booking only available 10 hours/day) without significant expenditure of staff time. Elimination of paper waste.	Study room availability increased to 24/7.
Increased Student Study & Collaboration Space	Completed	FY 2014-2015	Identified outdated library materials and removed library stacks to make available an additional ~2000 sq ft of usable student study and collaboration space on the 3rd floor of the Research Center.	2,000 square feet of additional student study space.
Department of Chemical and Biomedical Engineering Project: Implementation of an "App" for pre-requisite check for students	Completed	FY 2014-2015	The "App" for prerequisite check streamlines student advising and saves faculty's time with improved accuracy and efficiency	Office and Personnel
Office of the Dean Projects: Examples - Budget, Human Resources, Building	Completed	FY 2014-2015	Streamlined financial reporting through the use of a Sharepoint System. Increased productivity through effective record keeping and regular training of support staff. Streamlined recruiting process of faculty and staff by transitioning HR/Budget transactions from manual to e-filing and electronic transactions. Replaced furniture for more effective use of laptops and books by students during class.	Office and Personnel
International Programs' First Time in College Student Orientation- IPredepart	Completed	FY 2014-2015	Developed and implemented a stand-alone Freshman orientation, unique to students who will be spending their first semester or year of college overseas with FSU's International Programs (IP). The program is called IPre-depart. This has eliminated the burden for main campus orientation of trying to schedule sections unique to study abroad students and allows IP to focus the orientation sessions on issues central to entering college for the first time while studying abroad.	Process efficiency.
Redefine administrative associate responsibilities to focus on music equipment inventory control	Completed	FY 2014-2015	Update job description at time of new hire (filling existing position) and relocate staff office for day-to-day oversight of music instrument inventory to upgrade inventory tracking and security. Staff office was relocated for better OPS worker supervision and new organization and tracking methods have resulted in retrieval of several inventory items presumed lost/stolen.	Budget sustainability
College of Nursing anti-virus software	Completed	FY 2014-2015	Replaced anti-virus software for college computers from a paid yearly subscription to Microsoft System Center Endpoint Protection under the University's Microsoft agreement.	Cost savings and process efficiency
Expand recycling	Completed	FY 2014-2015	Added more paper and plastic recycling locations focused on students. New collection locations target drink bottles and various paper discarded in student locker areas.	Green practices
Implementation of AccuTrack	Completed	FY 2014-2015	The College of Business implemented AccuTrack for undergraduate advising scheduling, allowing students to easily schedule meetings via the Web and receive text and e-mail reminders. This helps to level resource demand and reduce student wait times by increasing appointments and decreasing walk-ins. It also improves resource utilization by reducing missed appointments.	Process efficiency.
Electronic new employee wizard process	Completed	FY 2014-2015	Implementation of an electronic new employee wizard format. The forms are completed, submitted and routed electronically saving time, effort and paper resources.	Efficiencies gained through time savings and physical resources (paper).

Florida State University	Reporting Date 7/1/2015
--------------------------	----------------------------

Florida State University is proud to be recognized as one of the top 3 most efficient universities nationally by US News and World Report. However, it is important to note very few of the savings represent net new funds that can be redirected to other initiatives. Some of the efficiencies noted below refer to personnel savings and infrastructure improvements. In some responsibilities may have been eliminated from certain positions; however, other duties in line with institutional goals have been added to off set and enhance these staff members responsibilities. It is important to note, this list includes all funding sources not just education and general fund projects.

Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
Dual Compensation	Completed	FY 2014-2015	In an effort to streamline the appointment process for employees with multiple appointments, the Office of Human Resources revised the Dual Compensation process and form. In order to alleviate some of the burden of manual data entry for department reps, HR worked with ERP to automate the form creation process in OMNI using real time job data information. The automation of the form assisted departments reps in ensuring accurate and complete information for all appointments on the form, not just the information related to their individual department. The process was also revised to eliminate fund number changes during the semester if the remaining information was static.	Efficiencies gained through time savings and physical resources (paper).
Document processes through development of training/user manuals	Completed	FY 2014-2015	Created training/user manual for IP internships; intended to be used by back-up internship coordinator and by new staff as position turns over. Created training/user manual for program coordinators (Tallahassee-based IP staff members), who coordinate and support faculty-led programs.	Facilitates efficiency when staff members are absent or when new staff are hired.
Redesign faculty orientation for International Programs	Completed	FY 2014-2015	Redesign faculty orientation training, utilizing face to face meeting to cover highest priority issues of safety and security. Logistical and paperwork requirements are covered separately by program coordinators	Eliminates duplication of effort; reduces time of group training meeting
Implement SSARS - Self Reported Transcripts for undergraduate applicants.	Completed	FY 2014-2015	Applicants submit their unofficial grades much earlier in the application cycle and this saves a lot of staff time in the Admissions office, who would have manually entered this information in the past	Process efficiency.
Implement early disbursement of Financial Aid.	Completed	FY 2014-2015	With the Financial Aid disbursement for Summer 2015, FSU began offering early disbursement of financial aid to students, allowing them to receive it several days prior to the start of the term. This initiative provides students with funds when needed for various purchases and other financial commitments.	Process efficiency.
Office of Communications and Multimedia Services Project: Server Consolidation	Completed	FY 2014-2015	Consolidation and upgrade of central services, including rebuilding various servers on upgraded platforms. This includes the elimination of legacy server platforms in favor of less-expensive Linux-based systems, and increased use of virtual servers. Power savings are difficult to quantify; however, the annual reduction in hardware/software maintenance costs is several thousand dollars. By using more virtual servers, there are fewer physical servers to maintain and replace.	Reduced power utilization and maintenance/replacement costs.
Property Services Electronic Forms	Completed	FY 2014-2015	Transitioned from paper to electronic documents	Office and Personnel
Athletic DSO and Development Funds	Completed	FY 2014-2015	Improved internal processes and increased use of electronic payment requests. Estimated reduction of steps in transaction process is more than 75%.	Office and Personnel
Computer Upgrades	Underway/Ongoing	FY 2014-2015	Delaying the computer upgrade cycle because of the longer functional life of current computers.	Budget sustainability
Office of Admissions transcripts	Underway/Ongoing	FY 2014-2015	Improved process and reduced paper transcripts from 30,000 to 6,000 applications	Process efficiency.

Florida State University	Reporting Date 7/1/2015
---------------------------------	--

Florida State University is proud to be recognized as one of the top 3 most efficient universities nationally by US News and World Report. However, it is important to note very few of the savings represent net new funds that can be redirected to other initiatives. Some of the efficiencies noted below refer to personnel savings and infrastructure improvements. In some responsibilities may have been eliminated from certain positions; however, other duties in line with institutional goals have been added to off set and enhance these staff members responsibilities. It is important to note, this list includes all funding sources not just education and general fund projects.

Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
Course enrollment management	Underway/Ongoing	FY 2014-2015	Better managing course caps and scheduling to improve enrollment in selected courses. This includes collapsing sections where appropriate to reduce the cost of instruction.	Process efficiency.
OneFlorida: Clinical Research Consortium	Underway/Ongoing	FY 2014-2015	Successful pilot programs funded by 2011 cluster awards and developed for community-based research have now evolved into <i>OneFlorida: Clinical Research Consortium</i> . This consortium unites CTSAs of the University of Florida and the University of Miami with the Florida State University Clinical Research Network and will greatly expand opportunities for the FSU/UF partnership (originally formed with the name Health IMPACTS). Efficient centralization of technology resources (such as research databases) is another benefit of this collaboration.	Process efficiency.
Centralized Institutional Review Board	Underway/Ongoing	FY 2014-2015	A centralized Institutional Review Board for collaborative research studies between Florida State University and the University of Florida was solidified during the year. This initiative will greatly reduce the administrative burden and duplicative efforts of individual IRBs by streamlining the lengthy process to approve research protocols. The end goal of this centralized IRB is to accelerate human subjects research by months or even years. A similar effort involving all the SUS institutions is underway.	Process efficiency.
Data warehouse for interdisciplinary research (Redcap software)	Underway/Ongoing	FY 2014-2015	The Florida State University College of Medicine is working with faculty/staff in the College of Communication and Information to set up a data warehouse for interdisciplinary research (Redcap software). This warehouse will provide a centralized university resource for data-collection and data-sharing and will enable researchers to better identify possible research subjects. This resource will increase efficiency/effectiveness with respect to research activities by expanding the pool of potential research subjects and avoiding duplicative databases.	Process efficiency.
Server Migration to FSU Datacenter Facility	Underway/Ongoing	FY 2014-2015	Relocate locally hosted, development and production servers to FSU Datacenter Facility. This initiative precluded the need to upgrade current server technology while increasing the redundancy and overall performance of the systems.	Increased server performance for new Law applications and greatly improved system redundancy.
Video Conferencing	Underway/Ongoing	FY 2014-2015	Video conferencing equipment is used extensively by several departments and student organizations. Attendees are able to conference for events, meetings, training, employer interviews and other functions where travel would previously be necessary.	Eliminates travel expense.
Externship Program Streamlining	Underway/Ongoing	FY 2014-2015	Streamlining of several administrative processes in anticipation of Externship enrollment increases. The program is incorporating Blackboard's improved features, such as the interactive gradebook and calendar, and is reviewing how career services software (like Symplicity) can be utilized to increase the efficiency of externship placement. Where possible, forms are being converted to PDF or MacForms for easier dissemination and data archiving. Clinical Professors continue to incorporate technological features in their academic components to simplify externs' access to course materials and to enhance in-person classroom experiences. The program web page was reorganized and reformatted, making descriptions of offerings, rules and requirements more accessible to current students.	54% enrollment increase over the past three years, and further increases are anticipated; the cost of this expansion has been negligible.
Active acceptance of student loans	Underway/Ongoing	FY 2014-2015	Anticipate reduction in loan volume/loan indebtedness and loan returns	Process efficiency.

Florida State University	Reporting Date 7/1/2015
---------------------------------	--

Florida State University is proud to be recognized as one of the top 3 most efficient universities nationally by US News and World Report. However, it is important to note very few of the savings represent net new funds that can be redirected to other initiatives. Some of the efficiencies noted below refer to personnel savings and infrastructure improvements. In some responsibilities may have been eliminated from certain positions; however, other duties in line with institutional goals have been added to off set and enhance these staff members responsibilities. It is important to note, this list includes all funding sources not just education and general fund projects.

Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
Deliver the BOG SIF Submission via myFSU BI (Business Intelligence).	Underway/Ongoing	FY 2014-2015	Ensure that all the data elements needed for the University to submit the SIF file to the state are in the BI tool. As a result, the process of preparing and submitting this file will be much more streamlined for the IR group.	Process efficiency.
USPS ePerformance	Underway/Ongoing	FY 2014-2015	Electronic/online delivery and completion of USPS performance evaluation tool. Supervisors and staff will be able to complete the annual performance evaluation in electronic format. The end result will be faster completion, improved tracking of information and a significant decrease in paper usage.	Timely delivery and completion. Decreased paper usage.
Criminal History Background Check Phase I	Underway/Ongoing	FY 2015-2016	Expansion of criminal history background check policy to include new Faculty and Staff hires: The coordination, research, and responsibility of the current University criminal history background check processes has been primarily handled by one individual. With the expansion of our criminal history background check policy to include all faculty and staff new hires as part of phase I, a third party vendor has been contracted to assist in streamlining the process for the increased number of checks being requested while ensuring compliance with all federal regulations regarding the process, resulting in more comprehensive criminal history results with little effect on expected turnaround time for University constituents. The contract was negotiated to also include all SUS institutions, reducing the per person check and eliminating any implementation/maintenance fees.	Compliance with federal, state, and local regulations. Ensuring safety and security on campus.
Annual Policy Acknowledgement	Underway/Ongoing	FY 2015-2016	In effort to increase knowledge and adherence to specific University policies (i.e. Sexual Harassment, Arrest Notification, Drug-free workplace, etc.), HR is creating an annual employee policy acknowledgement form/process using the functionality of myFSU portal for identity validation and authentication.	Electronic employee acknowledgement of policies and procedures.
Space Management	Underway/Ongoing	FY 2015-2016	Currently implementing new space management software. Graphical representation of space is now available. Additional data has been included to meet BOG new reporting requirements. 10 million square feet of main campus complete. Remaining 4 million square feet will be completed by December 2015.	Recovery of existing space and cost avoidance of new construction
Fleet Management	Underway/Ongoing	FY 2015-2016	Implementation of a fleet management program to ensure the efficient use of campus service vehicles. This includes standards for vehicle disposal or replacement and creation of a uniform appearance for campus vehicles. The fleet management program also reduces the number of service vehicles on campus thereby increasing the availability of parking spaces and provides alternatives to vehicle ownership.	Best practice and budget sustainability
Developing a web-based information portal for transfer students	Underway/Ongoing	FY 2015-2016	Developing a web portal for Transfer Students to provide detailed information regarding application requirements for various majors within the college. Eliminates the demand for one-on-one written communication with hundreds of individuals each term (i.e., approximately 1500 transfers for Fall 2014) to relay standardized information on transfer requirements and enables the Mapping Coordinator and Academic Advisors to focus on transcription evaluation and Student Central processes.	Process efficiency.
Digitization of records	Underway/Ongoing	FY 2015-2016	Digitization of legal contracts, student records and other paper processes have reduced the amount of space and maintenance required for paper files and accessibility.	Office and personnel
Develop revenue for performance facility maintenance	Underway/Ongoing	FY 2015-2016	Reducing reliance on state-appropriated support by generating revenue through the rental of performance spaces to non-University entities. Revenue from performance space rentals to non-University entities helps support facility maintenance, equipment upgrades and overhead personnel expenses.	Budget sustainability

Florida State University	Reporting Date 7/1/2015
--------------------------	----------------------------

Florida State University is proud to be recognized as one of the top 3 most efficient universities nationally by US News and World Report. However, it is important to note very few of the savings represent net new funds that can be redirected to other initiatives. Some of the efficiencies noted below refer to personnel savings and infrastructure improvements. In some responsibilities may have been eliminated from certain positions; however, other duties in line with institutional goals have been added to off set and enhance these staff members responsibilities. It is important to note, this list includes all funding sources not just education and general fund projects.

Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
Expand recycling	Underway/Ongoing	FY 2015-2016	Have recycled thousands of excess paper concert programs from internal and external events at Ruby Diamond Concert Hall through University Recycling.	Green practices
Enhance website for data collection	Underway/Ongoing	FY 2015-2016	College website upgrades aim to include interactive components for data collection to reduce the amount of administrative time in gathering necessary information from internal and external constituencies for daily operations.	Office and personnel
Improve travel reconciliation	Underway/Ongoing	FY 2015-2016	Improve travel reconciliation and implement new myFSU travel system by holding information sessions for faculty and offering personal coaching for T-card users.	Office and personnel
Move to Electronic Workflows	Underway/Ongoing	FY 2015-2016	Colleges are converting many paper processes to electronic workflows. This reduces paper and toner usage and increases the speed and accuracy of form processing.	Best practice.
Centralize and consolidate credit card processes throughout FSU and ensure compliance with PCI DSS (Payment Card Industry Data Security Standard). NOTE: this project is in progress; however, it began in FY 14-15; initial remediation efforts should be completed by the end of FY 15-16.	Underway/Ongoing	FY 2015-2016	In addition to the estimated monetary savings outlined under <i>Monetary Savings Efficiencies</i> , this project will provide other savings to FSU and possibly to other SUS universities moving forward with PCI compliance/remediation. PCI compliance reduces a university's risk exposure through implementation of strong security practices designed to protect cardholder data and prevent fraudulent transactions and/or breaches. Along with the harm to a university's brand/image, breaches are expensive. The payment card brands can levy fines and the University may be obligated to pay for increased identity protections for victims. Also, other SUS universities, state colleges and community colleges, may experience similar intangible benefits and cost savings as a result of FSU sharing lessons learned, best practices, documentation, and recommendations from this project.	Risk mitigation / best practice.
Implement Hyperion for enhanced budgeting, reporting, and financial analysis.	Underway/Ongoing	FY 2015-2016	Eliminates stand-alone custom systems and will integrate with existing ERP systems to allow for enhanced financial analysis.	Process efficiency.
Digital Signatures	Underway/Ongoing	FY 2015-2016	Procurement Services is conducting a pilot to leverage technology to automate the approval process and signature of traditional paper based forms and contracts with supplier DocuSign	Paperless Procurement
Electronic Sourcing	Underway/Ongoing	FY 2015-2016	Procurement Services is conducting a pilot to automate the distribution of FSU solicitations as well as provide a means for supplier proposal electronic submission while maintaining the "sealed" solicitation process with supplier Bonfire. This system will also provide the ability to automatically notify evaluation and advisor committee members to access & download proposals.	Paperless Procurement
Contract Management	Underway/Ongoing	FY 2015-2016	Develop a contract management solution that provides a centralized contract repository; proactively manages contract milestones, expirations and renewals; provides transparency, assists in the elimination of duplicity of vendors and increases productivity in the contract development and management processes	Reduce contracting risk; provide ability to proactively conduct contract mgmt
Electronic drop box for EDM paperwork	Planned	FY 2015-2016	As part of the appointment process, departments may be required to submit backup documentation in support of employee appointments. Currently, departments are required to submit paper copies of documents via campus mail, fax, hand delivery, etc. Efficiencies could be gained by allowing departments a means of electronically submitting the documents via Drop Box or some other type of automated, electronic submission process.	Easier submission of necessary paperwork in secure, electronic manner will save time and resources.
Digitize the Promotion & Tenure process.	Planned	FY 2015-2016	Automates the promotion and tenure process, including submissions, workflow, etc.	Process efficiency.

Florida State University	Reporting Date 7/1/2015
--------------------------	----------------------------

Florida State University is proud to be recognized as one of the top 3 most efficient universities nationally by US News and World Report. However, it is important to note very few of the savings represent net new funds that can be redirected to other initiatives. Some of the efficiencies noted below refer to personnel savings and infrastructure improvements. In some responsibilities may have been eliminated from certain positions; however, other duties in line with institutional goals have been added to off set and enhance these staff members responsibilities. It is important to note, this list includes all funding sources not just education and general fund projects.

Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
Unify the FSU/FAMU College of Engineering LMS sites.	Planned	FY 2015-2016	Creates a unified LMS experience for all College of Engineering students, both FSU and FAMU	Student productivity / enhanced end-user experience.
Move to Digital Signage	Planned	FY 2015-2016	With the move to Legacy Hall, the College of Business plans to use digital signage for donor recognition, marketing of graduate programs to current students, wayfinding, etc. Some test signage will be incorporated during 2015-16. Use of digital signage will provide significant cost savings to the college.	Process efficiency.
Explore electronic payment options for space rentals	Planned	FY 2015-2016	Evaluate clients paying online for space rentals through website to improve collections and increase customer convenience.	Office and personnel
Explore credit card options for event ticket sales	Planned	FY 2015-2016	Evaluate taking credit card payments for online and in person ticket sales for College events to increase customer convenience and potentially boost sales for ticketed events.	Office and personnel
FSU in coordination with all State University System universities, as part of the Center for Cyber Security, to develop a common set of curricula for degree programs in cyber security.	Planned	FY 2016-2017	The Center is developing recommendations for curricula and undergraduate/graduate degree programs that will include the various management, business, and technology coursework to prepare students for the needs of the public and private sectors. Future savings could be realized through the cooperative effort in offering common sets of courses as well as cooperative course-sharing offerings among the universities.	SUS course-sharing.
Initiate data archiving associated with PeopleSoft applications.	Planned	FY 2015-2016	Archive transactional data, starting with Financials system. This should improve system performance.	Best practice.
Implement a withdrawal services tool to supplant and streamline a manual, paper-based process.	Planned	FY 2015-2016	Building a "bolt-on" system to the Campus Solutions system for submission and approval of withdrawals will greatly streamline and automate a current manual/paper withdrawal process.	Process efficiency.
Implement schedule builder tool to aid students in developing course-schedules.	Planned	FY 2015-2016	Implementing a tool that would be integrated with the existing student information system would allow students to more effectively schedule their courses and would improve access to key statistics for which the university is accountable, such as hours to degree, help with retention, etc.	Process efficiency / student productivity.
Utilize CRM for graduate prospecting.	Planned	FY 2015-2016	Implement prospecting functionality within the existing enterprise systems that would allow the Graduate School to better market prospects.	Process efficiency.
Eliminate shadow Billing systems.	Planned	FY 2015-2016	Several units on campus have either third party or custom shadow billing systems. There is a desire to eliminate those systems and enable departments to perform billing processes in the PeopleSoft Financials System.	Process efficiency / reduction of non-Enterprise financial systems / reduced administrative overhead.
Supplier/Bidder Registration	Planned	FY 2015-2016	Enable onboarding of FSU suppliers to become much more efficient. Allow more proactive notification of potential suppliers about upcoming solicitations.	Reduce workload and facilitate greater interest in procurement solicitations
Lab Supply Stockroom	Planned	FY 2015-2016	Facilitate more efficient ordering of commonly used lab supplies. Also provide safer and more effective distribution for chemical management.	Cost savings and process efficiency

Florida State University	Reporting Date 7/1/2015
---------------------------------	--

Florida State University is proud to be recognized as one of the top 3 most efficient universities nationally by US News and World Report. However, it is important to note very few of the savings represent net new funds that can be redirected to other initiatives. Some of the efficiencies noted below refer to personnel savings and infrastructure improvements. In some responsibilities may have been eliminated from certain positions; however, other duties in line with institutional goals have been added to off set and enhance these staff members responsibilities. It is important to note, this list includes all funding sources not just education and general fund projects.

Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
Standard Laptop/Desktop Configurations	Planned	FY 2015-2016	Significant savings opportunity to leverage buying power; establish laptop and desktop discount bundles.	Cost savings, process efficiency, and standardization
P-Card Reconciliation	Planned	FY 2015-2016	Streamline P-Card processing to eliminate paper copies of monthly reconciliations; utilize electronic receipts vs. paper via the BofA's WORKS program, Travel Expense Mgmt Solution, or another full suite product.	Reduce workload and opportunity for processing errors
Departmental Scorecards	Planned	FY 2015-2016	Dashboard tool for visibility of departmental performance – req/PO cycle times, Diversity/Sustainability Spend & comparisons with others units, Contract vs. non-Contract Spend, top supplier spend, opportunity loss (lost savings), savings generated to date, etc. Tool will facilitate dialogue with department leadership to drive more efficient and effective procurement behavior.	Spend Visibility, Collaboration, and Compliance
Department of Civil and Environmental Engineering Project: Use of electric vehicles on campus and in town	Planned	FY 2015-2016	Use of electric vehicles will save the college and the university the cost of gas and will contribute to Tallahassee's clean air program.	Green practices and budget sustainability
Travel Expense Management	Planned	FY 2016-2017	Provide a central FSU portal for booking travel with preferred airlines, hotels, & rental cars. Provide a fully automated solution for managing pre-trip approvals, trip report creation, electronic travel receipts, workflow, etc. This system could accommodate both P-Card and T-Card transactions and provide the means to capture photos of receipts using a mobile device to automatically populate a trip report etc.	Cost savings and process efficiency
Procure 2 Pay	Planned	FY 2016-2017	Combine Procurement Services and Disbursement Services and fully leverage eProcurement to automate the entire P2P process	Enhanced Customer Service to depts as well as greater efficiency in P2P processes

Attachment 9

New College of Florida		Projected Savings	Reporting Date		
		\$72,000	7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include detail sufficient to validate savings)	Projected Savings (FY)	
Contract Renegotiation	Completed	FY 2014-2015	Renegotiated supply contracts on cryogenics (liquid nitrogen and liquid helium) and compressed gases.	\$3,500	
Employment Interviews (Faculty/Staff)	Completed	FY 2014-2015	Increased utilization of Skype technology for interviews with prospective faculty and staff allowing us to bring in fewer candidates for in-person interviews, allowing us to reduce recruitment travel costs.	\$7,500	
Computer Desktop & Software Deployment	Completed	FY 2014-2015	Implemented new software technology that reduced computer imaging time by 30% and allowed us to eliminate more costly imaging software.	\$5,000	
Capital Construction - Owner Direct Purchases	Completed	FY 2014-2015	Continued to take advantage of owner direct purchases for equipment and materials supporting capital construction projects, yielding sales tax savings over \$50,000.	\$50,000	
Improved Recycling Program	Completed	FY 2014-2015	Implemented a new trash and recycling program that has increased the amount of recyclables generated and reduced the amount of staff labor to manage the program. Annual savings in vendor costs alone are in excess of \$6,000.	\$6,000	

Attachment 9

New College of Florida		Reporting Date 7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
New Meal Plan Contract	Completed	FY 2014-2015	Competitively selected a new few service vendor, yielding improved food quality and significant improvement in student satisfaction rating. Also, streamlined recording and payment of meal plans and add ons during the year that reduced processing time for students.	Entire Student Body
Information Technology	Completed	FY 2014-2015	Completed several software programming projects regarding functions supporting the Registrar, Admissions, Human Resources, Business Office and Academic Affairs that streamlined work tasks, improved student access to class schedules and class registration, tuition & fee payments, communication with parents.	Over 200 staff hours plus value to all students & parents.
Purchasing Cards	Completed	FY 2014-2015	Pcard spend amounts for relatively small value purchases increased 14% over the prior year, reducing cost of generating purchase requisitions and purchase orders.	Over 30 staff hours.
Purchased Utilities Consumption		FY 2014-2015	Progress continues to be made in reducing consumption of purchased utilities (electricity, natural gas, water and sewer) despite increasing per unit costs. As funds permit, we continue to add buildings to our electronic campus wide energy management system and retrofit buildings with more efficient HVAC, lighting, window and roof systems. Significant HVAC upgrades to our science building and to Cook Library are underway but will not be completed until mid August 2015. Thus, we are not able at this time to document specific savings. We'll do so on next year's report.	TBD

University of Central Florida		Projected Savings	Reporting Date		
		\$19,620,041	7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include detail sufficient to validate savings)	Projected Savings (FY)	
Contractual Services Efficiencies					
New multimedia advertising contracts to support UCF hiring plans to recruit 200 new faculty and 100+ replacement faculty starting in 2014-15	Underway/Ongoing	FY 2014-2015	Negotiated media rates with The Chronicle of Higher Education and Inside Higher Ed to bundle display, email and recruitment advertising to optimize reach, frequency and value. By negotiating a bulk purchase as opposed to buying the ads separately by department, the university saved an estimated \$82,307. Additionally, purchased 80 percent of media direct, thus saving gross agency commission (15 percent of net media costs) and resulting in estimated savings of \$68,798.	\$151,105	
Biosafety safety cabinet certification contract	Underway/Ongoing	FY 2014-2015	Biological safety cabinets require certification on an annual basis. In the past, individual departments were responsible for contracting and scheduling their annual certifications. In 2014, EHS implemented a Biosafety Cabinet Certification Program and was able to negotiate a lower price per cabinet by contracting with a single vendor for this service (from \$120/cabinet to \$80/cabinet). In FY 2014-2015, this resulted in a \$7600 savings.	\$7,600	
Laundry services contract	Underway/Ongoing	FY 2014-2015	Housing linens are now being sent to a laundry service in lieu of a dry cleaners, saving \$3,000 annually.	\$3,000	
Natural gas marketer contract re-structure and hedging strategy	Completed	FY 2014-2015	Utilities and Energy Services, through the negotiated Natural Gas Rate purchasing structure, is saving UCF 35% annually in delivered costs, totaling \$130,000 for FY 2014-2015, an overall 39% reduction in cost.	\$130,000	
University insurance programs	Underway/Ongoing	FY 2014-2015	EHS procured travel insurance and police auto insurance that protect the university from exposure related to international travel and damage to police vehicles. Specifically, the former covers faculty, staff, and students while traveling outside the US and includes medical coverage for accidents & illnesses, evacuation, accidental death & dismemberment, and repatriation of remains. The latter provides comprehensive and collision coverage for police vehicles. In coming years, we expect to save a yearly average of approximately \$3000 in Travel Insurance, and \$1000 in Police Auto Insurance.	\$18,178	

University of Central Florida		Projected Savings	Reporting Date	
		\$19,620,041	7/1/2015	
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include detail sufficient to validate savings)	Projected Savings (FY)
Bulk computer purchasing program.	Completed	FY 2013-2014	In 2013, central university IT staff worked together to develop a bulk purchasing program for desktop computers, laptops, all-in-ones, tablets, and monitors. The university has experienced over \$300,000 in savings between 2013-2014 and 2014-2015. The savings is above and beyond Dell (Premier) and Lenovo (WSCA) state pricing due to standardized configurations used across UCF campus by all colleges and divisions.	\$300,000
CISCO site license maintenance agreement cost avoidance.	Completed	FY 2014-2015	UCF carries annual maintenance agreements on the university's network equipment and software. We negotiated an enterprise level blanket agreement that resulted in a 54% discount off list price (state contracted discount of 30%). Prepaying for FY2016 and FY2017 also provided a price hold savings, avoiding \$167,000 in maintenance increases over two years.	\$167,000
Oracle software maintenance agreement cost avoidance.	Completed	FY 2014-2015	UCF carries annual maintenance agreements on the Oracle-PeopleSoft software that runs UCF's core financial, human resources, student information, and portal applications. According to industry-standard contract terms, maintenance costs increase at an average rate of 3% per year. Paying five years of maintenance in advance (FY 14-15 through FY 18-19), benefits university cash management and keeps maintenance payments level over the five-year term, avoiding \$833,822 in future maintenance agreement cost escalations.	\$833,822
Patent maintenance fees and foreign annuities.	Underway/Ongoing	FY 2014-2015	In coordination with the Office of General Counsel, Office of Research and Commercialization transferred payment of all patent maintenance fees and foreign annuities from various contracted law firms to a single vendor. The law firms charged \$200 per payment, while the vendor charges \$50 per payment, resulting in \$150 per payment in savings. Since the transfer of payments to the vendor in December 2014 and through the end of June, 2015, we have saved \$17,700. On average, we are saving \$2,438 per month.	\$17,700

Projected Savings		Reporting Date		
University of Central Florida		\$19,620,041	7/1/2015	
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include detail sufficient to validate savings)	Projected Savings (FY)
Package deal with Swank Movies for the Campus Activities Board	Underway/Ongoing	FY 2014-2015	Shifted from single movie purchases for student entertainment to a package contract. Allowed CAB to increase the number of annual titles and reduce costs.	\$2,000
UCF Police Department vehicle leasing	Underway/Ongoing	FY 2014-2015	Leasing versus buying 5 additional patrol vehicles. Leasing vehicles per year resulted in a savings of \$97,922.	\$97,922
Appliance salvage agreement	Underway/Ongoing	FY 2014-2015	Identified source and negotiated agreement to sell used appliances upon replacement, resulting in salvage value and reduced overall replacement costs.	\$6,500
Arena landscaping service	Underway/Ongoing	FY 2014-2015	Completed bidding and negotiations for new landscape contract service provider, resulting in higher service level and significant annual cost savings.	\$60,000
Consulting services for naming rights and sponsorships for university assets	Underway/Ongoing	FY 2014-2015	The contract realized the following results: UCF delayed contract start from Dec 1 to mid Jan saved \$30K upfront. Negotiated company's commission from 10% to 5% for new contracts. \$14,875 savings per month based on difference between proposal and competitors' average proposal. \$74,625 cost savings.	\$74,625
Copier contract extension	Completed	FY 2013-2014	Extended the fleet copier contract (approximately 350 multifunction copiers) with Toshiba for two years realizing substantial savings from a reduction in equipment lease costs. \$200,000 of estimated savings.	\$200,000
Hourly rate on new shuttle contract (\$48)	Completed	FY 2013-2014	Negotiated a new student transportation shuttle services contract with Transdev. This contract provided Parking and Transportation Services with a competitive reduced hourly rate.	\$600,000

Projected Savings		Reporting Date		
University of Central Florida		\$19,620,041	7/1/2015	
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include detail sufficient to validate savings)	Projected Savings (FY)
Office supply contract change	Completed	FY 2014-2015	UCF Office Plus renegotiated its office supply contract with its partner Staples to lower the top 100 most frequently purchased items representing nearly half of all contract purchase dollars. The new pricing resulted in overall spending in the first six months being 6% lower than the Office Depot state contract for the same 100 items.	\$24,000
Review of UCF Operation and Structure	Underway/Ongoing	FY 2013-2014	UCF saves \$56 per hour (over the competitors' rates) with each use of this contract. The company was engaged for 2260 hours.	\$126,560
State University Systems Shared Initiative - Anti Hazing Online Course	Completed	FY 2014-2015	Procurement of a legislatively mandated anti-hazing online course for SUS students resulted in a \$1 million contract awarded to a woman-owned company and \$2.33 million in savings for the State of Florida.	\$2,330,000
State University Systems Shared Initiative - Janitorial Paper Products	Underway/Ongoing	FY 2014-2015	UCF's award of a Janitorial Paper Products contract on behalf of the SUS resulted in an average savings of 15.5%: an estimated \$42,348.50 per year over a 4 year period.	\$42,348
State University Systems Shared Initiative - Multi Media Equipment	Underway/Ongoing	FY 2014-2015	Award of a SUS contract for various multi-media equipment and supplies resulted in a total cost reduction of \$147,476.47 for UCF in FY14-15.	\$147,476

Projected Savings		Reporting Date		
University of Central Florida		\$19,620,041	7/1/2015	
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include detail sufficient to validate savings)	Projected Savings (FY)
State University Systems Shared Initiative - Overseas Travel Insurance	Underway/Ongoing	FY 2014-2015	UCF's award of a Overseas Travel Insurance contract on behalf of the SUS resulted in a 11.7% annual cost reduction: an estimated \$10,000 saved annually.	\$9,811
State University Systems Shared Initiative - Spend Analytics Tool	Underway/Ongoing	FY 2014-2015	Collaboration with the SUS to procure a spend analytic system saved UCF \$81,540.	\$81,540
Facilities Maintenance and Operations Efficiencies				
Emergency/exit lighting PM combination, and Fire suppression system PM combination.	Underway/Ongoing	FY 2014-2015	Combining the exit and emergency light inspection PMs into one life safety lighting PM reduced the amount of time dedicated to these by 1699 hours annually by reducing duplicate travel by the technician (20 minutes), inspection completion time, and number of work orders required. This is estimated to result in savings of \$58,836. Similarly, combining the fire sprinkler system, fire backflow preventer, and fire pump PMs into a single fire suppression system PM will reduce the amount of time dedicated to these by 1455 hours annually, and result in estimated savings of \$50,387.	\$109,223
Energy savings.	Completed	FY 2014-2015	Utilities and Energy Services (UES) achieved an annual energy reduction of 15,294,000 kWh of electrical (\$1,823,482 savings), 4,132,231 ton hours of chilled water (\$500,000 savings), and 130,850 therms of natural gas (\$95,006 savings) during FY 2014-15 through on-going commissioning, automation management, and capital replacement. Examples of improvements and capital replacements include building LED retrofits, water chiller replacements, electric meter replacements, etc.	\$1,823,482

University of Central Florida		Projected Savings	Reporting Date		
		\$19,620,041	7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include detail sufficient to validate savings)	Projected Savings (FY)	
New energy savings.	Planned	FY 2015-2016	<p>The Interdisciplinary Building facility is targeting: LEED Gold PH 1 is 65,240 SOFT with a proposed PH II of 35,000 SOFT building achieving a collective 30% energy reduction over the ASHRAE 90.1 2007 baseline. Est. Savings: \$193,191. Other projected building savings include Global UCF (\$32,700), Wayne Dench Student Athlete Center (\$10,060) and Facilities Operations (\$5,968).</p> <p>Additionally, a campus-wide exterior lighting retrofit project is planned that will entail the replacement of roughly (500) 175 Watt outdoor lighting with similar post -top luminaires at 75W 180LED4K lamps. Est. savings: \$23,777.</p> <p>Utilities and Energy Services will implement HVAC control measures to reduce energy consumption and improve reliability. Planned projects include Partnership I and II full BAS retrofit with AHU / terminal units, Student Health Services new construction pilot BAS , Howard Phillips Hall terminal unit controls retro-Cx, and Business Administration 1 terminal unit controls retrofit. Work includes procurement and installation of cables and conduits, writing programming code, creating graphical interface, and commissioning. Energy savings TBD.</p>	\$265,696	
Establishment of standardized Facilities and Safety (F&S) shared fleet.	Underway/Ongoing	FY 2013-2014	Established in 2013 and expanded in 2014, departmental charges for shared fleet use were implemented in November 2014, based on vehicle usage time. Based on research that shows high costs for old vehicles and vehicles used infrequently, F&S has retired 42 vehicles, incorporated 20 vehicles into the fleet system, and established a vehicle lease program for efficient vehicle use and life cycle. The program is saving the university approximately \$150,000/year, and fewer vehicles are parked on the lot during the workday.	\$150,000	

Projected Savings		Reporting Date		
University of Central Florida		\$19,620,041	7/1/2015	
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include detail sufficient to validate savings)	Projected Savings (FY)
Evaluate district cooling removal from potable water and switch to re-claimed water for condenser water heat rejection.	Planned	FY 2015-2016	Switching our district cooling condenser side from potable water to reclaim will reduce the cost associated with cooling tower make up water, reduce cost of the water treatment program, and conserve our precious water resources. Estimated water savings are 15,000,000 gallons, or ~7% of our total campus use.	\$41,000
Itron Fixed Network System	Underway/Ongoing	FY 2015-2016	Implementation of an automated meter data collection enterprise will result in approximately \$27,000 in annual savings with avoided utility administration man hours. The fixed network will also avoid over 600 man hours annually by reducing the need to physically read all 600 meters each month for cost recovery purposes.	\$27,000
Tax deductions for energy-efficient building compliance.	Completed	FY 2013-2014	Resource Management used a 179D Deduction for Energy Efficient Buildings, realizing tax savings by taking advantage of tax deductions for UCF buildings that now comply with higher energy standards. Savings from buildings in 2013-14 include: Career Services (\$3,355) and Partnership III (\$14,710). Savings in 2014-15 and 2015-16 include the College of Medicine (\$49,108) and Classroom Building II (\$11,050)	\$78,223
UCF combined Heat and Power Plant.	Completed	FY 2014-2015	On-site generation with our 5.5 mega Watt combined heat and power plant, fueled by natural gas, yielded over \$1.9M in savings and avoided 5,300 metric tons of CO2 in the environment.	\$1,900,000
Recreation and Wellness Center custodial supplies	Underway/Ongoing	FY 2014-2015	Removing paper towels from restrooms & locker rooms and replacing with hand-dryers	\$4,000
Student Union operating hours	Completed	FY 2014-2015	Reduced facility open hours by an average of 6 hours/weekday during the fall and spring semesters.	\$16,000
Smoke alarm sensitivity testing	Underway/Ongoing	FY 2015-2016	Cited NFPA 2013 ruling that eliminated required sensitivity testing on single station and multiple station smoke alarms in other than one and two family dwellings. Created and submitted alternate action plan to SFM to ensure smoke sensing operation of the devices. When accepted by SFM will result in annual savings of over \$18,000.	\$18,000

University of Central Florida		Projected Savings	Reporting Date		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include detail sufficient to validate savings)	Projected Savings (FY)	
Technological and Procedural Efficiencies					
Implementation of card swipe system	Underway/Ongoing	FY 2014-2015	The Burnett Honors College Tower 3 computer lab saved \$25K in FY 2014-15 when it changed from a staff monitored computer lab to a 24/7 business center model that uses a card swipe system. By implementing this new system, the computer lab is able to remain open all hours and does not require a full-time lab manager.	\$25,000	
Implementation of electronic process for sabbatical submission	Completed	FY 2013-2014	College of Arts and Humanities revised the sabbatical review process to be fully electronic. Reduced need for printing and administrative support for sabbatical preparation and review.	\$5,000	
Implementation of Mr. Manager online faculty document repository	Completed	FY 2013-2014	Implementation of a publications and course syllabus repository for faculty within the College of Arts and Humanities. Students can download syllabi and other course materials directly, reducing need for photocopies and administrative support for faculty. Online system resulted in savings of approximately \$50,000 and approximately 100 hours in administrative time.	\$50,000	
Software licensing centralization	Completed	FY 2013-2014	College of Arts and Humanities centralized software licensing at the College level, enabling better pricing and reducing unnecessary purchasing at department levels. College of Health and Public Affairs joined campus-wide license agreement allowing faculty /staff & student unlimited access. Prior to agreement less than 100 users were licensed now everyone has access including students	\$30,000	
Remote supervision of student interns via Skype	underway/ongoing	FY 2014-2015	Traditionally students assigned to internships in public schools (student teaching) have been supervised by fulltime faculty or adjuncts who are required to travel to the schools and observe the interns as they work with students. The College of Education and Human Performance has modified this process to replace some of the onsite visits with remote observations primarily using Skype. This has resulted in substantial financial savings by reducing the travel expenses associated with supervising interns.	\$30,000	

University of Central Florida		Projected Savings	Reporting Date		
		\$19,620,041	7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include detail sufficient to validate savings)	Projected Savings (FY)	
UCF Research Foundation Financials Implementation	Underway/Ongoing	FY 2014-2015	Finance and Accounting partnered with UCF Research Foundation to replace the Foundation's legacy accounting system to the university's financials system. The six-month project began in January 2015 and will, when fully implemented on July 6, 2015 provide new functionality that will consolidate services and resources and promote consistency between UCF Research Foundation and the university. The new financial system will result in administrative time savings and efficiencies. Estimated cost savings of \$233K in 2014-15 based on in-house implementation, consulting, licensing and software. \$120K annual savings in 2015-16 and beyond from software license (\$20K) and interest income due to banking with UCF (\$100K).	\$233,000	
New Capital Asset Inventory and Software Implementation	Completed	FY 2014-2015	Finance and Accounting's existing Asset Advantage (High Jump) software required an upgrade, costing approximately \$70K, with an ongoing yearly maintenance cost of approximately \$10K, in addition the scanning equipment needed updated and replaced. A lower cost solution was implemented CipherLab USA for software and DBK Concepts (Zebra Partner) for printers and accessories. The cost of the CipherLab software solution is approximately \$5,200K including scanners and maintenance. The cost of the printers and accessories, DBK Concepts (Zebra Partner), is approximately \$2,800. When the software and scanning equipment were implemented on January 15, 2015 the total cost savings for the first year is approximately \$72K. The forecast cost savings in subsequent years for ongoing maintenance is \$9k per year.	\$72,000	
Development and implementation of in-house project tracker database.	Completed	FY 2014-2015	Facilities Planning and Construction internally developed and implemented a database to track construction project status. This effort saved \$60,000 in annual re-occurring license fees compared to a similar third party software.	\$60,000	

University of Central Florida		Projected Savings	Reporting Date		
		\$19,620,041	7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include detail sufficient to validate savings)	Projected Savings (FY)	
Development and implementation of in-house surplus property database and other applications.	Completed	FY 2014-2015	Resource Management developed several applications for internal departments instead of purchasing a 3rd party vendor tool, including a campus surplus property database (continuing) for the adoption and collection of all campus surplus property (\$55,000). Additionally, we self-performed installation and configuration of 30 "On Street Visitor Permit Machines," achieving savings of \$27,000.	\$82,000	
Facilities Operations AiM Billing System and employee training.	Underway/Ongoing	FY 2013-2014	Using provided billing tracking reports and sustaining training and other efforts, Facilities Operations has increased recoverables annually for the last three years: FY 12-13 - \$595,611; FY 13-14 - \$903,435 (an increase of \$307,824); and FY 14-15 - \$1,575,916 (and increase of \$672,481).	\$672,481	
Implementation of enterprise class backup and disaster recovery solution.	Completed	FY 2014-2015	Resource Management implemented an enterprise class backup and disaster recovery solution for all departments supported. This solution performs nightly backups of all server data 50% faster than the previous system. IT Purchased a system with a 5-year lifecycle, rather than outsourcing to a 3rd party. Projected savings over 5 years are \$200,000.	\$40,000	
Development and implementation of IQ Orlando Portal web application for Life Sciences companies	Completed	FY 2014-2015	IQ Orlando is an innovation-focused business partnership that focusses on recruiting, inviting, and helping companies/entrepreneurs in the life sciences area to set their roots in Central Florida, bringing business and improving economy. By using existing codebase, the system was set up in one month saving \$60,000 in development costs and \$9,000 in recurring yearly maintenance costs.	\$69,000	
Development and implementation of Submission Peer Review System (SuPeR)	Completed	FY 2014-2015	New System to improve the success rate of NSF proposals by letting faculty submit proposals for review by their peers for feedback before submitting to NSF. By developing this system in-house using existing codebase, we saved \$50,000 in development cost and \$7,500 in yearly maintenance cost.	\$57,500	

University of Central Florida		Projected Savings	Reporting Date	
		\$19,620,041	7/1/2015	
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include detail sufficient to validate savings)	Projected Savings (FY)
Five-year plan for upgrading the Data Center and Disaster Recovery site.	Planned	FY 2015-2016	The FlexPod Integrated System will upgrade the infrastructure that runs ORC's Enterprise Systems and Operations catering to our data growth rate for the next five years. Not only will this solution more than double the current storage capacity, but it will also upgrade the hosts and switches resulting in better performance and better scalability. Furthermore, by switching to a newer model of replicated snapshots, it will reduce the cost of backup and recovery, enabling better service to our users. FlexPod offers a single point of contact to troubleshoot any issue related to servers and storage, easing maintenance operations. The plan also includes setting up a Disaster Recovery site at Lake Nona College of Medicine essential for business continuity. Using NetApp for replication to DR will ensure meeting our target our Recovery Time Objective of less than 24 hours on our Tier 1 services. By managing the DR services in-house instead of using an external vendor, we have a cost savings of \$344,000 over five years. Using FlexPod for primary site eliminates the cost of dedicated backup appliance, saving \$114K over 5 years.	\$91,600
Shared IT storage and backup/recovery	Underway/Ongoing	FY 2014-2015	Leveraging existing infrastructure, the Office of Research and Commercialization provided storage to the Advanced Materials Processing and Analysis Center (AMPAC) and NanoScience Technology Center (NTC) for 11TB of data at no additional cost. Starting in 2014-15, this results in savings of \$20,275 per year in storage costs @ \$0.15/GB/month. Additionally, they plan to offer full backup and recovery with off-site archivals at no additional cost. Cost of media for off-site archival of their 8TB backup data would be \$3600 per year. Cost of backups, recovery and offsite archival service with external vendor would be \$29,491 @ \$0.30/GB/month. This would amount to a cost savings of \$25,891 per year starting in 2015-16.	\$49,766

Projected Savings		Reporting Date		
University of Central Florida		\$19,620,041		7/1/2015
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include detail sufficient to validate savings)	Projected Savings (FY)
Career Services distance conferencing	Ongoing	FY 2013-2014	Distance conferencing capabilities have been added to Career Services offerings to allow students and alumni access to resources without needing to travel. The Polycom distance conferencing system allows users from other locations to participate in activities happening on the main campus. Workshops have been presented at the regional campuses and students have interviewed with companies across the country, and across the world. Students can also arrange one-on-one appointments with Career Counselors using Skype. Approximately \$600 per year is saved in staff travel expenses. This initiative was started in FY2013-2014, but extends into the future.	\$1,200

University of Central Florida		Projected Savings	Reporting Date		
		\$19,620,041	7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include detail sufficient to validate savings)	Projected Savings (FY)	
Excess hours counter	Completed	FY 2013-2014	UCF has implemented an excess hours "counter" tool in PeopleSoft where students can review their progress and impact of courses toward excess hours on a regular basis whenever they login. While service and troubleshooting is still a necessity, as a result of this project, the need for OPS staffing for high level query writing, report development, and staffing to communicate and process excess hours has been eliminated. Estimated cost savings as a result of this automation is \$50,000.	\$50,000	
First Year Advising and Exploration paperless advising	Ongoing	FY 2013-2014	A paperless process was created for all forms used at the two day FTIC orientations. All documents were scanned and placed into an electronic file.	\$9,000	
Recreation and Wellness Center Lifeguard Blended Learning (web-based)	Completed	FY 2015-2016	Lifeguard Certification course has moved to web-based classroom, where on-line videos and testing is completed remotely. Saves instructor cost and more time can be spent practicing skills.	\$1,500	
Registrar's Office online readmission application	Completed	FY 2014-2015	Implementation of an online and completely paperless readmission approval process. The process results in greater security, efficiency, and transparent information regarding the status of the application during the review process. Workflow is involved that includes review by several offices including Registrar, Student Conduct, and the college advising office. Cost savings from postage and envelopes is approximately \$2000.	\$2,000	
Secure electronic PDF transcripts	Completed	FY 2013-2014	Service that enables students to request a transcript and have it delivered anywhere in the world within one hour. Cost savings and labor savings have resulted from a reduced volume of paper and the workload of stuffing envelopes and postage. Cost savings are approximately \$12,000 per year.	\$12,000	

Projected Savings		Reporting Date		
University of Central Florida		\$19,620,041	7/1/2015	
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include detail sufficient to validate savings)	Projected Savings (FY)
Student Development and Enrollment Services (SDES) IT server room shutdowns	Completed	FY 2014-2015	The server from the CAPS server room and the HPH server room were consolidated into one main room in the Health Center and virtualized. The old server rooms were decommissioned and given back to the respective departments for alternate space utilization.	\$25,000
Student Health Services immunizations-web portal upload	Ongoing	FY 2014-2015	Implementation of an online process of uploading mandatory immunization forms. The process implemented in April 2015 has increased the processing of over 16,000 immunization forms by 22%, reduced the number of incomplete forms going into orientation by 35%, decreased the number of telephone calls to students by 40%, reduced the usage of paper by 75%, and reduced the amount of money spent on supplies (toners, fax machines) and personnel by \$16,000.	\$16,000
Transition to fully online/paperless Student of Concern reporting and filing process.	Completed	FY 2014-2015	Implementation of an online and completely paperless check in and "student of concern" documentation process. All intake paperwork and release of information forms have been upgraded to pdf format to completion on an iPad and updated directly into the Maxient database. This updated resulted in smoother and simpler check-in procedures for students and less error for staff updated student records and files.	\$14,450
Third Party Vendor Efficiencies or Cost Avoidance/Savings Strategies				
Architectural fees savings.	Completed	FY 2014-2015	Facilities Planning and Construction (FP&C) negotiated architectural design proposal fees resulting in savings for the following projects: Trevor Colbourn Hall (\$69,036), Library renovation (\$295,825), and Interdisciplinary Building (\$118,046).	\$482,907

Projected Savings		Reporting Date		
University of Central Florida		\$19,620,041	7/1/2015	
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include detail sufficient to validate savings)	Projected Savings (FY)
Building project savings	Completed	FY 2014-2015	Resource Management audited the contractor's Guaranteed Maximum Price (GMP) submittal, resulting in savings for the following projects: Bennett Buildings renovation (\$711,884), Wayne Dench (\$107,424) and Global Building (\$20,890). Additionally, post-audits on reviewing pay applications were conducted. Cost savings resulted due to correcting the contractor's pay applications reviewed monthly to comply with their contract. Those project savings include the Libra Garage (\$811,808) and the Academic Villages II expansion (\$2,273,635)	\$3,925,641
Chemical Reclaim Program	Underway/Ongoing	FY 2014-2015	When unused chemicals are no longer needed for use due to changes in research or processes, the chemicals are disposed of through the Hazardous Waste Program at an expense. Using in-house expertise on the value and stability of chemicals, along with knowledge of similar processes on campus, Environmental Health and Safety (EHS) is able to pull select chemicals slated for disposal and return them to inventory for use in other labs. This results in both lowered hazardous waste expenses and savings from not needing to purchase new chemicals. In FY 2014-2015, 340 chemicals were diverted, resulting in a reduction of \$1200 in hazardous waste fees. The value of the chemicals, if purchased today, is estimated at \$6300.	\$7,500
Competitive bidding for projects under \$2M	Underway/Ongoing	FY 2014-2015	GCQuotes system was used to obtain competitive bids on construction projects that use Continuing Services contractors selected for their qualifications. The savings represent the difference between high and low bids for 40 projects.	\$1,396,553
Department Cx initiatives	Planned	FY 2015-2016	Self-performance of ASHRAE 202 Cx process on several projects that include renovations and expansion, reducing third party costs nearly 30%.	\$40,000

Projected Savings		Reporting Date		
University of Central Florida		\$19,620,041		7/1/2015
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include detail sufficient to validate savings)	Projected Savings (FY)
Environmental compliance services, landscape installations, and forestry mulching	Completed	FY 2013-2014	Landscape and Natural Resources self-performed environmental compliance services for wetland mitigation and stormwater management, resulting in cost savings of \$82K. They also created an in-house landscape installation team to renovate old landscapes, saving \$15,870 on 30 projects. Finally, they completed forestry mulching along edges of fire units to reduce vegetation, which is beneficial for wildfire mitigation and prescribed fire planning saving an additional \$1,370.	\$99,245
Green Cleaning Initiative	Underway/Ongoing	FY 2014-2015	Continued green cleaning initiatives by purchasing an Orbio machine, which is designed to create its own cleaning and disinfectant solution. This reduces the amount of harmful environmental products, and the amount of money spent on expensive cleaning solutions. This will save between \$3,000 and \$4,000 per year.	\$3,000
Light Up UCF ice rink purchase	Underway/Ongoing	FY 2014-2015	Negotiated purchase of 8,000 sq. ft. ice rink to host Light Up UCF. This will result in a cost savings of \$180,000 over the next five years of the event.	\$36,000
Holiday decorations purchase	Planned	FY 2016-2017	Negotiated purchase agreement for holiday décor previously rented for Light Up UCF. The initial purchase this year for the same price as was previous spent on renting the décor will result in annual savings of \$32,000.	\$32,000

Projected Savings		Reporting Date		
University of Central Florida		\$19,620,041	7/1/2015	
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include detail sufficient to validate savings)	Projected Savings (FY)
Efficiencies Possible by Grants and Donations				
Law Enforcement eCitation and in-car printing	Underway/Ongoing	FY 2014-2015	Resource Management, IT, was successfully awarded a grant from the Florida Department of Transportation for \$46,843. The funding has provided the Law Enforcement Officers with in-car printing capabilities as the Police Department moves toward implementing electronic citation issuance and submission.	\$47,000
Adopt-a-pond and Adopt-a-road	Underway/Ongoing	FY 2014-2015	Landscape and Natural Resources (Arboretum) hosted Adopt-a-Road and Adopt-a-Pond programs through which 545 volunteers in 22 different student groups contributed 464 hours of labor, clearing debris from our ponds and roadways.	\$4,640
MASS - Grant from Orlando Magic Youth Fund	Underway/Ongoing	FY 2015-2016	Funds used to defray the cost of the Multicultural Academic and Support Services (MASS) Student Success Conference and to pay for student scholarships for multicultural and first generation students.	\$50,000
Career Services	Ongoing	FY 2013-2014	Career Services has been successful in seeking funds from other sources. During the past two years Career Services has received Parent and Family Fund Grants (\$9,145), Technology Fee Grants (\$34,355), and support from the Florida Career Centers Consortium to provide MyPlan (\$4,000).	\$47,500
Creative School USDA Food Program	Underway/Ongoing	FY 2014-2015	<p>Creative School became an approved provider for the USDA Food Program, agreeing to abide by their policies of serving healthy and nutritious food to our children. Accordingly, the school receives a monthly payment from the USDA Food Program based on families' incomes and the number of children served. This past year, Creative School was reimbursed enough funds to cover half of our budgeted food costs (\$42,000).</p> <p>Additionally, since we began the USDA Food Program we have had to carefully monitor portions served to the children. Creative School developed a new ordering system to control portion sizes on food served while still maintaining the integrity of the food program, saving an estimated \$15,000.</p>	\$57,000

Projected Savings		Reporting Date		
University of Central Florida		\$19,620,041	7/1/2015	
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include detail sufficient to validate savings)	Projected Savings (FY)
Student Success Units - SDES & FAIRWINDS Partnership in Excellence Grant	Ongoing	FY 2014-2015	Units saved \$25,000 in programming expenses due to the generous donation of FAIRWINDS Credit Union via the SDES & FAIRWINDS Partnership in Excellence Grant. The purpose of this partnership grant is to increase financial literacy awareness among staff, faculty and students and to enhance student success by providing support to first time in college (FTIC) and transfer students.	\$25,000
Victim of Crime Act Grant	Underway/Ongoing	FY 2014-2015	Funding supports a victim advocate position resulting in savings of \$43,302	\$43,302
FL Dept. Of Health Sexual Violence Prevention Grant	Underway/Ongoing	FY 2014-2015	Funding supports the mandatory online violence prevention module federally required by the VAWA amendments of 2014. resulting in savings of \$74,745	\$74,745

University of Central Florida		Projected Savings	Reporting Date		
		\$19,620,041	7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include detail sufficient to validate savings)	Projected Savings (FY)	
Automated External Defibrillators (AED)	Completed	FY 2014-2015	Implementation of AED in every Patrol Car using Forfeiture dollars received to the Police Department. AED purchase using Forfeiture dollars resulted in a savings of \$21,081. Mor importantly, the university increase in AED allows first responders to save lives.	\$21,081	
Other Efficiencies or Cost Avoidance/ Savings Strategies					
Refunded UCF Convocation Corporation housing Certificates of Participation Series 2004A and 2005A	Completed	FY 2013-2014	The UCF Convocation Corporation is a direct support organization. The Corporation refunded \$58,645,000 in outstanding certificates of participation resulting in annual debt service savings of \$542,953 beginning in FY2014-15 along with an additional \$57,296 from the reduction of a letter of credit.	\$600,249	
Refunded UCF Convocation Corporation housing Certificates of Participation Series 2005A	Completed	FY 2014-2015	The UCF Convocation Corporation is a Direct Support Organization. The Corporation refunded \$58,930,000 in outstanding Certificates of participation resulting in annual debt service savings of \$351,370 along with an additional \$37,000 from the termination of a letter of credit.	\$388,370	
Property adoptions and surplus	Underway/Ongoing	FY 2014-2015	Resource Management realized cost savings and generated revenue for the university in excess of \$634,000: \$304,000 from 569 departmental adoptions, and \$330,000 from external sales (excluding sales tax).	\$634,000	
Bond debt retirement	Completed	FY 2014-2015	Retired capital expansion bond debt for bookstore buildout, saved interest expense for final 2 years of debt service. Also created monetary labor savings by eliminating the need to prepare auxiliaries facilities reports or bookstore segment financial statements. Additionally, the labor time it would have taken to prepare financial statements, MD&A, footnotes, was greatly reduced.	\$42,000	
Passport Processing Center	Completed	FY 2013-2014	Through its partnership with the U.S. State Department, Business Services has processed over 1,400 passports for university faculty, staff and students, as well as nearly 1,300 for the Orlando community in fiscal year 2014 resulting in \$91,000 in additional revenue. Passport customers included UCF students taking part in the Study Abroad program and UCF athletic teams playing internationally.	1,400 university faculty and staff	

Reporting Date				
University of Central Florida		7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
Academic and Student Support Efficiencies/Improvements				
Burnett Honors College student self-service systems	Completed	FY 2014-2015	Burnett Honors College IT Development staff created/improved many student online tools including: graduation survey to replace face-to-face meetings, online payment system to replace cash and check processes, CMS website editor, and college budgeting system and report generator. Additionally, we are updating the online application status page that will allow prospective students to track their applications and to be notified of their application status. The system will launch this fall and will result in a better, faster, and more transparent admission process to the student. These value-added projects provide students access to critical information without the need to reach out to staff and wait for the information.	Better student experience, quicker and more accurate feedback, less need to contact staff, and increased operational efficiency.
College of Arts and Humanities Student Advising (CAHSA) online course substitution system	Underway/Ongoing	FY 2013-2014	Significantly reduced processing time for both departments and CAHSA and has assisted the students greatly by updating their records much more quickly and notifying them of any record changes.	Better student experience, reduced processing time, and increased operational efficiency.
College of Arts and Humanities web courses	Planned	FY 2015-2016	Implement academic success web course for students on probation. Additionally, implement a graduation advising web course for students who file their intent to graduate to assist them in ensuring all graduation requirements are met. Courses available beginning in Fall 2015.	Improved retention and graduation rates.
College of Business Administration establishment of the Office of Professional Development and implementation of four (4) 1 credit hour professional career building models for all degree programs	Completed	FY 2014-2015	The four, one credit hour career planning courses together with students' interaction with the career coaches at the OPD have greatly increased the number of students served, improved the utilization of staff and increased student placement rates	8,000 students have benefited
College of Business Administration revamp of waiver petition process.	Underway/Ongoing	FY 2014-2015	The new process has decreased errors, decreased processing time and increased students' satisfaction about the process. The college will continue to review curriculum and policies that may further reduce student petitions	1000 students have been served

Reporting Date				
University of Central Florida		7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
College of Engineering and Computer Science Progress Policy	Underway/Ongoing	FY 2015-2016	CECS students following 2015-2016 and later catalogs will be limited to 5 withdrawals, 10 unsuccessful grades (C- and below, plus W, WP, WF, NC), and two repetitions (i.e., three total attempts) in courses taken at UCF. This new policy makes a clear statement about what success in CECS majors looks like. It will limit the number of unsuccessful course attempts any student can have that result in excess hours, indebtedness, lengthy time to degree, and records that are unattractive to potential employers.	Expect more graduates in CECS programs, fewer students with excess hours, and shorter time to degree overall.
College of Engineering and Computer Science graduate defense website/database	Underway/Ongoing	FY 2014-2015	The website produces a 4 page PDF booklet which is sent to the defending PhD student and the doctoral committee. The Grad Website has been used to send dissertation and thesis defense announcements to all CECS faculty. The website is constantly being improved and is currently being tested for producing responses to custom queries	77 PhD students and 52 MS Thesis students were served by the new website.
College of Engineering and Computer Science Proficiency and Evaluation Center	Underway/Ongoing	FY 2014-2015	The Electrical and Computer Engineering center allows faculty and GTAs to focus their attentions on answering questions that are most critical to our students, rather than grading numerous homework problems and tests. In turn, this helps to make student-faculty interaction more efficient. The preliminary data shows that the center enhances learning and student performances.	The center has served 200 plus students.
College of Engineering and Computer Science TEAm Virtual Career Fair (VCF)	Completed	FY 2014-2015	Supervised the TEAm Virtual Career Fair (VCF) held on April 14, 2015. It is the first Virtual Career Fair in the history of career services at UCF, USF, and FIU.	22 employers registered for the event and 195 students (55 UCF, 94 USF, 46 FIU) attended Chat (Audio & Video) sessions with the different employers.

Reporting Date				
University of Central Florida		7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
College of Engineering and Computer Science new e-Certification system of graduate degrees	Completed	FY 2014-2015	Transitioned the college to the new e-Certification System of Graduate Degrees which started officially in Summer 2014. Got the approval of the chairs and graduate coordinators to limit their role to the pre-certification phase only, which improves the efficiency and reliability of graduate degree certifications.	In 2014-15 over 400 graduate degrees were e-certified in a more timely manner.
College of Engineering and Computer Science new student advisors	Underway/Ongoing	FY 2014-2015	Made possible by the BOG Targeted Educational Attainment (TEAm) funds, new advisors were recruited to serve students in computer science, information technology, and computer engineering that are critical to Florida's economy. These advisors meet with majors to ensure they stay on track for timely graduation. They also encourage students struggling in other majors to consider one of these fields where job opportunities abound.	Expect more timely graduation of students in CS, IT, and CpE majors to fill important jobs across Florida.
College of Engineering and Computer Science TEAm Internships Portal	Completed	FY 2014-2015	Supervised the development of the TEAm Internships Portal housed on the TEAm website. The portal allows the students from UCF, USF and FIU view paid internship opportunities in Orlando, Tampa or Miami for the TEAm STEM majors. The portal offers the following features: convenient, easy and free registration, internship listings updated weekly, students can view postings in any region and apply directly. The TEAm Internships Portal went live on May 1, 2015 and has been praised by students and officials.	In the first three weeks of operation, a total of 332 students logged in to view internships posted by 128 companies, 94 students clicked on the Employer's Application Link of different positions.
Remote supervision of student interns via Skype	underway/ongoing	FY 2014-2015	The College of Education and Human Performance has modified the process of supervising students assigned to internships in public schools (student teaching) to replace some of the onsite visits with remote observations primarily using Skype. The remote visits have been less intrusive and have enhanced the relationship between the intern and the supervisor. It has also strengthened the relationship between our faculty and the supervising teacher. It also provides an opportunity for specialized assistance when performance problems are identified.	Enhanced academic achievement

Reporting Date				
University of Central Florida		7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
College of Graduate Studies Online GTA Performance Assessment Form	Completed	FY 2014-2015	The new GTA Performance Assessment is loaded into PeopleSoft. This allows for faster approval of assistantship agreements, more accurate GTA assignment data, and more efficient collection and recording of completed GTA Performance Assessments	Prior process required up to four staff members to be involved in the process. The improved process allows for the initial assessment data to be loaded automatically into PeopleSoft, and requires only one staff member to approve the eForm.
College of Graduate Studies Online Pathways to Success Registration System	Completed	FY 2014-2015	The new registration system within PeopleSoft is a more efficient tool for collecting and tracking graduate student registration and attendance of the Pathways to Success Workshops	Students can register in three steps for multiple workshops as compared to the eight steps it used to take
College of Health and Public Affairs implementation of online scholarship applications via myUCF portal.	Underway/Ongoing	FY 2013-2014	Increased online scholarship applications by 300% and allowed the college to serve more students without increasing the need for additional space or staffing while reducing the carbon footprint.	394 additional applications were processed during the fiscal year

Reporting Date				
University of Central Florida		7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
Online student support services	Underway/Ongoing		Providing online student support services for the new online Master of Social Work	Students enrolled in the online MSW program will not be required to come to campus for support services. Ability to immediately address inquiries from various locations.
Online readmission application	Completed	FY 2014-2015	Implementation of online and completely paperless university readmission approval process. The process results in greater security, efficiency, and transparent information regarding the status of the application during the review process. Workflow is involved that includes review by several offices including Registrar, Student Conduct, and the college advising office. Cost savings from postage and envelopes is approximately \$2000.	3100 readmission applicants (former students) per year are served by this process.
Student Health Services online payment system	Completed	FY 2014-2015	Implementation of a payment portal for students to pay online via credit card. Previously, payments could only be processed over the phone and in person.	Added convenience/benefit to all students using Student Health Services. Eliminated the need for Health Services staff to process payments.

Reporting Date				
University of Central Florida	7/1/2015			
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
Implementation of PeopleSoft degree audit and course repeat tracking functions	Underway/Ongoing	FY 2015-2016	<p>UCF is moving its course repeat checking processing from the DARS degree audit system into PeopleSoft. Moving this process into the integrated PeopleSoft system will result in more efficient financial aid processing by removing the need for the Office of Student Financial Assistance to recalculate academic levels for students.</p> <p>Additionally, UCF is planning to implement the PeopleSoft delivered degree audit system and is scheduled to go live in early 2016. Outcomes of this project include: 1) real-time updates to degree audit data; 2) improved and real-time processing of transfer credit posting; 3) greater ability to monitor and assist students with graduation planning; 4) faster processing of excess hours-related course data; 5) faster degree certification processes.</p>	50,000 students served.
Parchment Storefront of Print and fulfillment of paper transcripts	Underway/Ongoing	FY 2015-2016	The Registrar's Office is implementing a new "storefront" for transcript ordering that will enable students to request and pay for electronic PDF transcripts, EDI transcripts, and paper transcripts. The paper transcripts will be printed, stuffed, and mailed offsite. This project will reduce manpower needs that are strictly dedicated to transcript services by 75%. This project will also reduce credit card and money handling processes by the department personnel by 90%.	45,000 students will benefit per year.
Redesign of the Student Organization Allocation Process via SGA Senate	Underway/Ongoing	FY 2014-2015	Student Government Association Allocation Applications are now online allowing students in any location to apply for funding. Senators can then review the applications and if they need to speak to the petitioning student can either bring them in to meet or ask questions via email. This has allowed senate meetings to reduce meeting time and allow for more students to have access to needed funding.	A more efficient process for students and the ability to help distance learning students receive funding.

Reporting Date				
University of Central Florida		7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
Registrar's Office student schedule planner software	Planned	FY 2016-2017	Student scheduling software will enhance the class search and registration experience and improve the efficiency of building a class schedule around co-curricular activities, work, and other courses. With an institution of our size, the number sections that exist in a given term renders a large magnitude of scheduling possibilities. The outcomes of this project will be: 1) greater credit hour production; 2) more efficient advising experience; and 3) greater efficiencies during orientation due to reduced registration time. Credit hour studies at a comparable university that uses PeopleSoft indicated that the average credit load for students using the system was over 1 credit higher than those who did not. Project credit hour impact is 25,000 to 40,000 per year.	Will serve 40,000 students per year. Increased production of credit hours of 25,000 to 40,000 per year.
Student Accessibility Services - Changing from Medical Model to Social Model of service delivery	Completed	FY 2013-2014	This change of service delivery has resulted in more students receiving accommodations than in the past as they do not need to supply an over abundance of medical records to qualify for services.	Nearly 600 additional students are being served today from the end of FY 2012-13
Student Health services patient web portal	Ongoing	FY 2014-2015	New enhancement of our electronic health records and implementation of our patient web portal. The web portal affords the patient the ability to schedule their appointments	The web portal is available and will serve over 74,000 patient visits annually.
Virtual career services	Ongoing	FY 2014-2015	Virtual resources have been added to Career Services offerings to allow students and alumni access to on-line resources. CareerSpots, Career Shift, and Optimal Interview were new offerings in FY 2014-2015. These products allow students to access services without physically coming to campus.	A resource accessible for online and regional campuses students
Contractual Services Efficiencies				

Reporting Date				
University of Central Florida	7/1/2015			
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
New multimedia advertising contracts to support UCF hiring plans to recruit 200 new faculty and 100+ replacement faculty starting in 2014-15	Underway/Ongoing	FY 2014-2015	Negotiated media rates with The Chronicle of Higher Education and Inside Higher Ed to bundle display, email and recruitment advertising to optimize reach, frequency and value. As of 6/23, the faculty hiring multimedia campaign generated 14.6 million brand-enhancing media impressions and 4,577 applications. More than 33,266 visits were recorded to ucf.edu/jobs website and 20,742 clicks to jobswithucf.com resulting in a 22 percent conversion rate.	The campaign raised the level of UCF's brand recognition among other institutions and generated applications from all 50 states.
College of Engineering and Computer Science Cross-state multi-institutional course sharing agreement	Underway/Ongoing	FY 2014-2015	The agreement was developed for FEEDER universities in FL, SC, AL, PA, KY, & AK. Collaborative course offerings started in Spring 2015 and will continue for the next 3 years. This allows UCF and any Florida student to take smart grid courses offered by out-of-state universities. Our students are able to expand the repertoire of courses available without the use of additional university resources and faculty positions	The number of students who participated were 16 from UCF, 6 at USC and 30 at Univ. of Kentucky.
Cobblestone Contract Management System	Underway/Ongoing	FY 2015-2016	UCF purchased the Cobblestone Contract Management system as a university wide contract system. The contract system will allow the departments to expedite contract processing, validate appropriate signature authority, manage risk and compliance, and improve contract tracking. It is estimated to reduce the contract approval time by 3-5 days.	Ensure UCF employees follow proper policies and procedures for contract processing. Provide real-time view of workflow, and significantly reduce paper agreements/ contracts.
Musco Lighting contract	Completed	FY 2015-2016	Renewed and expanding existing agreement with Musco Lighting that allows the staff at the Recreational and Wellness Center to remotely turn lights on and off and pre-schedule as needed.	Direct contact with Musco maint. staff that allows for needed maint. and re-lamping in a simple and efficient fashion.

Reporting Date				
University of Central Florida		7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
Adopting Use of National Consortium and Cooperative Contracts As Best Practice	Underway/Ongoing	FY 2014-2015	Hard dollar savings generated by the use of cooperative/consortium contracts cannot be quantified. Although the goal of saving dollars are constantly at the forefront, UCF routinely uses said contracts to generate soft savings (i.e., man hours, resources, delivery of commodities and services), associated with soliciting and awarding a separate contract. The criteria for piggybacking an existing SUSF/Consortium/Cooperative contract is that it must have been fully competed and awarded by a public entity/Consortium/Cooperative. Presumably those entities only enter into contracts after thoroughly applying purchasing due diligence to ensure the contracts are the best value to their constituents. By foregoing local solicitations and using an existing contract we save anywhere from 10 days to 8 weeks on an invitation to bid, and up to 6 months on an invitation to negotiate.	Discount pricing; relief from administrative efforts associated with processing solicitations; faster delivery of commodities/services; and rebates.
Facilities Maintenance and Operations Efficiencies				
College of Engineering and Computer Science Maker Space Lab Complex	Completed	FY 2014-2015	The complex is comprised of the Harris Corporation Gathering Lab, Idea Lab, Texas Instruments Innovation and Manufacturing Lab and is made up of repurposed space, using under-utilized spaces in the Engineering II Atrium and former Machine Shop. The purpose is to encourage students to collaborate, develop creativity, an prototype in a dedicated space. These spaces are used by students and faculty, and are promoting an entrepreneurial culture to encourage new business development and greater innovations.	The repurposed space totals 12,780 sq./ft. and the complex has been utilized by over 700 students from CECS, College of Business Administration, and College of Arts and Humanities.

Reporting Date				
University of Central Florida	7/1/2015			
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
Academic building energy audits	Underway/Ongoing	FY 2015-2016	Utilities and Energy Services is performing an energy audit on several of the largest energy use index (EUI) academic buildings on campus, including the Biomolecular Research Annex, Chemistry, Computer Science III and Engineering III buildings. The field survey will include energy consumption and peak demand analysis to identify Energy Efficiency Measures (EEMs).	Energy conservation measures to reduce energy consumption.
AiM Warranty Tracker implementation	Underway/Ongoing	FY 2014-2015	AiM CMMS Warranty Tracker tool to track warranties on new equipment and buildings.	Reduced costs to the university through effective use of warranties for repairs.
Analytics with fault detection diagnostics for indoor air quality monitoring	Underway/Ongoing	FY 2014-2015	Utilities and Energy Services incorporated analytics to resolve indoor air quality issues by programming pre-populated rules for mechanical distribution equipment within buildings. This pro-active approach created 130 work orders at 571 man hours. There also were 81 repairs at an estimated 81 man hours tracked via spreadsheet (not in AIM). The combination resulted in 211 potential occupant complaints that were never received.	Increased level of customer service with indoor thermal comfort
Self-performance of building analytics	Underway/Ongoing	FY 2015-2016	Utilities and Energy Services will use building analytics to convert data from various building automation systems on campus to identify and prioritize maintenance measures.	Fact-based improvements that will lower energy costs, improve tenant comfort, and extend the life of equipment.
Self-performance of controls integration for retro commissioning and new construction applications	Underway/Ongoing	FY 2014-2015	Building automation control systems typically have a life cycle of 10 years. Energy Services self-performed three AHU / control retrofit projects, saving 8-13% energy from a whole building perspective. By self-performing this work, the division achieved a MARR of 8% with delivered cost reduced by 30-50% per installation across four buildings completed in FY 14-15: Psychology, Partnership I Chillers, Burnett House, and F&S 16A.	Reduced energy costs, with 8-12% MARR TYP.

Reporting Date				
University of Central Florida		7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
Upgrade of fire alarm monitoring to radio network (Web)	Underway/Ongoing	FY 2015-2016	71 buildings that use analog technology to report fire alarm signals to UCF PD are being modernized to use the radio network. The analog network is antiquated, no longer supported, and will be phased out. The radio network is the most effective and efficient solution to improve network reliability.	Improved reliability for life safety systems
Water efficient fixtures	Underway/Ongoing	FY 2015-2016	Target design using water efficient fixtures will reduce water consumption by 30% over the baseline building for Global UCF and Interdisciplinary Research buildings, and by 20% for the Facilities Operations building using ASHRAE 90.1 2007.	Conservation of precious water resources
Water Treatment Plant SCADA upgrade	Underway/Ongoing	FY 2015-2016	Replacement of the existing Data Flow SCADA with new Trihedral to update an antiquated system. The monitoring system will warn of significant changes as early as possible, which is especially critical in a plant that runs unmanned for long periods of time.	Increased plant efficiency and reliability and improved output, without spending additional capital.
Technological and Procedural Efficiencies				
College of Health and Public Affairs implementation of inventory policy and tracking system	Underway/Ongoing	FY 2013-2014	Developed a sustainable solution to manage inventory through the use of a labeling & tracking system. The inventory system reduced the number of lost and misplaced inventory and better control of mobile devices.	Reduction in number of lost/misplaced inventory. Tighter control of inventory and mobile devices
Real-time posting of electronic payments to student accounts	Completed	FY 2014-2015	Previously, electronic payments for tuition and fees were posted in batch on a nightly basis. This created an increase in calls to the Student Accounts office and some students made duplicate payments because they did not see their first payment post immediately. The new functionality immediately posts the payment to their account and adjusts or removes financial holds. Students no longer have to call to have holds removed immediately and students are at a lower risk of making a duplicate payment.	Change affects all electronic payments - approximately 125,000 payments per year

Reporting Date				
University of Central Florida	7/1/2015			
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
Switched custom Peoplesoft processes to delivered methods to reduce staff time needed during upgrades	Completed	FY 2014-2015	Previously, Student Account Services used custom Peoplesoft processes for refunding, direct deposit enrollment, and various parts of the tuition calculation process. Due to enhancements in the delivered methods of these processes in Peoplesoft, we were able to adopt the delivered methods and remove the custom processes. Using the delivered PS methods reduces staff time needed during system patches and upgrades.	Estimated 4 patches or upgrades per year, 1 FTE day per patch/upgrade in savings
Electronic faculty promotion system	Completed	FY 2014-2015	Implemented electronic promotion system for instructors, lecturers, and clinical and research faculty akin to the existing system for tenure-track faculty. Reduces the need of storage space for dossiers, ensures security of sensitive documents, decreases liability associated with transporting dossiers, and discontinues the need for physically moving dossiers through each stage of the process.	Increased operational efficiency
Online shared resource folder system	Completed	FY 2014-2015	Implementation of shared resource folder system between the Office of Faculty Excellence and ten colleges, Nanoscience Technology Center, and Computer Services for disseminating and collecting sensitive information, e.g. student perception of instruction reports, evaluations.	Increased operational efficiency
Development and implementation of UCF Financials Standard Budget Ledger	Completed	FY 2014-2015	Finance and Accounting partnered with Academic Affairs to develop and implement a university-wide project to use existing UCF Financials system functionality to extend multi-year budgeting and consistent financial forecasting and reporting capability to Education and General (E&G) departments. The six-month project implemented budget categories, created a new budgeting hierarchy to enable budgeting by single departments or groups of departments, and provided multiple budget reports that allow for both forecasting and variance reporting across all UCF Departments facilitating the strategic allocation of resources more efficiently.	Increase operational efficiency, promote reporting consistency, minimize errors and duplication of effort

Reporting Date				
University of Central Florida		7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
Arbor Pro	Underway/Ongoing	FY 2014-2015	Landscape and Natural Resources' Urban Forestry team implemented a new software program, ArborPro, which provides a GIS map of urban trees on campus and increases efficiency of tracking and managing tree care activities and tree-related work orders.	Identifies monetary value of campus trees, and establishes efficient work management for tree care.
Project Tracker Database development and implementation	Completed	FY 2014-2015	Facilities Planning and Construction (FP&C) internally developed and implemented a database to track construction project status. This online database allows UCF clients to get real-time status updates on their projects.	Enhanced communication on construction project status.
VMWARE ELA campus-wide purchase	Completed	FY 2014-2015	Through the university's shared services initiative, VMWARE ELA for the campus-wide purchase of VMWARE software was negotiated, resulting in volume discounts.	Streamlined purchasing and thousands of dollars saved off retail rates.
Secret Server application hosting	Completed	FY 2014-2015	Through the university's shared services initiative, Secret Server is now offered to all campus IT departments for a minimal monthly cost. This eliminated duplication and the consolidation of resources.	Centralized management and thousands of dollars saved infrastructure and software costs.
UCF Virtual Apps	Completed	FY 2013-2014	The university implemented a Virtual Apps project in 2013-2014. Computer Services' Data Center hosts the UCF Virtual Apps infrastructure. This program provides hundreds of students virtual access to various software programs found in computer labs across campus.	Reduces the number of physical lab seats necessary across the campus. Students have anytime, anywhere access

Reporting Date				
University of Central Florida		7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
ServiceNow Ticketing System	Underway/Ongoing	FY 2015-2016	Several colleges/units engaged in help desk services using various ticketing systems and processes. We are implementing a Centralized Service Desk ticketing system for IT support services campus-wide. This will allow for a common system, processes, shared resources, and better data reporting. Negotiated pricing and licensing ensures discounted rates for greater return on investment by departments.	Centralized Service Desk and consistent delivery of IT support across the campus. Eliminates several other tools that compete for resources.
Centralized camera system (Milestone) internal hosting	Planned	FY 2015-2016	Computer Services and Telecommunications are working with the Office of Emergency Management to create and host cameras campus-wide. This centralized service will reduce distributed server infrastructure and overhead.	Reduced infrastructure costs, centralized management, consistent service delivery.
Third party application hosting services	Underway/Ongoing	FY 2013-2014	The university has transitioned major applications such as our learning management system (Canvas), ServiceNow (helpdesk ticketing system), and RightNow(ask UCF) to third party hosting services. Cost to purchase equipment, equipment maintenance, and data storage exceed the cost of hosting services.	Reduced equipment cost, reduced data storage needs, and allows us to divert resources to other critical initiatives.
Migration to multijurisdictional computer aided dispatch and law enforcement record management system	Planned	FY 2015-2016	Currently evaluating migrating to a multijurisdictional Computer Aided Dispatch (CAD) and Record Management System (RMS), which will provide increased data sharing and costs savings as opposed to purchasing a solution from an external vendor.	Improved data sharing and lower total cost of ownership of a CAD\RMS systems than if purchased from an external vendor.

Reporting Date				
University of Central Florida		7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
Registrar's Office online change of grade process	Completed	FY 2013-2014	Implementation of an online and completely paperless grade change process. The process utilizes PeopleSoft eForms and workflow to ensure a highly secure and efficient method of moving a grade change "form" through the approval process from instructor to chair to dean and fully integrated and automated to update the student's academic record.	8,000 grade changes per year. Estimated paper savings is 24,000 to 30,000 pages of paper per year.
Electronic signature for card waivers	Underway/Ongoing	FY 2014-2015	Everyone that receives a UCF Card is required to complete and sign a card waiver form. With the previous process, the form would be handwritten, scanned, filed, and email address manually added to a database. This posed challenges with legibility and was also time consuming for staff. The new process uses iPads to capture information digitally, and through software automation, a copy is sent to the card holder, a digital copy is created and filed for record, and the captured email addresses are added to the database.	17,330 waivers have been processed.
Implementation of Electronic Bidding System	Underway/Ongoing	FY 2014-2015	Purchasing implemented an electronic bidding system for processing Invitations to Bid and Invitations to Negotiate that makes the receipt and evaluation of bids more efficient while replacing the previous hard copy system.	Enhanced sustainability; estimated 32% faster evaluation of bids; increased visibility into the bidding process; easier compliance; faster award, which equates to faster receipt of goods and services.
Enhanced competition requirements	Completed	FY 2014-2015	The bid threshold for university purchases was increased from \$50,000 to \$75,000, with the quote thresholds revised as well. This allowed for reduction in administrative efforts related to sealed competition requirements and greater flexibility for end users to procure goods/services through a quote process.	Reduction in administrative efforts for 97 procurements.

Reporting Date				
University of Central Florida		7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
Efficiencies Possible by Grants and Donations				
First Year Advising and Exploration Parent & Family Fund Grant	Completed	FY 2013-2014, FY 2014-2015	FYAE saved \$18,000 in expenses due to the generous donation from the Parent and Family Fund Grant. These funds allowed FYAE to reach out to first generation students before enrollment and assist them in their transition from high school to college.	600 students served annually
Automated External Defibrillators (AED)	Completed	FY 2014-2015	Implementation of AED in every Patrol Car using Forfeiture dollars received to the Police Department.	Increase in AED allows first responders to save lives.
Other Efficiencies or Cost Avoidance/ Savings Strategies				
Campus First Aid Kit Program	Underway/Ongoing	FY 2013-2014	Prior to last fiscal year, EHS provided first aid kits to selected departments throughout campus. These kits were kept in offices and were serviced every 6 months. At the end of FY 2013-2014, EHS negotiated a contract with a vendor to install and maintain first aid kits throughout campus. These new kits are bigger and were installed in common areas, thereby improving accessibility and variety of first aid supplies.	Increase in the number of students, faculty and staff served, improved customer service, and improved student and employee work environment
In-House planning and design services	Completed	FY 2014-2015	Facilities, Planning and Construction provided in-house planning and conceptual design services for the Executive Leadership Center, Student Union Expansion, and the Welcome Center/Communications Expansion, eliminating costs for third party conceptual design services.	Reduced costs to UCF clients for design services.
Integrative Pest Management	Underway/Ongoing	FY 2014-2015	Landscape and Natural Resources created an Integrated Pest Management Plan, which creates a sustainable approach to pest management by combining biological, cultural, physical and chemical tools in a way that minimizes economic, health, and environmental risks.	Better use of fiscal and staff resources; more appropriate treatment of pests.

Reporting Date				
University of Central Florida		7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
Development of a Pre-paid credit card program to be used to fund Activity & Service Fee funds allocations granted by the Student Government Association to students and student organizations.	Planned	FY 2015-2016	A new program utilizing a pre-paid credit card is being developed to pay for travel-related expenditures funded by Activity & Service Fee allocations.	Use of the pre-paid card will give greater flexibility to students and student organizations that receive A&SF funds, eliminating the need for A&SF Business Office staff to process these travel-related expenses. The program will result in increased efficiency in the processing and recording of these expenses.
Black and Gold propane buses	Underway/Ongoing	FY 2014-2015	Black and Gold Shuttles operate on compressed natural gas (CNG-Propane) in lieu of diesel fuel.	Zero emissions
Card Office Verifone fee collection	Planned	FY 2015-2016	Simplify the process by which vendors and departments pay for the leasing of card processing equipment, to reduce processing and collection time and unpaid balances. Switch from monthly processing to annual processing.	Will reduce number of transactions by approximately 92% annually.
Essential Personnel Badge Program	Underway/Ongoing	FY 2014-2015	Credential hundreds of personnel for campus access during emergency events and university closures. The university sought a way to securely and effectively distribute annual credentials to easily identify and verify essential personnel. The UCF Card Office solved this challenge with the creation of a photo identification (I.D.), using an already available office with established resources and labor.	408 IDs created to date.

Reporting Date				
University of Central Florida		7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
Veterans ID Card Identifier	Underway/Ongoing	FY 2014-2015	Created a "US Military Veteran" designation on the UCF Card to serve the growing number of veterans at UCF. Veterans that are honorably discharged from service are provided with a form DD-214. They are not permitted to use their military ID for access to veteran events or to receive applicable discounts unless they are currently active or retired. With no additional time or cost, UCF Card Services can now add a veteran designation on the UCF Card by using information that is currently being validated by the registrar's office and entered in to PeopleSoft.	735 cards have been produced.
Zip Car and Zimride Services	Underway/Ongoing	FY 2013-2014	Car sharing and ride sharing programs serve as a viable alternative means of transportation to all UCF Faculty/Staff/Students.	Reduced emissions/vehicles parked on campus

Board of Governors Committees and Meeting - Budget and Finance Committee

Attachment 9

University of Florida		Projected Savings	Reporting Date	
		\$5,918,281	7/1/2015	
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include detail sufficient to validate savings)	Projected Savings (FY)
Academic Affairs - Content Sharing and Learning Analytics	Underway/Ongoing	FY 2015-2016	The University was a founding member of a consortium (UNIZIN) which now includes eleven (11) major universities and one state university system. An immediate saving was realized through common adoption of a learning management system. The scale discount by the vendor resulted in a cost reduction not only for UF but also for the other members of the state university system. Future savings will be realized as the consortium develops the planned repository for shared content and joint action in learning analytics.	\$25,000
Academic Affairs - UF Online	Underway/Ongoing	FY 2015-2016	The UF Online initiative, commissioned by the Legislature, has delivered educational content as part of the fully online baccalaureate degree programs at a total cost savings to the participating Florida taxpayer of over \$2 million in tuition and fees since its inception in January 2014 and this cost savings will continue to grow year to year.	\$2,000,000
BA-SBVDR - Utilize on-line database for registration of small businesses with UF.	Underway/Ongoing	FY 2014-2015	Reduces the need for utilizing paper for printing mateials, mailing, etc.	\$3,000
BA-SBVDR - Utilize on-line registration system for registering of attendees and exhibitors for Annual Trade Fair & Conference event.	Underway/Ongoing	FY 2014-2015	Reduces the need for utilizing paper for printing mateials, mailing, etc.	\$3,000
BA-SBVDR - Use electronic mailings for notifications regarding workshops, networking sessions and other events hosted by the division.	Underway/Ongoing	FY 2014-2015	Reduces the need for utilizing paper for printing mateials, mailing, etc.	\$3,000
BA-SBVDR - Participate in campus recycling program by recycling paper products, cans and bottles for the office and as part of the university's waste reduction program.	Underway/Ongoing	FY 2014-2015	Supports the university's sustainability program and mission.	\$1,000
BA-SBVDR - Use of social media as an on-line platform for advertising, promoting and informing our customer base and various audiences about upcoming events, notifications, etc.	Underway/Ongoing	FY 2014-2015	Reduces the need for utilizing paper for printing mateials, mailing, etc.	\$3,000
FA - Print Smart	Underway/Ongoing	FY 2014-2015	This is a campus-wide initiative to optimize print-output devices (copier, printers and fax machines). The University is moving to a model of paying per print only, having no equipment purchase, lease, maintenance or toner costs. As of June 2014 35 percent of University units had implemented new devices and print systems for their area. As of June 2015 the has increased to 75 percent. Current savings are \$95,000 per month, annualized to over a million dollars a year.	\$1,100,000
PPD Utilities Chilled Water Optimization of Plants	Underway/Ongoing	FY 2014-2015	Since 2008 Physical Plant Division (PPD) has been implementing an initiative to optimize and better integrate the campus district chilled water system. The system is comprised of ten interconnected plants of varying capacities which produce approximately 125,000,000 ton-hours of chilled water in support of approximately 13,000,000 GSF. Implementation of Direct Digital Control has enabled real-time management of the systems via programmable algorithms. This initiative has already resulted in a 17% improvement in plant efficiency (cost avoidance of \$1,800,000 since the 2008 baseline efficiency). Additional savings are anticipated as control systems are fully installed and the plants are further optimized. As work continues to upgrade the plants and optimize system operations, including additional commissioning projects, additional improvements in chilled water efficiencies will be obtained. Key focus areas moving forward include: Condenser Water Flow and Cooling Tower Optimization, enhanced Chiller Sequencing, and real-time Chiller Plant Energy Dashboards and infrastructure replacements to extend the life of the equipment.	\$1,800,000
PPD Building Retro-Commissioning	Underway/Ongoing	FY 2014-2015	Building Re-commissioning, UF's building re-commissioning program was implemented on approximately 23% of campus E&G square footage. The FY2014-2015 annual cost avoidance from this endeavor was \$400,000 with \$3,800,000 in total cost avoidance to date (since baseline year of 2008-2009). Additional cost saving measures are also being implemented including lighting retrofits and Building Automation Systems upgrades and replacement.	\$400,000
PPD Conversion of Lift Station Alarms from analog phone lines to Wi-Fi	Completed	FY 2014-2015	Alarms associated with the campus's lift stations historically have been connected through analog phone lines. These lines were being charged upwards of \$500/month resulting in total annual costs of around \$42,000. Through further analysis, it was determined that these lines could be connected more efficiently via Wi-Fi with only minor modifications required. Many of the old analog lines have now been able to be completely disconnected and the alarms set up via Wi-Fi. Relay boxes have been constructed to maximize the protection of the Wi-Fi components, keeping the connections clean, dry and stable. In the lift stations across campus, the total projected costs for the Wi-Fi lines will be approximately \$6,000 resulting in an annual savings of \$30,000.	\$30,000

University of Florida		Projected Savings	Reporting Date	
		\$5,918,281	7/1/2015	
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include detail sufficient to validate savings)	Projected Savings (FY)
PPD Expanding organics and begin on campus composting	Underway/Ongoing	FY 2015-2016	In order to increase efficiencies in waste hauling, we have also implemented two additional organics programs: the on site composting of our mowing and organic yard waste and the chipping of some of our woody waste. To date we have diverted 1,547 tons of this waste back into use at the university, saving \$36 per ton. There is also a savings on the purchase of soil and mulch. Wind rows were built to breakdown the debris, turning it into soil-like material to provide nutrients and organic matter to gardens and plants throughout campus (10K). A chipper was purchased to reduce the need to haul away woody organic material. This will save the university from having to purchase mulch to use in beds throughout campus (25K).	\$90,692
PPD Collecting of food waste and paper towels	Underway/Ongoing	FY 2015-2016	Increasing our collection efficiency will give us the ability to begin collecting food waste from the dining halls and paper towel waste from over 40 E&G buildings beginning the fall semester without having to purchase an additional vehicle or hire additional staff. PPD purchases over 500,000 pounds of paper towels each year; the diversion of Municipal Solid Waste from the landfill to organics saves us \$17 per ton in disposal fees and has a savings of 83% over the rate increase proposed by our current vendor, WCA. For the first several months of this collection we will be supporting Dr. Tim Townsend and PhD candidate Maxx Karuse with the department of Environmental Engineering in their research on landfill gas potential being conducted in cooperation with New River Landfill. We added coffee grounds collection to five new sites on campus and are reusing these grounds as soil amendment for Cycad planting in the Physical Plant Division Grounds department. Additionally we have purchased a cart washer and will be washing our carts internally using existing manpower and saving \$15.75 for each cart washed.	\$30,000
PPD Waste route efficiency evaluation	Completed	FY 2014-2015	We have completed the campus audit of collection routes and have decreased our internal Front End Load collections by 15%. This saves the university money in waste collection, reduces the fuel burned to collect this waste and thus reduces our carbon footprint. To support this as a sustained effort, we have added an ongoing quality check that is performed by the supervisor in order to maintain these efficiencies. We also decreased our summer campus routes 33% moving from three to two ongoing routes.	\$26,000
PPD's first EPA Energy Star Certified Building	Completed	FY 2015-2016	PPD had its first EPA Energy Star rated building. Central Stores Warehouse was awarded the Energy Star Certification in July of 2015. Since 2012 to date we have reduced their Source Energy Usage by 50% and our onsite Energy Usage by 32%. This also resulted in energy cost savings of 45% and a reduction of CO2 emissions of 47%. At the end of calendar year 2015, we will have completed the conversion to all LED lighting. During the 2016 fiscal year the warehouse will also be adding solar panels to continue to increase their energy efficiencies. From May 2011-12 energy and water cost were \$11,483. In 2012-13 the cost was \$10,194; in 2013-14 the cost was \$4,606, and the cost was \$2,891 in 2014-2015 totaling \$16,758 cost in savings of electrical and water charges to date.	\$16,758
PPD Upgrade existing lighting to LED	Completed	FY 2014-2015	Retrofitting and/or replacing existing lights with newer long lasting LED lighting has saved an estimated \$13,000/year. This includes the lighting retrofit of PPD Motor Pool (0706), Normal Hall Walkways (0103), Bruton Geer hallways (0759) and the lighting replacement at Central Stores (0705).	\$13,000
PPD Deploy University of Florida's first Compressed Natural Gas powered vehicle	Completed	FY 2015-2016	We completed the purchase and are now operating the university's first Compressed Natural Gas powered vehicle. Even though we are purchasing CNG on the retail market, the cost of fuel per gallon is still less than the diesel powered vehicle. The use of CNG gas also greatly reduces our carbon footprint.	\$10,000
PPD Reduce Collections in roll offs due to less Municipal Solid Waste	Underway/Ongoing	FY 2015-2016	We have asked our waste vendor WCA to reduce collections during the summer and holiday month, and at locations where we have removed organics from the MWS waste stream. This should reduce our collection fees in these areas.	\$8,000
PPD Recycle Yard efficiency conversion	Completed	FY 2014-2015	The conversion of the recycle yard is complete. We have added a Construction and Demolition roll off to this area, which has 69% less disposal cost than does the regular MSW.	\$3,000
PDC - Continuation of the UF Construction Projects' Sustainability Program accomplished both "Platinum" and "Gold" certifications in 2014-15 and registration/tracking of an additional 13 projects that will save in the use of chilled water, power, potable water, sanitary and sewage treatment as well as provide enhanced occupancy qualities.	Underway/Ongoing	FY 2014-2015	Implementation and monitoring of a sustainability rating system, currently United States Green Building Council's (USGBC) LEED system, allows project designs to concentrate on those items that will return efficiencies and an estimated 20-40% savings in infrastructure/utilities costs to the University.	TBD
PDC - New position filled within Planning Design and Construction (PD&C) to continue existing LEED registered projects and to research/investigate other UF and SUS sustainability initiatives beyond United States Green Building Council and LEED.	Planned	FY 2015-2016	Implementation of a new sustainability rating system that is tailored to the university's specific needs will allow project design to concentrate on those items that will return efficiencies and savings in infrastructure/utilities costs to the university.	TBD

Attachment 9

University of Florida		Projected Savings	Reporting Date		
		\$5,918,281	7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include detail sufficient to validate savings)		Projected Savings (FY)
PDC - Modified existing project manager position to include major percentage of time developing a data base and review procedures to 1) review design and construction costs associated with major and minor projects proposals and guaranteed maximum prices and 2) enhance the PD&C programming template to allow more accurate cost predictions early in project programming.	Underway/Ongoing	FY 2015-2016	By developing a database utilizing input from the projects' Building Information Model (BIM) template information, more accurate cost data can be applied to the planning of new projects, thereby saving dollars early in the projects process. This data will also be used to verify accurate and economical design proposals and contractor pricing for all major and minor projects.		TBD
PDC - Began major overhaul of UF's Design & Construction Standards, including input from PPD, IFAS, Housing, and select design professionals and construction managers.	Underway/Ongoing	FY 2015-2016	Incorporating revised standards for varying building zones on campus will allow for cost savings both in materials/systems acceptance as well as reduced confusion amongst UF consultants/contractors.		TBD
PDC - Building Information Model (BIM) templates, guidelines and protocols have been established and are actively in use with design and construction teams for major projects. Enhancements to the PD&C SharePoint system have been made to accommodate current and future electronic document storage and retrieval utilizing expanded CSI standards. Currently, over 7.6 million gsf in new and existing building space has been modeled in BIM software, allowing better, more accurate reporting to the Board of Governors to obtain PECO funding.	Underway/Ongoing	FY 2015-2016	These processes and improvements will enhance the efficiency of project closeout/facility turnover and provide for optimum access to completed as-built information, O & M manuals, warranties, equipment specifications, etc. Collectively, this will improve the ongoing life cycle operations, maintenance and subsequent renovation of the facilities. Aside from the ability to request more accurate PECO funding for operations & maintenance, the BIM/STARS component allows more accurate scheduling of space by the UF Registrars office.		TBD
PDC - Continued participation in waste tracking efforts to meet the university's goal of 75% waste recycled by 2020.	Underway/Ongoing	FY 2015-2016	Through the builders employed by our division and through the use of more extensive tracking mechanisms, recycling of construction waste has increased from an average of approximately 500 tons/month in 2014 to over 3,000 tons/month in 2015.		TBD
PDC - Continued pursuit of Duke Energy rebates expanded in 2014-15 to include E & G projects. This expansion has resulted in a total rebate of \$102,831 from various major, minor, and 179D projects. A more detailed report can be provided upon request.	Underway/Ongoing	FY 2015-2016	Documenting and quantifying rebates from construction projects for verification and payment by Duke Energy have resulted in substantial savings.		\$102,831
PDC - With appointment of the new Director of Small Business & Vendor Diversity Relations (SBVDR), continued improvement of the UF Mentor-Protégé Initiative with the Division of SBVDR has proven successful in bringing together large business entities to mentor small businesses on process, marketing and financial management. PD&C provides training sessions on sustainability, contracts, proposal preparation, BIM and document preparation to assist small businesses in the development of their firms.	Underway/Ongoing	FY 2015-2016	Diversity in design professional, contractor, subcontractor, supplier, and general business categories will provide a more competitive base of vendors serving UF. This program helps develop business acumen as well as viable relationships that will benefit UF long term.		TBD
PDC - Re-implementation of a continuous project manager training regimen to assure continuity in best practices that will enable project savings across all types of design and construction.	Underway/Ongoing	FY 2015-2016	Consistency in applying best management practices allows our customers to realize savings in design and construction costs. Team reviews in-house assure that these practices are applied continuously and consistently.		TBD
UFIT - Online Promotion and Tenure System	Completed	FY 2014-2015	Implementation of the new online tenure and promotion system resulted in a reduction of print and copies, reducing costs and the carbon foot print of UF.		\$250,000

Attachment 9

University of Florida		Reporting Date		
		7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
Academic Affairs - Online Promotion and Tenure	Completed	FY 2014-2015	This project was implemented campus-wide in 2014. Since first submitted on the UF list of efficiencies, this project has been recognized for the following two awards: The Prudential Productivity Award and An Innovation Award from the national College and University Professional Association of Human Resources (CUPA).	Increased productivity and innovative thinking
Academic Affairs- Internal Academic Program Tracking System	Underway/Ongoing	FY 2015-2016	An online, work flow process that enables all campus units to enter information on changes to academic programs (new proposals, closures, new majors, new courses, etc.) was finalized and is in use across campus. The system allows all units to enter information on program changes, track needed actions at different stages of the process, generate reports on program actions, and maintain the information on program changes.	Efficient tracking of changes to academic programs
Academic Affairs - Academic Activities System	Underway/Ongoing	FY 2015-2016	Academic Activities System redesign and automation of faculty activity reporting. A new Academic Activities reporting system (AAR) was implemented in Fall 2014. This system will create a more streamlined approach to the collection and reporting of instructional activities for faculty. By capturing information directly from administrative systems, units will avoid redundancy in data entry and improve the accuracy of both state and federal grant reporting	Improved efficiency of faculty activity reporting
Academic Affairs - Marston Science Library	Completed	FY 2014-2015	The ground floor of the Marston Science Library has been renovated into a 26,000 square foot state-of the-art student study center that opened in September 2014. This was done by consolidating library materials into the Smathers Library and into a SUS shared library storage facility located in Gainesville.	Increased study space for students
HRS - myTraining Implementation.	Completed	FY 2014-2015	The University of Florida and UF Health Shands implemented a new integrated training management system for faculty and staff in the fall of 2014. Along with managing the training records of employees of both organizations, the "one-stop" portal enables faculty and staff to view training schedules, register for professional and required classes, and complete online training.	Expected outcomes include increased efficiency, ease of use, and enhanced offerings because myTraining: <ul style="list-style-type: none"> • Uses automated system functionality to communicate training requirements and improve compliance • Eliminates "work-around" processes to accommodate individuals who are not employees, but who are required to access these resources (e.g., volunteers, students) • Allows new employees to access the system more quickly • Enables employees at both organizations to access the same training • Integrates training records from each organization's former system and provides a common source for reviewing training transcripts and reports
BA-SBVD R Utilize on-line database for registration of small businesses with UF.	Underway/Ongoing	FY 2014-2015	Reduces the need for utilizing paper for printing mateials, mailing, etc.	
BA-SBVD R Utilize on-line registration system for registering of attendees and exhibitors for Annual Trade Fair & Conference event.	Underway/Ongoing	FY 2014-2015	Reduces the need for utilizing paper for printing mateials, mailing, etc.	
BA-SBVD R Use electronic mailings for notifications regarding workshops, networking sessions and other events hosted by the division.	Underway/Ongoing	FY 2014-2015	Reduces the need for utilizing paper for printing mateials, mailing, etc.	

University of Florida		Reporting Date		
	7/1/2015			
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
BA-SBVD R Participate in campus recycling program by recycling paper products, cans and bottles for the office and as part of the university's waste reduction program.	Underway/Ongoing	FY 2014-2015	Supports the university's sustainability program and mission.	
BA-SBVD R Use of social media as an on-line platform for advertising, promoting and informing our customer base and various audiences about upcoming events, notifications, etc.	Underway/Ongoing	FY 2014-2015	Reduces the need for utilizing paper for printing mateials, mailing, etc.	
BA-Gator Dining Services	Completed	FY 2014-2015	Enhanced the residential dining experience by expanding the number of secondary retail locations accepting meal plan swipes. Meal plans are now accepted at 12 locations across campus including the two residential dining centers and several national brand locations.	Additional options for students
BA-Gator Dining Services	Completed	FY 2014-2015	For the third year in a row, Gator Dining and Pepsi partnered with Dr Pepper for a spring scholarship text-to-win promotion that provided three \$1,000 scholarships and one \$4,000 scholarship to UF students.	UF students awarded scholarships
BA-Gator Dining Services	Completed	FY 2014-2015	Fall 2014 Dining Style Survey scores improved in the following areas: Welcoming/friendly dining staff 5.59 vs 5.45 and Knowledgeable/helpful dining staff 5.32 vs. 5.22.	Improved customer service
BA-Gator Dining Services	Completed	FY 2014-2015	Welcomed Rising Roll to Heavener Hall in January 2015. Rising Roll is a fast, casual restaurant that has received an "Excellent" ZAGAT rating every year since 1999.	Additional dining options on campus
BA-Gator Dining Services	Completed	FY 2014-2015	In February 2015, we welcomed our fifth, fully-licensed Starbucks, which is located in the Marston Science Library.	Improved convenience for students
BA-Gator Dining Services	Completed	FY 2014-2015	Received an "A" grade by PETA2 on Annual Vegan Report Card. PETA2 recognizes and commends UF/Gator Dining for going above and beyond to provide all students with exceptional vegan food.	Provided healthy dining for students
BA-Gator Dining Services	Completed	FY 2014-2015	In conjunction with Gator Dining's "Healthy for Life™" health and wellness program, The Taste was introduced in fall 2014 at both dining halls. This program offers interactive, innovative and exciting new menu items that are featured once a week.	Provided healthy dining for students
BA-Gator Dining Services	Completed	FY 2014-2015	Gator Dining has removed foam packaging across all 46 locations, thus diverting an estimated 1.2 million units of foam products from the landfill.	Improved sustainability and reduced waste
BA-Gator Dining Services	Completed	FY 2014-2015	At this time, 270 tons of food waste have been composted from Gator Dining locations.	Improved sustainability and reduced waste
BA-Gator Dining Services	Completed	FY 2014-2015	Gator Dining donated 250 pounds of food to University of Florida's Field and Fork Panty.	Donations assisted students in need
BA-Gator Dining Services	Completed	FY 2014-2015	Gator Dining received the University of Florida's "Champions for Change Award" in spring 2015 for Waste Reduction.	Improved sustainability and reduced waste

Attachment 9

University of Florida		Reporting Date		
		7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
BA-UF Bookstore Renovation	Completed	FY 2014-2015	During FY 2014-2015, Follett Contributed \$1,300,000 to renovate, fixture, enhance, and equip the Welcome Center Bookstore as approved by the university's Assistant Vice President for Business Services Division.	Enhanced Bookstore and Welcome Center
BA-UF Bookstore Renovation	Completed	FY 2014-2015	All new carpet used in the remodel was carpet tile. This allows for the replacement of tiles if damage occurs which cannot be cleaned. Also carpet tile has less waste in installation than broadloom. Overall, we re-used approximately 75% of the existing store fixtures. The existing fluorescent fixtures were replaced with new LED fixtures throughout the store. LED light fixtures use 50% less energy and last up to 6 times longer.	Enhanced Bookstore and Welcome Center
BA-UF Bookstore Renovation	Completed	FY 2014-2015	Lower level: Follett re-used one-half of the carpet on the lower level and the carpet that was not replaced was cleaned. The new carpet from Mohawk contains 40% pre-consumer recycled content and is 100% recyclable.	Enhanced Bookstore and Welcome Center
BA-UF Bookstore Renovation	Completed	FY 2014-2015	Upper Level: The carpet used on the upper level was from Milliken which had 26% pre-consumer recycled backing and the carpet fiber face is 100% recyclable.	Enhanced Bookstore and Welcome Center
BA-UF BookstoreTextbook Scholarship Fund	Completed	FY 2014-2015	During FY 2014-2015, UF Bookstore contributed \$12,000 in Textbook Scholarships.	Provided UF Students \$12,000 in textbook scholarship funds
BA-UF Bookstore - Student Textbook Cost Savings	Completed	FY 2014-2015	During FY 2013-2014, UF Bookstore paid UF students \$126,784 in cash for their used textbooks.	Paid UF students \$126,784 for their used textbooks
BA-UF Bookstore - Student Textbook Cost Savings	Completed	FY 2014-2015	During FY 2014-2015, the UF Bookstore saved UF Students approximately \$1,344,815 with Follett's Text Rental Program when compared to new textbook prices.	Saved UF students \$1,344,815 with text rental program
BA-UF Bookstore - Student Textbook Cost Savings	Completed	FY 2014-2015	During FY 2014-2015, the UF Bookstore saved UF Students approximately \$271,431 in used textbooks sales when compared to new textbook prices.	Saved UF students \$271,431 with used textbook offerings
BA-UF Bookstore - Student Textbook Cost Savings	Completed	FY 2014-2015	During FY 2013-2014, UF students saved on average \$87.88 in course materials across 15 IncludedED program classes. The average cost of these IncludedED course materials was \$98.85 compared to the previous average new price of \$183.73 for these courses.	Saved UF Students an average of \$87.88 in course materials costs with the IncludedED program
BA-Sustainability	Underway/Ongoing	FY 2015-2016	The Office of Sustainability is in the process of developing and implementing a Green Office/Lab Certification program (G.R.O.W - Green Recognition for Offices and Workspaces), which would a) provide offices/labs with initial feedback and information on improving energy efficiency and reducing environmental impact; b) set forth voluntary guidelines and criteria for offices/labs to implement; c) highlight best practices for operations and purchasing (i.e., utilizing the PrintSmart initiative); and d) acknowledge and award Green Certification status to offices and labs that are working toward sustainable practices at the University of Florida.	Potential for measurable reductions in resource use
BA-Sustainability	Planned	FY 2015-2016	The Office of Sustainability will continue in FY 2015-2016 to partner with Greek Life on campus for a program targeting water reduction (Greek Water Challenge), waste reduction, and increasing waste diversion from landfills.	Quantified water and waste reductions

University of Florida		Reporting Date		
		7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
BA-Sustainability	Underway/Ongoing	FY 2015-2016	In collaboration with Physical Plant Division, the Office of Sustainability began the initial evaluation and certification process for LEED Existing Buildings for Keene-Flint Hall. This process is a framework for evaluating resource use, process, occupant behaviors, and building function in a comprehensive way. It is anticipated that the LEED EB process will identify areas for resource and financial efficiency.	Efficiency in monitoring, operations
BA-Sustainability	Underway/Ongoing	FY 2014-2015	In collaboration with the Dean of Students Office, the Office of Sustainability has sponsored the purchase of 17,000 reusable water bottles each year (FY 2014-2015 and FY 2015-2016), which are given to incoming students during Preview. Water bottle filling stations are set up for preview students and family members to use with their bottles. The goal of the water bottle program is to decrease the amount of single-use plastic bottles that enter the campus waste stream, and to introduce sustainability concepts to incoming students.	Efficiency in decreasing single-use water bottles entering the waste stream
FA - Business Process Improvement Office (BPIO)	Underway/Ongoing	FY 2014-2015	The University of Florida is committed to continuous process improvement, and has initiated the development of a Business Process Improvement Office. The BPIO will work hand in hand with campus units and directly with the central core offices, to identify issues at both levels. The BPIO will be an active participant in all administrative activities, and a catalyst in effecting change and improvement to any process, with the target goal to make it easier for faculty and staff to focus on the core missions of education, research, and service. Accomplishments to date include: Evaluation of organizational structure for two departments Implemented College of Pharmacy Shared Service Center Redesigned reporting classes for end users Created E-mail approval process allowing for the elimination of paper forms Transaction Data Analytics for three colleges Recruiting and Staffing Search Committee for two departmental searches Provided bridge staffing to UF Health Cancer Center	This office was established in October 2014. Accomplishments thru June 2015 are noted in the narrative description.
FA-Reporting Services	Underway/Ongoing	FY 2014-2015	Established a reporting services team to assist departments and end users in creating specialized reports to meet their unique needs and provide one-on-one training of the University's reporting products and tools. Accomplishments to date include: 152 completed requests 109 individual customers across 45 units 67 requests completed same day received Over 100 labor hours per month saved for customers	This office was established in December 2014. Accomplishments thru June 2015 are noted in the narrative description.
FA-Human Subject Payment System	Underway/Ongoing	FY 2014-2015	Automated the request and payment process study participants. Process was previously manual and institutional compliance monitoring was distributed at the Principal Investigator level. Fulfillment cycle times have been reduced from weeks to days and compliance monitoring and recording keeping is handled at the institutional level now. To date: 590 study fund requests have been created 11,400 pre-paid cards have been issued 1,000 are being loaded with funds per month on average \$1,050,000 has been funded and recorded in the HSP system	The system went live in August 2014. Accomplishments are noted in the narrative description.
PPD Building Automation and System Control Upgrades	Underway/Ongoing	FY 2015-2016	Nine campus buildings are being updated with new Building Automation Controls and Lighting Improvements to replace existing end of life legacy equipment. The new control system will provide efficiency improvements in energy optimization, workforce management, and indoor air quality parameters.	Energy costs savings and other measures will be validated by reviewing pre and post data after project completion.

University of Florida		Reporting Date		
		7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
PPD Operations Work Performance Metrics and Performance Indicators	Underway/Ongoing	FY 2015-2016	We are utilizing employee and trade shop performance metrics to understand how our employees are performing and also to understand our resource utilization. This has provided the opportunity to achieve better response times to work orders, improved customer service, and overall effective use of staff.	Efficiency and customer service
PPD Leadership Development Program	Underway/Ongoing	FY 2015-2016	This program creates an environment where opportunities for professional growth for staff within the department are encouraged by improving administrative, management, and leadership skills. It provides Physical Plant Division management staff with core competency training to develop their skillsets in primary level competences to help them be successful in their management roles in PPD.	Improved administrative efficiency, compliance and upward mobility
PPD Career Progression Program	Underway/Ongoing	FY 2015-2016	The Physical Plant Division continues to partner with NCCER (National Center for Construction Education and Research) to maintain and develop training programs to industry-driven standardized trade training programs which is augmented with UF specific facilities and systems training. This training consists of assessments, academic and performance training, and pay incentives for employees to enhance their trade knowledge and skillsets to increase efficiencies. This incentive based training and development program will ensure PPD provides efficient and capable response to customer requests, and promote the attraction and retention of highly-motivated, knowledgeable trade journeymen.	Improved technical expertise, efficiency and upward mobility
PPD Implement Work Request E-mails to customers	Underway/Ongoing	FY 2014-2015	We are rolling out a communication program for PPD work request customers to improve their ability to track the progress of their requests. The first phase is to initiate e-mail notifications upon request and completion of the work with information regarding the work performed. Future phases are planned to allow customers access data through the work request system. This will provide more proactive communication and will reduce call volume.	Improves customer communication and improves efficiency of Customer Representatives
PPD Alerts website	Underway/Ongoing	FY 2014-2015	PPD is developing a program to provide alerts for scheduled and non scheduled utility outages. The first phase will be an internal alert process with plans to expand to appropriate constituents within the university.	Improve communication
PPD Electronic billing	Underway/Ongoing	FY 2015-2016	PPD is developing a process to invoice our utility customers electronically in connection with our re-implementation of the utility software.	Provide more efficient communication with PPD utility customers
PPD Collection of campus wide copier and printer cartridges for recycling.	Underway/Ongoing	FY 2015-2016	We have partnered with UF Purchasing, Business Services, Mail and Document Services to centrally collect and return copier and printer cartridges as part of the Print Smart Program. Cartridges are being taken to the general mail areas for the buildings and Mail and Documents Services is collecting them to be returned to the PPD compound. Once we have collected several bins of cartridges, these are being returned to Xerox for Print Smart Cartridges and Laser Action for all other cartridges. This greatly improves the efficiency of the return process because we are already visiting these buildings to deliver mail. The alternative is to have thousands of individual collations by UPS each year, this also reduces our carbon footprint from these vehicles and improves campus safety by eliminating these added trips.	Decrease carbon footprint; less vehicles on campus increases safety, captures recycle data, and decreases mailing cost
PPD Improve communication and efficiencies in self sorting and disposal of recycling	Underway/Ongoing	FY 2015-2016	We've improved our web page and applied for and have been granted a new URL, recycling.ufl.edu by the university and developed a QR code that attaches to the new URL. These additions make access the Waste Reduction and Recycling web page more efficient. To date, we have had an increase of 22.5% of new unique viewers once our tracking was installed. Improving the page also aids our students, faculty and staff in the most efficient way to dispose of or eliminate waste. We have also worked with the Office of Sustainability to improve our communications on campus by standardizing the color and content of our recycling signage. This too improves the efficiency of individuals on campus to self-sort their recycling.	Improves self-sorting and recycling

Attachment 9

University of Florida		Reporting Date		
		7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
PPD Efficient collection of plastics and films	Underway/Ongoing	FY 2015-2016	We have begun the process to collect rigid plastics and plastic films from the major campus contributors. In order to make this process efficient for our vendor to process these items to Tampa, we purchased a 40 foot shipping container for the PPD compound and converted a bio-waste collections container at Cancer Genetics into collections and storage sites. Once we have collected a truck load, we will be able to efficiently transport these materials to Tampa.	Bulk collection points reduce transportation costs and carbon footprint
PPD Conversion of existing waste collection infrastructure to recycling cans to save costs for new bins.	Completed	FY 2014-2015	The current program to convert these outdoor receptacles has been completed. We now have 1,132 outdoor receptacles that are collecting trash and recycling throughout campus.	Increase the ability for campus to sort recyclables and dispose of trash keeping campus cleaner
PPD Campus-wide waste audit	Completed	FY 2014-2015	The campus-wide waste audit has been completed and posted.	Provides direction and efficiencies in scale of tackling low hanging fruit
PPD Waste routing software	Underway/Ongoing	FY 2015-2016	We completed the purchase of new routing software and our goal is to have it in place by end of FY2016.	Increase route efficiencies and accountability
PPD Building Maintenance Filter PM program	Underway/Ongoing	FY 2015-2016	We have implemented a pilot to order and receive filters for HVAC building maintenance PMs. These orders are being generated as part of the PM process for the building. The orders are then picked and delivered to the building. This increases the efficiencies of the building mechanic by not having to come to the campus warehouse to purchase these filters. It also reduces the amount of money that we have tied up in filter stock in the warehouse by taking advantage of Just in Time purchasing. Eliminating the extra trips also reduces our carbon footprint.	Increases the efficiencies of the maintenance workers, reduces trips to the warehouse, decreases carbon footprint, and decreases the money tied up in filter stock.
PPD One-time stock purchase program	Underway/Ongoing	FY 2015-2016	We also implemented a One Time Stock Purchase program that allows the supervisor the ability to submit a form to purchase parts that are not commonly stocked. The warehouse administrative personnel then assist the supervisor by sourcing the needed parts and created a requisition for the department, which is then routed to their superintendent for approval. This saves the supervisor the time of searching and sourcing parts and allows them to increase the efficiencies of their departments. We also will send someone to pick up and deliver emergency parts from the local vendors so the mechanics can stay on the job site longer.	Improves the efficiency of the shop supervisors and allows mechanics to stay on the job more.
PPD Supply Chain Management and Warehouse efficiency	Underway/Ongoing	FY 2015-2016	We have added 81 new parts to the warehouse as stock items. This increases the efficiency of the repairs on campus decreasing the number of days waiting on needed parts to arrive. We have set up a warehouse location for the Utilities Department to ascertain what parts they have on hand in order to more efficiently complete their work orders and emergency calls.	Improves performance by reducing downtime waiting on parts and allows the shops to efficiently complete work orders.
PPD Installed Media Sense Recording System in PPD Work Management 24/7 Call Center	Completed	FY 2015-2016	The Work Management Center implemented a call recording system in order to improve quality management, service optimization, compliance and agent training.	Improves telephonic customer service
PPD Purchase of two Electric Cars - 2015 Ford Fusion Energi	Completed	FY 2014-2015	Plug-in Hybrid Electric Vehicles (PHEVs) are equipped with a high-capacity battery that discharges the battery while driving to provide additional fuel savings. PHEVs have the potential to reduce tailpipe emissions to near zero when running on battery power. A PHEV's overall lifecycle emissions depend on the electrical power source and the usage characteristics of the vehicle. PHEVs can be significantly less expensive to operate and produce smaller lifetime emissions for consumers such as PPD, since our usage is relatively short trips.	Reduce carbon footprint
PPD ITS-Lenel service vehicles	Completed	FY 2014-2015	The two service vehicles purchased and put into service last year have worked extremely well. The vehicles, tool storage and ladder racks have enabled the access technicians to be well equipped for all their maintenance tasks. The trucks' storage room combined with PPD-ITS' dedicated stock of access control parts has allowed our group to respond to reported issues quickly, with minimal delay from extra trips, minimal security system downtime and with no vendor markup.	Improved efficiency and better customer service

Attachment 9

University of Florida		Reporting Date		
		7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
PPD Access, Video & Security SharePoint Site	Completed	FY 2014-2015	The creation and use of the AVS SharePoint site has provided a great repository for access, video and security project scopes quotes and other related documents. The site allows our group to manage minor projects requested by UF departments across campus or major projects requested by the UF's Planning, Design and Construction Division. The site allows our group to manage any project requirement document changes and subsequent additional quotes during each of the scope, quote and install project phases.	Improved efficiency and better customer service
PPD New Commercial Grade Equipment for Florida Pool	Underway / Ongoing	FY 2015-2016	This equipment will automatically and constantly monitor and adjust pool chemicals and allows the use of CO2 to adjust pH, eliminating the handling of harmful acid.	Will more accurately maintain safe pool conditions regardless of environmental factors
UFIT - Instructional Design Services	Completed	FY 2014-2015	Expanded instructional design services to meet the needs of traditional undergraduate programs and support UF Online. These services enabled UF Online's success and increased the adoption of online teaching by faculty.	Over 175 courses were produced; a 400% increase in three years
UFIT - Classroom Technology Improvements	Completed	FY 2014-2015	Upgraded classrooms to support teaching with all-digital mobile devices and Full HD.	Ninety four classrooms were upgraded improving the student and faculty technology experience
UFIT - High Performance Computing	Completed	FY 2014-2015	Grew research faculty usage of high-performance computing facilities with expansion of services and infrastructure.	Faculty using high performance computing facilities increased by 275% over three years (400-1100)
UFIT - Externally Funded Research Support	Completed	FY 2014-2015	Increased the high performance computing resources necessary to grow the externally-funded research supported by UF Research Computing.	Externally funded research using high performance computing grew 616% (\$55M to \$339M)
UFIT - Network Security Vulnerability	Completed	FY 2014-2015	Identified and resolved UF network vulnerabilities amid rapidly increasing number of threats to systems and data.	A total of 80,503 network vulnerabilities were resolved. The cost avoided of an unfriendly network intrusion into UF could have been in the millions of dollars, in addition to a loss of reputation
UFIT - eMail SPAM reduction	Completed	FY 2014-2015	UF receives about 700 million emails each month. Many of these emails are not legitimate and are filtered. The reduction of SPAM avoids numerous hours of wasted time by UF employees in addition to reducing security risks.	Of all incoming email to UF, 94% are intercepted as SPAM, with 6% of the email being delivered to its destination
UFIT - Online Promotion and Tenure System	Completed	FY 2014-2015	Created workflow efficiencies and reduced the university's carbon footprint with the implementation of UF's new Online Promotion and Tenure system.	Faculty time invested in preparation of tenure and promotion packets was reduced from ten to two hours per week
UFIT - Batch file processing	Completed	FY 2014-2015	Reduced nightly run time required to complete UF's enterprise wide systems processing. This allowed employees to become immediately productive upon arrival to work, rather than waiting for batch jobs to complete.	By reducing batch processing time by 4 hours, all jobs were completed before the beginning of the workday
UFIT - Software Licensing	Completed	FY 2014-2015	Centrally negotiated and distributed software licenses, as opposed to direct purchases, at standard discounted prices for education. This resulted in a better bargaining position with software vendors, bringing the cost of software licensing down.	End user software licensing costs in the amount of \$5,407,797 were avoided
UFIT - Applicant Transcript Validation	Completed	FY 2014-2015	Implemented a system requiring admission applicants to UF to validate high school transcripts. This reduces the amount of effort and time spent by admissions staff in validating highschool transcripts to 1/3 of the previous volume.	As a result, 24,000 applicants did not need to be reviewed by UF staff

Attachment 9

	Projected Savings	Reporting Date
University of North Florida	\$1,780,000	7/1/2015

Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include detail sufficient to validate savings)	Projected Savings (FY)
Utility Savings	Underway/Ongoing	FY 2014-2015	Reduced plant utility expenditures by over \$600k compared to FY14. (1)	\$600,000
Strategic Sourcing	Underway/Ongoing	FY 2014-2015	Through centralized strategic sourcing of our contracts and purchases we have documented savings totaling over \$1,400,000 for the current fiscal year.	\$1,000,000
Pcard Program	Underway/Ongoing	FY 2014-2015	With rollout of a new pcard program we increased our cards to over 800 as well as our spend and rebate. Our rebate percentage increased from 1.2% to 1.7%.	\$50,000
Food Service	Underway/Ongoing	FY 2014-2015	Total food service revenue topped \$14 million for current year, a 9% increase from previous year.	\$100,000
Document Production and Mail Room Management	Completed	FY 2014-2015	Secured a new contract that reduced annual costs by \$30k.	\$30,000
			(1) Projected savings refer to the continued savings from the previous year, not an additional savings.	

University of North Florida		Reporting Date 7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
Sustainability	Underway/Ongoing	FY 2014-2015	Continued Emphasis on commitment to "green" and sustainable facilities.	seven green buildings since 2005
Server Virtualization	Underway/Ongoing	FY 2014-2015	Continued utilization of server virtualization resulting in significant savings in power, cooling, networking and space requirements.	utility and space savings
Virtual Labs	Underway/Ongoing	FY 2014-2015	Created and continued to expand our offerings to students and faculty. This enables students and faculty to access their required systems for lab use anywhere at any time.	More efficient use of space and better respond to student demands.
Cloud Computing	Underway/Ongoing	FY 2014-2015	Continued to move or position systems in the "cloud".	Reduction in costs for hardware and staff support.
Program Collaboration	Underway/Ongoing	FY 2014-2015	Secured as needed access to the Dive Safety officers and programs at UF to support faculty research.	Allowed us to forgo unnecessary expenses and overhead.
Building Code Administration	Underway/Ongoing	FY 2014-2015	Outsourced building code enforcement to UF.	Forgo costs associated with hiring staff to support function.
Business Process Evaluation and Improvement	Underway/Ongoing	FY 2014-2015	Examples include: - All property forms are now online. - A "secret shopper" program was implemented and conducted 991 quality assurance reviews. - Expenditures from MBE and Small Business companies totals \$416,700 and "green" spend of \$48,700 - Student billing now includes parking permit and meal plans purchases. This allows the student to defer payment, if eligible for financial aid, until the aid is processed. For meal plans, this allowed the student to save sales tax on the purchase. - EMS Campus has been implemented to have all events including academic classes into one system. - Implemented 13 new online store fronts allowing for online purchase of tickets, such as for basketball games, registration for music camps, etc.	More efficient processes and better responding to student, faculty, and staff needs.

UNIVERSITY EFFICIENCIES Report

Projected Savings

Reporting Date

University of South Florida

\$179,500

7/1/2015

Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include detail sufficient to validate savings)	Projected Savings (FY)
Central Energy Plant Addition and Renovations Project	On-going	FY 2013-14	USF Sarasota-Manatee invested in the Central Energy Plant Addition and Renovations Project resulting in an overall reduction in the annual utilities costs since completion. Central Energy Plant operated at an annual utilities reduction of approximately 10% during the past year.	\$25,000
Electronic Notification for Travel Electronic Payments to University Personnel.	Completed	FY 2014-2015	Implemented electronic notification for 13,800 travel related electronic payments. The electronic notification resulted in savings in postage, paper products and labor required for handling. The new process is also much more timely and efficient for recipient University personnel.	\$7,000
Energy Conservation	Underway/Ongoing	FY 2015-2016	USFSP has created a new full-time position, Sustainability Coordinator, to work in all university areas to reduce greenhouse emissions by cutting back on energy use and reducing our landfill flow. USFSP continues to cut back on energy using innovative measures. Phase 2 of the LED retrofit of the parking facility was completed in fall of 2014. This project included conversion of 462 fixtures to dimmable-motion sensed LEDs; these improvements will save roughly 70% of energy or about 362,000 kWh on average for the year amounting to approximately \$32,000. The Fifth Avenue South Parking Facility also received a 100kW solar array that will be built using a carport style structure on the ramp that is located on the roof of the parking facility. This project, which was made possible due to the Duke Energy SunSense Post-Secondary Schools grant, will save the university approximately \$12,500 on the utility bills for the parking structure by producing 140,470kWh/year.	\$44,500
Implement ARCHIBUS	On-going	FY 2014-17	Procured and implemented a new software database, ARCHIBUS, for space management and reporting, work order management and classroom scheduling. Since USF Tampa uses the same software system, USFSM negotiated a 15% savings for the initial cost for the software.	\$13,000
Shared classrooms and teaching labs	On-going	FY 2014-15	USF Sarasota-Manatee leverages efficiencies by signing an agreement with Mote Marine Laboratories resulting in a partnership that has led to the development of new classrooms and teaching laboratories on Mote's campus. Our investment of \$1.5 million for a project costing over \$4 million will result in the renovation of existing building space that will create 4,000 square-feet of classes, labs and support space. Mote will also create new joint appointments for Mote researchers who will serve as faculty and allow USFSM faculty and students to work closely with Mote staff on the research programs and initiatives underway at Mote. This endeavor is planned to create an innovative degree program to engage our students. The labs will benefit both incoming freshmen and other undergraduate students who wish to pursue a degree in biology. The value of space provided by Mote approximates \$90,000 annually.	\$90,000

UNIVERSITY EFFICIENCIES Report

Attachment 9

University of South Florida		Reporting Date 7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
Academic Program Planning	Underway/Ongoing	FY 2015-2016	USFSP plans to adopt a statistical academic program planning model that more efficiently allocates institutional resources to student needs.	Fulfill Student Needs, Improve Graduation Rate
Aligned IT Resources Across the System to support USF priorities	Completed	FY 2014-2015	IT identified opportunities to realign existing resources and people in support of strategic priorities. In addition, IT worked with USF stakeholders to identify IT resources housed in other units and transition them to USF IT to achieve efficiencies and reduce duplications.	Realigned technology staff from other areas of the University to allow for more effective technology support across a variety of systems.
Classroom Consolidation	Underway/Ongoing	FY 2014-2015	A space inventory software system is being implemented. This will allow all Health academic space to be centrally managed and efficiently utilized as we increase academic program offerings.	More efficient use of instructional space
Collaboration between USFSM, New College of Florida, FSU Ringling Museum, State College of Florida, Ringling College and Eckerd College.	On-going	FY 2013-14	The Presidents/CEOs of 5 local higher educational institutions (USFSM, New College of Florida, FSU Ringling Museum, State College of Florida, Ringling College and Eckerd College) have formed the Consortium of Colleges of the Cultural Coast and have held multi-day retreats for the presidents and key staff to explore opportunities to share resources and promote cooperation among our institutions.	
Contracts Management System	Completed	FY 2014-2015	Implemented Contracts Module of Service Now that automates the submission, review, approval, and tracking of the Universities two-party agreements replacing a predominantly manual process reducing filing space needed, paper and folders involved with physical contract documents, and greatly improved contract filing and retrieval abilities. Also serves as a suspense process to alert department users of contract renewal/expiration dates.	1400 contracts processed through system.
IT Governance	Completed	FY 2014-2015	Reconstructed IT Governance to more transparently and efficiently recommend priorities and establish effective processes for resource allocations.	Increased transparency around allocation of IT resources across the USF system.
Police Bicycle Training Program	Completed	FY 2014-2015	USFSP has implemented a bicycle training program that enables our law enforcement officers to use bicycles on campus, thus saving on the costs associated with using other police vehicles including fuel and maintenance. This is a rigorous training program that enables officers to move around campus more quickly resulting in faster response time.	Faster Police Response Time
Redesign of the Office of Clinical Research	Completed	FY 2014-2015	In an effort to maximize revenues and effectively grow research, the MCOM Office of Clinical Research was created to consolidate the pre-award and post-award processes and to centrally manage trials in a transparent manner. These efforts have led to increased revenues, reduced A/R balances, and reduced contract "time to execution" average of 52 days (the industry average is 90 days).	Better management of Clinical Research processes
Research Space Utilization	Planned	FY 2015-2016	Over the next 5 years, the Morsani College of Medicine must identify and outfit research labs to gear up for the opening of the new USF Health Heart Institute. In the short-term, off-campus space will be identified to meet the college's immediate needs. The long-term plan is to relocate administrative and teaching faculty from floors 2-4 in our MDC building and dedicate that space for research. Investigators housed in this dedicated space must be in compliance with the MCOM Research Space Policy which will require an investigator's active grant portfolio to be at least \$300/sf of occupied lab space.	More efficient use of research space
Shared Business Services	Underway/Ongoing	FY 2014-2015	A shared business service center is being created that will service all Health colleges and support areas for business functions. The first business function to be consolidated under this center was an all-source budget module in FY14. Travel, P-Card reconciliations, Purchasing, HR transactions, and Pre- and Post- Awards will be redesigned and implemented in the near future.	Quicker and more efficient business processes
Shared Student Services	Underway/Ongoing	FY 2014-2015	USF Health's Shared Student Services opened August 2014 and was christened the WELL (Wellness, Engagement, Leadership and Learning). Forty-five positions were combined to streamline student service functions across various academic programs. This vacated space and redirected 11 staff support positions to higher-priority instructional support areas.	Quicker and more efficient student service processes
Streamlined Technology Procurement Process	Completed	FY 2014-2015	IT streamlined the technology procurement process by implementing simplified technology acquisition processes; clearly articulating the standards for IT purchases to simplify the process for the end user while maintaining standardized systems for efficient IT support; establishing Vendor Relations office to standardize contracts, resulting in better pricing structures by maximizing USF's purchasing power and economies of scale.	Changes in procurement processes allowed individuals to buy computer peripherals at locations other than the USF Computer Store, improving the buying experience while usually reducing costs.

Monetary Savings Efficiencies

Attachment 9

University of West Florida		Projected Savings	Reporting Date		
		\$141,100	7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include detail sufficient to validate savings)		Projected Savings (FY)
Online Career Development Guide	Completed	FY 2014-2015	With reductions in budget, Career Services printed less copies of the Career Development Guide, an annual publication by the office. Instead, the office provided a virtual copy on its website. Tracking mechanisms allowed staff to monitor page views to assess the utility of the content. This process assisted in the reduction of cost and more accessibility to the information.		\$2,500
T2 Ticketing System	Completed	FY 2014-2015	Implemented a software system in Summer/Fall 2014 that handles all aspects of parking (permit management, enforcement, citation processing, etc.) which had previously been manual operations. One Efficiency identified is reducing the number of days from ticket being written to being loaded into UWF accounts receivable--this has gone from several weeks to being instantaneous. Another Efficiency is the reduction of staff hours in sorting, filing, and entering of permit and citation data. This savings of approximately 200 hours per year has been reallocated to other PATS functions including new services such as staffing the Visitor Center drive-through and staffing a front desk greeter in the PATS office.		\$1,600
Installed Light Emitting Diode (LED) to Replace Existing Fluorescent	Completed	FY 2014-2015	Building 22, Commons Great Hall - In high ceiling area replaced 27 pendant hung fluorescent lighting fixtures with LED fixtures featuring a low-profile housing that encases a thin edge-lit lens; and in the lower ceiling areas replaced 30 strip fixtures mounted in coves, 10 parabolic fixtures and also 19 square recessed lights all with LED fixtures.		\$3,000
Installed Light Emitting Diode (LED) to Replace Metal Halide	Completed	FY 2014-2015	Building 54 Gym Lighted - Installed light emitting diode (LED) fixtures for interior gymnasium lighting. Replaced 72 metal halide fixtures (400 watts each). Resulted in increased lighting output.		\$14,000
Boiler No. 2 Replacement	Completed	FY 2014-2015	Building 40, Utility Plant - Replaced natural gas hot water boiler #2 with more efficient condensing boilers. Estimated annual cost savings range of \$40,000 to \$60,000.		\$40,000
Chilled Water System Upgrade	Completed	FY 2014-2015	Building 40, Utility Plant - Changed the primary pumps to larger pumps and added variable frequency drives (VFD) resulting in the plant being overall much more efficient with less demand on the chillers and related cooling tower fans, condenser water pumps, and other primary pumps. Estimated annual costs savings range of \$80,000 to \$90,000.		\$80,000

Other Efficiencies

Attachment 9

University of West Florida		Reporting Date 7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
App on Campus		FY 2014-2015	UWF Dining Services will implement App on Campus, which is a real-time app that provides information such as hours, menus, maps, events and specials for students, faculty and staff as well as connections to social media. The ability for the UWF community to have accurate information at their fingertips via mobile devices will increase knowledge of what is available, offer greater accuracy and ease of use, and increase satisfaction with dining services on campus. (In Process)	
Argo Tracker	Completed	FY 2014-2015	ArgoTracker: Real-time trolley locations app allows riders to access trolley location and wait times in real time on smart phones and other mobile devices. This app, which was implemented at the start of the Fall 2014 semester, saves students time waiting at trolley stops although it is difficult to assign a specific amount of time to this efficiency. Since its inception, the app has been viewed 39,542 times.	viewed 39,542 times
Automation of Academic Interest Questionnaire	Completed	FY 2014-2015	Worked with the First Year Advising Center to provide a tool to incoming FTIC students, to collect additional information from them to allow for pre-registration in classes prior to the student's arrival. The previous questionnaire required the students to re-enter information UWF already had received from the student. The new questionnaire pre-fills this information so the incoming student has a customized questionnaire that only asks additional questions, saving them time while also demonstrating that UWF has the information about them readily available for decision-making.	Saves students time, and promotes an efficient "image" to incoming students.
Contactless Door Access-Completion of Pilot and Begin Expansion	Completed	FY 2014-2015	Completed pilot project and beginning plans for expansion campus-wide for use of contactless Nautilus Cards for door access. Smart chip embedded in card provides better security of data because of higher level of encryption. Use of contactless technology should reduce wear and tear caused by swiping card. We anticipate the number of replacement cards could be reduced by approximately 1%; however, this is a new application so actual results cannot yet be provided.	reduce the # of replacement cards needed
Expansion of online services	Completed	FY 2014-2015	Career Services added three new software packages that assist with providing additional virtual services to students, specifically students at a distance. Optimal Resume helps students build resumes, InterviewStream helps students practice interviewing skills, and CandidCareer allows students to view quick tutorials related to career development information. This reduced the amount of staff face to face time with students and also assisted with the timeliness of the information for the student. A student would not have to wait two weeks for services.	400 additional students served
Expansion of on-the-go services to students	Completed	FY 2014-2015	Career Services expanded on-the-go services, bringing several of the services offered in the office to academic buildings and high traffic student areas. Students are served on a drop-in basis. This program allows the office to reach more students and assists with the timeliness of the information for students. Students could be served on the spot instead of waiting for services.	700 additional students served
Follett Discover for Faculty and Students		FY 2014-2015	For faculty, this process helps streamline the book order process by allowing faculty to immediately adopt course materials they have used in the past, see other relevant materials for their course, and read and respond to peer reviews. For students, it allows them to conveniently acquire all course materials from one access point. They can save time and money with options to buy or rent books, choose new or used, and select print or digital editions of required materials. (In process)	
Implemented Qualtrics as a survey tool for use by all employees and students.	Completed	FY 2014-2015	This survey tool is centrally administered, and governed by a "System advisory group"; it enables virtually any student or employee to conduct a survey.	Replaces the need for multiple survey tools, requiring different expertise and/or expense.
Implemented waitlists and schedule planners	Completed	FY 2014-2015	Provided students with the ability to add course sections to their "trial schedule", as well as add themselves to waiting lists for courses once registration begins.	Provides section planning tools to department chairs.

Other Efficiencies

Attachment 9

University of West Florida		Reporting Date 7/1/2015		
Project	Project Status	Fiscal Year	Narrative Description of Efficiency (Please include sufficient detail to explain and validate the value that is added)	Value Added
iPad Kiosk Technology		FY 2014-2015	UWF Dining Services will implement onsite nutrition iPad kiosk technology in the Nautilus Market. These kiosks will now offer students, faculty and staff a way to view ingredients, calorie intake and eating options. This technology will offer requested information, increase diner satisfaction and allow diners to make choices that meet their personal goals. (In Process)	
Military web application and reports	Completed	FY 2014-2015	The VA office has reported that the military app and reports has helped them and the Cashier's Office provide and appropriately track the military benefits for students.	Efficient service to military population.
Online Career Development Guide	Completed	FY 2014-2015	With reductions in budget, Career Services printed less copies of the Career Development Guide, an annual publication by the office. Instead, the office provided a virtual copy on its website. Tracking mechanisms allowed staff to monitor page views to assess the utility of the content. This process assisted in the reduction of cost and more accessibility to the information.	1,117 additional guide views
Online Student Assessment of Instruction	Completed	FY 2014-2015	Moved the survey instrument given to students at the end of class to a completely online experience, saving hundreds of hours for academic department staff, who were responsible for typing all comments received on the paper survey instruments. With this process change, the results of the surveys are available much sooner to the instructors and department chairs as well.	Huge academic department staff time-saver.
Tableau "tracker reports"	Completed	FY 2014-2015	Various tracking reports to aid academic and administrative departments in completing work processes. These include: Excess Hours Calculations Tracker (for completion of the Excess Hours calculator for each student), GradesTracker (for submission of grades), and SyllabiTracker (for timely uploading of a syllabus for each course section).	Efficient tracking of completion of required activities.
Temporary Pass Tracking	Completed	FY 2014-2015	Temporary parking passes distributed at either the Visitor Center or Parking Services were numbered and tracked in the new software system in an effort to increase parking permit compliance. This system provided for greater efficiency in monitoring violations.	greater efficiency in monitoring violations
Text2Solve App		FY 2014-2015	UWF Dining Services will implement the text2solve app, which will allow diners in the Nautilus Market to text the manager with feedback or questions and get an immediate response. Diners may text a phone number when the ketchup is empty or there are any other concerns, which will ensure management is aware instantly. Diners will have the ability to give and get feedback immediately, enhancing the dining experience and increasing satisfaction in the Nautilus Market. (In Process)	



State University System Reductions

In preparation for the 2016-2017 LBR submission to the Legislature and to the Governor, all state agencies were asked to identify the programs and/or services that would be eliminated or reduced if a 5% reduction is made for FY 2016-2017.

For the State University System, the total amount of reductions is an estimated \$129 million. Each institution was allocated a proportionate amount of the total reduction based on their recurring general revenue and lottery appropriations for FY 2015-2016.

The following university summaries highlight various reduction proposals; however, the following provides some examples.

- Reduced support for educational outreach, public service, regional economic development, research activities, and student support;
- Delays in minor construction projects, vehicle repairs, maintenance services, trash removal, and custodial services;
- Inability to recruit and retain qualified faculty that would have a positive impact on student learning outcomes;
- Reduction in on-line distance learning activities and services;
- Reduction in student planned enrollment; resulting in loss of tuition revenues for the upcoming year and beyond;
- Salary reductions and/or layoffs of key personnel;
- Reduction of current and vacant positions; consolidation and/or elimination of colleges, academic and administrative units, degree programs, and class offerings;
- Increase in faculty workload resulting in a decrease in time available for non-instructional activities such as research, curriculum development, design, and evaluation;
- Reductions and delays in upgrading information technology infrastructure;
- Reduced funding for graduate assistantship positions and other applied learning opportunities for students;
- Reduction in financial aid opportunities for merit/need-based students.



**FAMU-FSU College of Engineering
5% Reduction
2016-2017 Legislative Budget Request**

Reduction Amount GR:	\$649,984
Reduction Amount Lottery:	\$
Reduction Total:	\$649,984

(Pursuant to the State of Florida Legislative Budget Instructions for FY 2015-2016, reductions must be program/issue specific and cannot simply be across-the-board percentage reductions.)

The target budget reduction is substantial to the Engineering program. If implemented, the College's ability to maintain accreditation would be jeopardized. A reduction of 5 full time faculty and staff would be realized. The College's ability to recruit a new Dean and new faculty will be diminished. The ratio of advisors to students would go up and key research activities would decline.



**Florida A&M University
5 Percent Reduction Exercise
2016-2017 Legislative Budget Request**

Reduction Amount GR:	\$4,030,424
Reduction Amount Lottery:	\$ 711,404
Reduction Total:	\$4,741,828

(Pursuant to the State of Florida Legislative Budget Instructions for FY 2015-2016, reductions must be program/issue specific and cannot simply be across-the-board percentage reductions.)

The University undertook an extensive analysis of its organizational structure and made significant changes to it by reducing the number of direct reports to the President, thereby providing the vice presidents and senior leadership team members with more authority to make decisions in a more timely and responsive manner. Senior leaders are now more accountable for making decisions related to programs under their auspices. Overlapping and duplicating positions were also eliminated.

The University's 2015-2016 operating budget was developed using a new budget-making process. The new process involved having the head of each reporting unit submit goals and objectives and actions plans that were linked to the strategic initiatives outlined in the University's Strategic Plan and that improved the University's outcomes on the performance funding metrics.

All requests for funding had to be aligned with the University's strategic goals and objectives. All academic units had to reduce their baseline budgets by 2.0 percent while all administrative units had to reduce their baseline budgets by 2.5 percent. The savings that resulted from these cuts were then reallocated to high priority programs, especially those that improved the University's outcomes on the performance funding metrics.

The proposed 5 percent reductions have been made using the same strategic budget making process.

General Revenue	
Programs	Amount
Academic Programs	\$1,007,606
Academic Support Programs	1,209,127
Administration	1,813,691
TOTAL	\$4,030,424

Lottery	
Programs	Amount
Academic Affairs	\$711,404
TOTAL	\$711,404

These reductions are aligned with the three key strategic investments outlined in the University's 2015 Work Plan:

1. Increase the persistence/retention rates of undergraduate students, leading to increased graduation rates.
2. Increase the number of undergraduate degrees awarded in the areas of STEM and health-related disciplines.
3. Broaden the student base.

General Revenue

Academic Areas

The University offers 100 degrees programs in 14 colleges and schools. An increased emphasis is being placed on improving our outcomes on the ten performance metrics. Achieving a \$1,007,606 reduction in this area would require cutting the number of faculty members. Our highest paid faculty members make an average of \$254,000 while our lowest paid faculty members at the assistant professor rank make an average of \$44,461. Thus, eliminating roughly three high-paid positions and roughly 5.5 low paid positions, or some combination thereof would achieve the \$1,007,606 reduction.

Academic Support Programs

This budget category encompasses those program areas such as Academic Affairs, Students Affairs, Public Safety, et al., that enhance the student's educational experience at FAMU. The target reduction for General Revenue for this area is \$1,209,127. Since safety is obviously of paramount concern to the University, no cuts would be made to this area. The next high priority area that would be one of the last areas to cut would be Student Affairs given that the University is committed fully to enhancing its outcomes on its performance funding metrics. Cuts would be

2016-2017 LBR

made to other lower priority programs in this area. Assuming an average salary of \$55,000, roughly 22 positions or other expenses would have to be cut to achieve the \$1,209,127 target for this area.

Administration

The category includes the administrative units of the University such as Human Resources, the Office of the President, Finance and Administration, et al. This area is targeted for the largest reduction of \$1,813,691. We project that 20-25 positions or expenses would have to be cut to achieve this target.¶

Lottery**Academic Areas**

One hundred (100%) percent of the Lottery funds are allocated to cover the cost of the faculty. Achieving the target reduction of \$711,400 would require the elimination of 8.5 to 11 faculty position or related expenses.



**Florida Atlantic University
5% Reduction
2016-2017 Legislative Budget Request**

Reduction Amount GR:	\$7,748,683
Reduction Amount Lottery:	\$ 999,710
Reduction Total:	\$8,748,393

(Pursuant to the State of Florida Legislative Budget Instructions for FY 2015-2016, reductions must be program/issue specific and cannot simply be across-the board percentage reductions.)

The 5 percent reduction plan includes the College of Medicine and student financial assistance.

Potential Impact across the University

A reduction the size of \$8.7 million would result in the following:

Priority 1: Potential elimination of nearly 50 non-academic positions

Impact: Reduction of services levels with fewer employees to service students and faculty

Cost Impact: \$3.2M

Priority 2: Instructors, in lieu of tenured and tenure-track professors, will teach courses throughout the academic year including the summer session.

Impact: Increase in workload and reduced student contact hours outside of teaching.

Cost Impact: \$500K

Priority 4: We will continue to reduce or eliminate full-time administrative employees to part-time status, impacting service delivery to students and faculty.

Impact: Reduction of services levels with few employees to service students and faculty

Cost Impact: \$700K

Component of the 2016-2017 LBR

Priority 5: Hiring freezes for student support personnel

Impact: This will stretch current staffing levels thin to accommodate the current level of enrollment which will impact graduation rates and success of student retention and academic progress.

Cost Impact: \$1.3M

Priority 6: Institute a purchasing, administrative hiring and travel freeze.

Impact: Reduction of services levels and elimination of services with fewer employees to service students and faculty

Cost Impact: \$1.2M

Priority 7: Initiatives to improve operational efficiencies will be postponed

Impact: Reduction of services levels and elimination of services with fewer employees to service students and faculty

Cost Impact: \$800K

Priority 8: Outsourcing several basic functions

Impact: Outsourcing will realize operational efficiencies but at a service level reduction.

Cost Impact: \$1M

Methodology for Calculations

Approximately 75% of FAU's educational and general budget is linked directly to teaching, community service, research and student support services.

A reduction of this magnitude will continue to erode the quality of education for our students, will affect our ability to retain faculty and staff, to fund basic student services, keep and maintain facilities, respond to federal and state regulatory issues, and meet the goals and objectives of our strategic plan. The effect of reductions in funding will result in the inability to graduate students in six years and will affect the academic progress rate which in turn has a negative impact on the university's performance metric.

Statutory Changes - N/A

Other State Entities Impacted - N/A



**Florida Gulf Coast University
5 Percent Reduction Exercise
2016-2017 Legislative Budget Request**

Reduction Amount GR:	\$3,196,921
Reduction Amount Lottery:	\$341,322
Reduction Total:	\$3,538,243

(Pursuant to the State of Florida Legislative Budget Instructions for FY 2015-2016, reductions must be program/issue specific and cannot simply be across-the-board percentage reductions.)

For FY 15-16, Florida Gulf Coast University (FGCU) was one of a number of institutions awarded performance funding based upon the recently approved model. If this 5% reduction was implemented, a significant amount of this funding used for improvements would have to be rolled back thus negating a portion of the benefits the performance funding has provided since inception.

Services in the area of tutoring, lab, writing centers, and career services would feel a loss in funding. Furthermore, the First Year Experience program, including the on-site locations in the residence halls, would suffer as positions and support that was intended to improve the academic progress rate and FTIC graduation rate would not be available. The reduction would total \$550,000

The university has invested recently in the operational infrastructure of the campus. Examples included added personnel in campus police, computer programmers, admissions office and various support functions in student affairs. This investment leads to a productive learning environment for the students. The impact of this reduction would be lost efficiencies in operations, ultimately leading towards an impact to the cost per degree as the processes that are

2016-2017 LBR

used to limit cost would be impacted. The total of this issue is \$1,330,000.

Library resources continue to be in demand as the institution looks to maintain the necessary materials for classroom and research purposes. However, in the event of a budget reduction recent gains would be rescinded, resulting in a reduction of \$264,000 in funding.

Florida Gulf Coast University has invested funding into marketing, seeking to improve its strategies and operations in attracting talented students to the campus and the state of Florida. Elimination of this issue would impact the ability to add students who are in demand, but would return \$500,000 of funding to the state.

Unfortunately, the mission of a university is personnel intensive, and a large portion of FGCU's resources are committed to faculty hiring and retention. In the event of a reduction, positions would have to be eliminated that are serving to provide the best possible mix of available classes to the students. Such reductions in funding result in larger than recommended class sizes, fewer sections, and negative impacts on the six year graduation rate. The reduction of funding is \$894,243 annually.



Florida International University 5 Percent Reduction Exercise 2016-2017 Legislative Budget Request

Reduction Amount GR:	\$11,414,409
Reduction Amount Lottery:	\$ 1,474,725
Reduction Total:	\$12,889,134

** Includes FIU Medical School and is based on recurring FY 2015-16 general revenue (excluding Risk Management) and lottery appropriations*

(Pursuant to the State of Florida Legislative Budget Instructions for FY 2015-2016, reductions must be program/issue specific and cannot simply be across-the-board percentage reductions.)

Potential Impact

A 5 percent budget cut will impact the university as follows

- Given our continued current minimal level of reserves, we would be forced to eliminate approximately 111 administrative, faculty, and staff positions to offset this reduction.
- Services and programs offered to students would be directly impacted in the amount of classes offered, advisors available, and support services.
- We will be unable to enroll approximately 1,700 students annually.
- The university will be required to develop plans to eliminate educational programs and support areas.

Methodology for reduction

- In fiscal year 2007-08 academic and administrative units at FIU developed a long-term budget reduction plan.
 - All academic and operational areas of the university have been reviewed to make targeted cuts that would inflict the least long-term damage to the university.

2016-2017 LBR

- As a result of this analysis, the university closed 37 degree programs and 18 centers and institutes
- The university restructured the curriculum in educational units, consolidated departments, and lowered operational costs to just the minimum needed to maintain an acceptable level of services.
- The university renegotiated contracts for services and redefined business models to lower costs of services.
- The university implemented initiatives to save energy and other costs by reducing the size of our fleet of vehicles, moving from liquid propane to natural gas, retrofitting lighting, and other efficiency measures.

An additional state appropriation reduction in Fiscal Year 2016-17 will mean that any net funding increases through the performance funding model will not be available. Planned initiatives to improve results of our performance metrics, providing a return on investment to the state, and realizing the university's strategic goals will need to be scaled back or placed on hold. FIU will need to find a way to operate with \$13 million less and still fund basic student services, maintenance increases, additional compliance requirements, and contractual increases that are not being funded by the state.

Our efforts continue to be focused on providing students with a quality education, but our ability to deliver will be severely hampered with additional reductions. Given the significant decrease in our reserves, we can no longer shield students, faculty, and staff from the negative impact of a 5% budget reduction without requesting the use of statutory reserve balances.

In the event that the 5% reduction becomes a reality in Fiscal Year 2016-17, we will reassess our long-term plan and, in collaboration with academic administration, faculty, staff, and students, will develop recommendations to our Board of Trustees for the elimination or reduction of a number of academic programs, centers, institutes, services, and support operations.



**Florida Polytechnic University
5% Reduction
2015-2016 Legislative Budget Request**

Reduction Amount GR:	\$ 1,510,257
Reduction Amount Lottery:	\$ 22,828
Reduction Total:	\$ 1,533,085

(Pursuant to the State of Florida Legislative Budget Instructions for FY 2015-2016, reductions must be program/issue specific and cannot simply be across-the-board percentage reductions.)

Potential Impact

Florida Polytechnic University is designed to be a technology-rich and interdisciplinary learning environment to students, as well as a powerful resource and research partner for high-tech industry. The University will open its doors to students in the fall of 2014. A reduction of any magnitude would have a negative impact on the University's ability to fulfill its mission.

Being a brand new University, strategic decisions would need to be made on which areas of the budget would be reduced should the 5% budget reduction exercise becomes reality. For planning purposes, the University would consider the following:

Priority Number One – Reduce University Support

- **University Support/Shared Services - (\$500,000)**
The University would delay hiring additional staff which will result in fewer staff to respond to increasing needs and requirements of the student body, academic programs and regulatory reporting. In addition, the University would have to continue its shared services agreement longer than initially planned which will prevent us from implementing a plan to automate and significantly reduce long-term administrative costs.

- **Information Technologies - (\$300,000)**

The University would limit the implementation of cost-saving technologies that reduce administrative touch labor. We would not be able to adopt new IT technology and equipment which will have a negative impact on our high-tech students and applied research program.

- **Marketing/Communications - (\$333,085)**

Being a new university we rely more heavily on marketing to spread the word and recruit the top STEM-oriented students in Florida. A reduction would impact our ability to recruit high quality students.

Priority Number Two – Reduce support for plant, operations and maintenance, (including facilities)

- **Plant, Operations and Maintenance - (\$400,000)**

Although the campus has new buildings, the University would increase the initial timelines for preventative maintenance; eliminate positions and consider outsourcing; and reduce custodial services.

Justification for Priority Number: The justification for assigning the relative priority for reduction was based on the least impact to student learning and engagement and the University Strategic Plan.

Calculation Methodology: Because the University does not have historical data for its full cost, the calculation methodology used for the reduction issues was based on the budget.

Statutory Change: There are no requests for statutory changes.



**Florida State University
5% Reduction
2016-2017 Legislative Budget Request**

Reduction Amount GR:	\$15,097,728
Reduction Amount Lottery:	\$ 1,884,010
Reduction Total:	\$16,981,738

(Pursuant to the State of Florida Legislative Budget Instructions for FY 2015-2016, reductions must be program/issue specific and cannot simply be across-the-board percentage reductions.)

The target budget reduction is substantial. If implemented, it will cut into the university's core mission to preserve, expand, and disseminate knowledge through instruction, research and public service. That mission is funded through 17 program components whose funds provide services ranging from enrollment to student services to library staffing. Significantly, state funds have traditionally been used to fund student access through enrollment program components. Increased numbers of students funded through enrollment program components, in turn, are provided services through funds allocated to the other program components. Due to previous budget reductions, a 5 percent reduction cannot be absorbed through efficiencies or trimming around the edges. The university has by necessity become more efficient. In fact, US News & World Report has consistently ranked FSU as the most efficient university in the country in delivering a quality education. All efficiency savings are being used to retain our employees or to repair and maintain our facilities. Many of these efficiencies are included in a separate submission of efficiencies provided to the Board of Governors. An additional 5 percent reduction in state funds necessarily will require a reduction in planned enrollment program components if critical components of the university are to be

sustained. Most of the remaining program components will be reduced as a result to the loss of funds to the instruction program component and the decline in students to be served. We have identified the planned instruction program component for reduction because taking the 5% reduction only in the remaining program components would disrupt university operations, often in unintended ways. Of course, the university will continue to review its operations to identify additional or alternative efficiencies to allow for continued access. After a reduction of more than a quarter of state revenues, however, these efficiencies are less evident than they once were and are much more difficult to realize.

In order to accommodate a 5% reduction, a decline in 886 FTE students can be anticipated stemming from the decline in services provided with the funds available through the planned instruction program component. FSU continues to be the university of choice for many students; for Fall, 2015 admission, FSU received nearly 40,000 applications. Not only would prospective students and their parents be negatively affected by the reduced slots available for students, but there would also be a reduction in the number of full time faculty and staff (152 FTE). The enrollment reduction represents a decrease of \$5,344,786 in general revenue for the instructional program. The loss of this number of students, if realized, will also result in a reduction of \$4,090,245 in student fees in addition to general revenue. The student fee shortfall as well as a portion of the instructional reduction may be offset, in part, through an overall increase to tuition and fees. It should be noted that some instructional losses may have to be offset for two years using university balances in order to comply with accreditation standards for the “teach out” of students in the midst of pursuing degrees.

Based on the reduction target assigned by the Governor’s Office, a reduction of \$11,636,952 remains to be prioritized among the remaining program components. Most will come from program components providing other academic services and a range of

enrollment related activities. FSU has developed reductions for 13 program components. The reductions are as follows:

Program Component: Academic Administration

Administrative, management and support services crucial to delivery of instruction in academic majors and other academic programs will be reduced by \$1,459,444, resulting in slower service and less assistance to students in completing their degree requirements, which could interfere with timely degree completion.

Program Component: Student Services

Services and programs which enhance the educational environment of the campus will be reduced \$1,715,311. These reductions will impact the availability of counseling and health services, student activities, Center for Academic Retention and Enhancement (CARE) and orientation programs. There will also be a reduction to services that provide financial aid evaluation and programs to assure prompt and orderly admission of applicants as well as a reduction in service to the area that provides administration services and initiates, maintains and preserves the official academic record of each student.

Program Component: University Support

The non-instructional support area will be reduced \$1,644,803. These units include all components of university administration and will result in slower processing of invoices, delay in getting bids to potential vendors, delays in processing vacancies for employee applicants, and slower response times for assistance.

Program Component: Plant Maintenance

The plant operations and maintenance will be reduced \$2,832,285. Preventative maintenance efforts will be performed on a less than optimal schedule and slower response time will result for routine repairs and maintenance.

Program Component: Public Service

The activities associated with the professional and/or discipline related services, other than instruction, that are beneficial to groups or individuals in the community will be reduced \$171,590.

Program Component: Academic Advising

Formal counseling to students on academic course or program selection, scheduling, and career counseling will be reduced \$283,265. The University has invested heavily in academic advising, academic mapping, and tutoring to help increase graduation and retention rates. These efforts appear to be paying off.

Program Component: Libraries/Audio Visual

Funding associated with the acquisition, organization, maintenance and control of library materials will be reduced \$287,869. The library materials budget will be reduced \$337,073.

Program Component: Radio and TV

Funding associated with activities related to the operation and maintenance of broadcasting services primarily dedicated to educational, cultural and public service programs will be reduced \$85,603.

Program Component: Museums and Galleries

The Ringling Museum activities related to the collection, preservation, and exhibition of historical materials, art objects, scientific displays and other objects under study at the Museum will be reduced \$129,605.

Program Component: Research (includes Institutes and Centers)

The research component will be reduced \$2,690,104. These funds support all ongoing research activities and will result in fewer resources being available to explore new research ideas. These funds support faculty while writing grant proposals.

The FSU Board of Trustees adopted the following Reduction Priorities:

Do not adversely affect enrollment if possible

Maintain sufficient courses to ensure timely graduation and maintenance of MAP progress

Exempt key infrastructure and operational services

Fund shift E&G costs to auxiliaries where possible

Eliminate expenses where possible, but retain expense funds for on-going operations

Promote enrollment by out-of-state students

Provide all units undergoing reduction an opportunity to justify current expenditures

Consolidate services where service quality does not suffer

Assign lower funding priority to entities not providing direct services to students

Preserve where possible programs disproportionately contributing to the research mission and operations of the university

Maintain existing PI accounts where possible



**FSU Student Financial Assistance
5% Reduction
2016-2017 Legislative Budget Request**

Reduction Amount GR:	\$73,383
Reduction Amount Lottery:	\$
Reduction Total:	\$73,383

(Pursuant to the State of Florida Legislative Budget Instructions for FY 2015-2016, reductions must be program/issue specific and cannot simply be across-the-board percentage reductions.)

Any loss in financial assistance will negate strides being made in graduation and retention. Very often students, who need the aid the most, are those last to complete the application process and finalize paperwork. Since most need-based aid is offered on a first-come basis, these students would be hit hardest.



**Florida State University
College of Medicine
5% Reduction
2016-2017 Legislative Budget Request**

Reduction Amount GR:	\$ 1,716,087
Reduction Amount Lottery:	\$ 30,256
Reduction Total:	\$ 1,746,343

(Pursuant to the State of Florida Legislative Budget Instructions for FY 2016-2017, reductions must be program/issue specific and cannot simply be across-the-board percentage reductions.)

2016-17 Five Percent (5%) Budget Reductions

Florida State University's College of Medicine was charged by the Legislature to educate and develop exemplary physicians who are especially responsive to the needs of the elder, rural, minority and underserved populations. Resources were provided in the 2015 GAA to accommodate 480 students and actual enrollment is aligned with this target.

FSU College of Medicine developed a priority reduction by program area as follows:

Program Component: Academic Administration (Priority #1)

Administrative, management and support services will be reduced by \$666,869 in general revenue and by \$11,758 in educational enhancement funds. This reduction will result in slower and less frequent assistance related to the administrative support required in the delivery of academic programs.

Program Component: Academic Advising (Priority #2)

Formal counseling to students on academic course or program selection will be reduced by \$93,943 in general revenue and \$1,656 in educational enhancement.

Program Component: **Research** (Priority #3)

The research component will be reduced by \$708,948 in general revenue and \$12,499 in educational enhancement. These funds support all ongoing research activities and will result in fewer resources being available to explore new research ideas and less student exposure to research activities.

Program Component: **Library Resources and Staffing** (Priority #4)

Library resources will be reduced by \$11,323 in general revenue and by \$200 in educational enhancement, while library staffing will be reduced by \$38,859 in general revenue and \$685 in educational enhancement.

Program Component: **Public Service** (Priority #5)

The activities associated with the professional and/or discipline related services (other than instruction) that are beneficial to groups or individuals in the community will be reduced by \$192,171 in general revenue and \$3,388 in educational enhancement.

Program Component: **University Support** (Priority #6)

The non-instructional support area will be reduced by \$3,974 in general revenue and \$70 in education enhancement. These reductions will result in slower processing of financial transactions and slower response time for assistance.

FSU College of Medicine Reduction Priorities:

Do not adversely affect enrollment.

Maintain sufficient faculty to ensure timely completion of the medical degree.

Exempt key infrastructure and operational services.

Fund shift E&G costs to alternate funding sources where possible.

Prioritize expenses in such a way that expense funds are retained for on-going operations.

Provide all units undergoing reduction an opportunity to justify current expenditures.

Consolidate services where service quality does not suffer.

Assign lower funding priority to entities not providing direct services to students.

Preserve where possible programs disproportionately contributing to the mission and operation of the College.



**New College of Florida
5% Reduction
2016-2017 Legislative Budget Request**

Reduction Amount GR:	\$884,590
Reduction Amount Lottery:	\$ 49,562
Reduction Total:	\$934,152

(Pursuant to the State of Florida Legislative Budget Instructions, reductions must be program/issue specific and cannot simply be across-the board percentage reductions.)

Actions to absorb the previous recurring budget reductions in past years leave very limited options for the College to consider should an additional 5% (\$934,152) reduction need to be implemented effective FY 2016-17. College-wide budget reduction planning efforts, informed by work of the College's faculty planning and budget committee and executive review, have sought to minimize the damage to the core academic program. Efforts will continue to focus on reducing non salary operating expenses. However, given that 75% of E&G costs are related to salary and benefits and in consideration of already insufficient staffing for critical support functions and minimum faculty staffing required for accreditation regarding the range of academic offerings, future reductions approaching 5% will likely require some form of salary reductions and/or layoffs impacting multiple pay plans.

Action Plan

After making all possible reductions in non salary operating expenses, keeping non critical positions vacated through normal attrition unfilled, increasing revenues, where possible, and deploying cash reserves, the College would implement a graduated furlough plan, with higher paid positions being assigned more furlough days and lower paid positions fewer or none. The actual amount of savings needed to be generated will depend on how successful the College is in reducing non salary operating expenses. Furloughs are preferred to permanent salary reductions, at least for the short term, because this would allow time for the College to assess its economic outlook in relation to the State's, both for the immediate future as well as long term, while retaining its bare bones workforce. The down side is that while the basic workforce would remain intact to deliver services, the College's most accomplished faculty and staff may begin to look for other employment opportunities.

Attachment 10

Such a reduction would cause significant harm to the core tenets of the College's highly successful and nationally recognized/ranked academic program. Students would have fewer opportunities for tutorials and collaborative research with faculty. Classes would be larger. Some areas of concentration would have to limit enrollment. Support services, which are already underfunded and understaffed, would have to reduce hours of operation.

Hopefully, the furloughs would buy time for Florida's economy to rebound sufficiently such that the furloughs could be reduced or eliminated. If the recovery takes longer and/or legislative decisions are to implement the reduction for whatever reason(s), the furloughs would have to be converted to permanent salary reductions and/or layoffs. It is recognized that these proposed salary actions will have to be negotiated with the College's three bargaining units, but each understands the magnitude of the State's and College's budget challenges and has expressed support for use of furloughs in lieu of layoffs or permanent salary reductions, at least for the short term, in order to allow sufficient time for any permanent cuts (once they are confirmed) to be thoroughly vetted.



University of Central Florida 5 Percent Reduction Exercise 2016-2017 Legislative Budget Request

Reduction Amount GR:	\$12,470,349
Reduction Amount Lottery:	\$1,725,005
Reduction Total:	\$14,195,354

(Pursuant to the State of Florida Legislative Budget Instructions for FY 2015-2016, reductions must be program/issue specific and cannot simply be across-the board percentage reductions.)

Thanks to continuing support of the Florida state legislature, UCF performance-based funding awarded in 2014-15 and 2015-16 is being used to enhance and/or implement a variety of initiatives, programs, and partnerships in support of the university's overall strategy and drive significant improvements in academic quality, operational efficiency, and return on investment. Despite prudent financial management and extensive cost-saving and other strategies implemented during the years of budget reductions and rapid student growth, the planned initiatives critically needed at this stage would simply not be possible without this support.

An estimated five percent reduction equals the amount of the 2015-16 performance-based funding, and hence would require curtailment and/or deferral of a significant portion of both the continuing and recently initiated investment strategies articulated in UCF's Work Plan. Specifically, the key initiatives and investments that would be directly impacted are as follows:

Faculty Hiring and Retention

UCF performance funding awarded over the last two fiscal years is being used primarily to implement a strategic faculty hiring plan to recruit and fill 200 new full-time tenured or tenure-track positions—particularly in areas of strategic programmatic emphasis—by the 2016-17 year. The first phase to hire 100 new full-time faculty in 2015-16 is almost complete.

The second 100 faculty positions to start during the 2016-17 academic year require an anticipated investment of \$12.9M (~\$4.6M supported from 2014-15 funds + \$8.3M from 2015-16 funds). The carry forward funds that will strategically accumulate during the recruitment process are already earmarked to fund the required one-time start-up packages for the second phase hires. Of the new positions, 50 have already been allocated to the colleges and the Office of Research and Commercialization; 33 have been allocated to the new faculty clusters in areas of strategic emphasis for the university; and 17 have been allocated to support a special hiring program that recognizes diversity and provides resources for opportunity hires that will strengthen our recruitment of nationally or internationally recognized scholars. While the recruitment efforts are underway or starting imminently, a financial loss of this magnitude means that the actual hires would have to be scaled back or placed on hold next year.

Attachment 10

Given that the full-time, tenured or tenure-track faculty hires required to support UCF's growth have not been possible anywhere near the extent needed in recent years, we expect these hires to make a significant and measurable difference in strengthening our academic programs and realizing our goals. Specifically, the loss of these positions would hinder ability and plans to:

- increase course offerings to meet student demand;
- decrease class sizes;
- increase student engagement;
- increase support of undergraduate and graduate research;
- stabilize UCF's student-to-faculty ratio;
- boost growing graduate education, research promise, and potential economic impact.

Furthermore, the 33 anticipated faculty cluster hires are a critical component of our goal to achieve international prominence in research and key programs of graduate study. Deferral or loss of these hires would negatively impact efforts to further enhance research capacity to develop a robust, diverse, and recurring funding base; increase interdisciplinary publications reaching multiple disciplines; and strengthen the overall preparation of our students.

As UCF endeavors to hire and retain exceptional faculty to support our mission and goals, we must also be able to offer market-competitive salaries, professional development opportunities and an infrastructure to support the success of our existing faculty. Limited funding in recent years has challenged the university's ability to keep pace with cost of living and other salary increases, and provide adequate staff to support the university's growth. Consequently, our 2015-16 investment plans call for ~\$4.1M to support faculty retention and success in the form of an administrative discretion and promotion increase package (\$1.9M) and added staff support to further strengthen our academic departments in light of the new hires (\$2.2M). The loss of these funds in 2016-17 would mean deferral or discontinuation of other planned mission-critical activities and programs. Additionally, disruption of UCF's highly-publicized faculty recruitment and retention efforts would negatively impact our competitive edge in hiring and retaining exceptional faculty.

Other Initiatives to Support Student Access and Success

Supporting the continuation of existing student financial support programs in light of Bright Futures and other changes, as well as existing and new efforts to further promote student success, are essential to continue improving UCF's retention and graduation rates. Harnessing predictive analytics combined with other existing efforts to update current advising software and increase focus on mapping and tracking, will also allow UCF to shift from cohort-based approaches to individualized student interventions that can predict and prevent certain student failures before they happen. Almost \$2.4M of the new performance funds that have been earmarked to support these combined efforts would be impacted by a budget reduction.

In short, alteration to the implementation schedule and/or composition of the planned strategic initiatives that such a reduction would require would significantly impact expected outcomes and improvements to UCF's performance metrics through the 2019 metrics year. This would include changes in the anticipated increases in retention and graduation rates, shortened time to degree, and reduced excess credit hours. In absence of these funds, UCF's commitment to achieving a 90 percent academic progress rate and a 72 percent six-year graduation rate would be compromised, and hinders the university's ability to meet both community and statewide professional and workforce needs

2016-2017 LBR



**University of Central Florida
College of Medicine
5 Percent Reduction Plan
2016-17 LBR**

Reduction Amount GR:	\$1,280,077
Reduction Amount Lottery:	\$0
Reduction Total:	\$1,280,077

(Pursuant to the State of Florida Legislative Budget Instructions for FY 2016 - 17, reductions must be program/issue specific and cannot simply be across-the-board percentage reductions.)

The UCF College of Medicine admitted its seventh class on August 3, 2015 and is actively educating 455 exceptionally qualified students. The college received full accreditation from the Liaison Committee on Medical Education (LCME) on February 26, 2013, which is the second critical step toward achieving full accreditation. According to the LCME Standards, the college must demonstrate sufficient educational resources which include diverse sources of operating funds, sufficient numbers of faculty and staff, and adequate education resources to meet program needs. The letter from LCME conferring full accreditation noted the following:

"Accreditation is awarded to a medical education program based on a judgment that there exists an appropriate balance between student enrollment and total resources of the institution, including faculty, facilities, and operating budget. If there are plans to significantly modify the educational program, or if there is to be a substantial change in student enrollment or in the resources of the institution such that the balance becomes distorted, the LCME expects to receive prior notice of the proposed change. Substantial changes may lead the LCME to re-evaluate a program's accreditation status."

A 5% budget reduction of \$1,280,077 would be considered a substantive change and therefore require notice to the LCME. This 5% reduction is the equivalent of up to seven full-time clinical and basic science current faculty positions or positions under recruitment. The faculty positions are part of the staffing plan to support the academic program, and without them the College will be unable to strengthen its ability to deliver the curriculum. The operating expenses are an equally essential component to support the education materials, software, technology, and information resources of the M.D.

Attachment 10

degree program. This would represent a 19% in operating expenses, which cannot be supported.

Having been in existence for only 10 years, the UCF College of Medicine is disproportionately dependent on the State of Florida recurring allocation for its overall operating budget when compared with mature medical schools. A budget reduction at this critical juncture significantly impedes implementation of the M.D. degree program, with class sizes increasing to our full enrollment of 480 in 2017. The emerging clinical operation does not contribute to the education program and there is no university hospital to provide academic support funds.

The UCF College of Medicine is an anchor tenant in Orlando's Medical City, a nascent but critical economic development engine for the central Florida region and the State. The success and reputation of the medical school does influence the progress of Medical City, which is estimated to have a \$7.6 million economic impact by 2017. Not meeting full enrollment, or not hiring the faculty resources that bring education, research and clinical expertise to the area, will impede the partnerships the medical school is building in Medical City.

In summary, a 5% recurring budget reduction would:

1. Put the UCF College of Medicine accreditation at risk
2. Prevent the growth to full enrollment of the MD program
3. Adversely affect the progress of Medical City development



**University of Florida
5 Percent Reduction Exercise
2016-2017 Legislative Budget Request**

Reduction Amount GR:	\$16,898,974 + 86,869 + 7,099,836 + 5,175,344
Reduction Amount Lottery:	\$2,254,952 + 626,694 + 289,821
Reduction Total:	\$19,153,926 + 86,869 + 7,726,530 + 5,465,165=\$32,432,490

(Pursuant to the State of Florida Legislative Budget Instructions for FY 2016-2017, reductions must be program/issue specific and cannot simply be across-the-board percentage reductions.)

During the great recession, UF experienced a significant tightening of its budget. In order to address these circumstances, UF pared instructional, research, and outreach services with the intent of increasing efficiencies while preserving essential functions. No units were spared serious scrutiny, few units were spared substantial cuts, and UF was scoured for efficiencies. In the course of this process, UF strived to maintain and improve the quality of its programs and was largely successful. Subsequently, the Legislature named UF a preeminent institution and that has enabled UF to pursue goals that will greatly benefit the citizens of the State of Florida, notably in the areas of education, research, and economic development. An additional \$32,432,490 in cuts, if not offset by increased revenue from other sources, could not be spread across the university without significantly reducing quality, impacting the preeminence program, and stalling the drive to rise among the top public research universities. Given the size of a 5% reduction, UF's only choice would be to select several large units and subunits for total elimination in order to assure the remaining units could maintain quality.

\$32,432,490 exceeds the total state budget of several of UF's smallest colleges. To meet this reduction, UF would need to eliminate from the university one or more whole colleges or several substantial segments of the large colleges and other budgetary units. Planning for such action would require careful consultation on the campus and with the BOT and an in-depth analysis of the consequences of the decisions on the instructional, research, and outreach portfolios of the university. That process cannot unfold before the due date for this report.

Consequences:

- (1) Students would no longer have the option to pursue the subjects and associated majors in colleges and subunits that had been eliminated.
- (2) The total faculty employed by the university would shrink significantly, resulting in a reduced workforce for instruction.
- (3) Student access to UF would decrease.
- (4) UF would lose the expertise of faculty in affected units. Thus, UF would not have all of the multidisciplinary expertise needed to drive the state's economic development.
- (5) With fewer faculty, UF's research productivity would decrease, resulting in fewer external grants and contracts. UF is awarded more than \$700 million annually. A decrease will represent lost economic opportunity in the State.
- (6) UF is the sole State of Florida institution that belongs to the AAU (Association of American Universities) that comprises the nation's top research universities. Whether or not UF could maintain that status after losing entire colleges is an open question. It would certainly make it difficult for UF to succeed in its drive to join the top 10 publics in the foreseeable future.

UF is committed to quality in discharging its mission as is evidenced by its preeminent status in the State of Florida. That commitment will not change. The strategy outlined above is the only one that would allow the university to maintain the quality of what it does to benefit the students, the State, and its citizens.



**University of North Florida
5 Percent Reduction Exercise
2016-2017 Legislative Budget Request**

Reduction Amount GR:	\$4,086,633
Reduction Amount Lottery:	\$ 614,284
Reduction Total:	\$4,700,917

(Pursuant to the State of Florida Legislative Budget Instructions for FY 2015-2016, reductions must be program/issue specific and cannot simply be across-the-board percentage reductions.)

Seventy-five percent of UNF's E&G budget is salaries and benefits, 4 percent goes to utilities. Other operating expenses constitute the remaining 18 percent. Thus, achieving a 5 percent reduction in overall state funding requires a reduction in personnel.

\$2,947,809 or 63 percent of the overall reduction would have to be made up of cuts in 45 visiting and assistant professor positions. This reduction in faculty would hamper growth in academic programs and research. The university would also have to reduce enrollment to maintain faculty-to-student ratios, reducing the number of available courses. One of the first places we would look for faculty and course reduction is in internships which are not required by accrediting bodies. Regrettably, these are often the courses that connect our students to future employers and make them more competitive in the workforce.

With a decrease in internships and overall enrollment, we would then look to proportionally reduce the workforce in the administrative and support areas by eliminating internship coordinators, advisors, financial aid and other support positions. These positions would total \$1,020,000. Several of these positions are used to increase access, retention and graduation rates.

2016-2017 LBR

Attachment 10

The additional \$733,108 needed to make the 5 percent cut would be achieved by reductions in technology expenses.

2016-2017 LBR



**University of South Florida System
Five Percent Reduction Plan
2015-2016 Legislative Budget Request**

Reduction Amount GR:	(\$15,878,912)
Reduction Amount Lottery:	(\$ 2,285,769)
Reduction Total:	(\$18,164,681)

	General Revenue	Lottery	Total
USF Tampa	(\$10,648,427)	(\$1,680,900)	(\$12,329,327)
USF St. Petersburg	(\$1,295,568)	(\$ 74,227)	(\$1,369,795)
USF Sarasota-Manatee	(\$730,350)	(\$ 63,158)	(\$ 793,508)
USF Health	(\$3,164,499)	(\$ 467,484)	(\$3,631,983)
Financial Assistance	(\$40,068)		(\$ 40,068)

(Pursuant to the State of Florida Legislative Budget Instructions for FY 2015-2016, reductions must be program/issue specific and cannot simply be across-the board percentage reductions.)

Instruction - (\$7,393,025) - 40.7% of Total Reduction

- Optimize existing faculty instructional capacity thereby eliminating some reliance upon adjunct hires and visiting instructors.
- Eliminate instructional FTEs.
- Program reductions and closures.
- Reduce and/or cap enrollment.
- Increase faculty-student ratio.
- Increase faculty workload resulting in an impact to the faculty's ability to have assignable time to pursue research programs.
- Reduce summer school offerings.

Academic Support - (\$2,016,280) - 11.1% of Total Reduction

- Reduce staff support for faculty placing more direct burden on faculty for scheduling, procurement, processing, HR support and other office management.
- Reduce and/or eliminate support for academic programs and departments.

- Reduce advising and academic support services.

University Support – (\$5,612,886) – 30.9% of Total Reduction

- Eliminate FTEs which will impede delivery of core services such as oversight, compliance, responding to internal and external data requests, and reporting.
- Impact the university's ability to make investments towards meeting its Strategic Plan.

Research – (\$508,611) – 2.8% of Total Reduction

- Reduce research support (laboratory technicians, post docs, and graduate students).

Student Services – (\$726,594) – 4.0% of Total Reduction

- Streamline and curtail services related to admitting, registering, counseling, career services and other services for both graduate and undergraduate students.

PO&M – (\$1,761,974) – 9.7% of Total Reduction

- Reduce service levels resulting in delays in major and minor construction projects, vehicle repairs, maintenance services, trash removal, mowing, custodial services, etc.).
- Limit the ability to cover operational costs for utilities, equipment maintenance and fuel.
- Increase deferred maintenance and limits the ability to implement program improvements.

Library Services – (\$145,620) - .8% of Total Reduction

- Reduce and/or eliminate programs developed by medical research librarians that teach students and faculty best practices for research and information management skills.
- Reduce library services and library hours.
- Freeze purchase of electronic medical book packages.



**University
5 Percent Reduction Exercise
2016-2017 Legislative Budget Request**

Reduction Amount GR:	\$ 5,298,213
Reduction Amount Lottery:	\$ 377,242
Reduction Student Financial Assistance	\$ 7,888
Reduction Total:	\$ 5,683,343

(Pursuant to the State of Florida Legislative Budget Instructions for FY 2015-2016, reductions must be program/issue specific and cannot simply be across-the board percentage reductions.)

The University is continuing its focus on the goals set forth in its performance improvement plan despite budget constraints resulting from the reductions that started in 2007 and which persisted over the course of many years. All together, the University absorbed a total reduction of \$33.8 million.

Additional reductions will have a significant negative impact on the ability of the University to continue making progress to improve its performance metrics and to help students graduate with a quality education and achieve their ultimate career goals.

The priority order of the functional areas targeted below is based on limiting as much as possible the impact any additional reductions would have on UWF's basic mission and the successful retention and graduation of our students. We emphasize that the following estimates are preliminary and are based on various projections. If actual reductions are required, UWF may modify this plan.

Functional Areas Targeted and Priorities:

Priority Number One – Reduced institutional support including information technology support and infrastructure, and facilities; \$2,012,516

- (1) How the reduction will impact clients, agency operations, or other program areas:

- Fewer staff to respond to the ever increasing needs and requirements of the student body and academic departments.
 - Potential for limited hours of access to vital support services
 - Further increase to the level of deferred maintenance already impacted by lack of PECO funding.
 - Reduced support for process redesign initiatives that promote efficiency and effectiveness.
 - Reductions and delays in upgrading information technology infrastructure.
- (2) Justification for assigning relative priority for reduction:
- Based the priority on the degree to which student learning and engagement could be negatively impacted.
- (3) What calculation methodology was used for reduction issues:
- Historical cost.
- (4) Whether a statutory change is required to implement:
- No.
- (5) An explanation of distribution methodologies used to distribute the reduction to other entities:
- NA

Priority Number Two – Reduced support for educational outreach, public service, regional economic development, research activities, and student support services; \$2,530,117

- (1) How the reduction will impact clients, agency operations, or other program areas:
- Inability to fully implement the “Statewide Complete Florida Degree Program” funded in 2013-2014.
 - Reduced advising services both face-to-face and via distance learning.
 - Reduced funding for student employment opportunities.
 - Delays in graduates moving to the workforce and potentially slowing the state and region’s economic recovery.
 - Diminished opportunities to support economic growth in key areas by reduced support for workforce development and continuing education.
 - Reduced opportunities to engage in community and regional partnerships, including those with the military that drive economic growth in the region.
 - Reduced funding for graduate assistantship positions and other applied learning opportunities for students.

- Inability to respond to new initiative opportunities to support regional employer needs and growth in key areas.
 - Inability of centers and institutes to effectively compete for external funding.
 - Reduced funding for programs that support and enhance campus diversity.
 - Elimination of student support important to creating interactive and effective distance learning experiences.
- (2) Justification for assigning relative priority for reduction:
- Based the priority on the degree to which student learning and engagement could be negatively impacted.
- (3) What calculation methodology was used for reduction issues:
- Historical cost.
- (4) Whether a statutory change is required to implement:
- No.
- (5) An explanation of distribution methodologies used to distribute the reduction to other entities:
- NA

Priority Number Three – Reduced support for academic programs including a reduction in the numbers of full-time faculty and adjunct instructors; \$1,132,822

- (1) How the reduction will impact clients, agency operations, or other program areas:
- Reduced student retention and graduation rates.
 - Fewer course offerings resulting in delayed student graduation.
 - Inability to recruit and retain qualified faculty having a negative impact on student learning outcomes.
 - Larger class sizes resulting in less opportunity for student and faculty interactions.
 - Reductions and delays in replacing computer lab equipment and upgrading classroom technology.
 - Reduced access to programs, courses, and services delivered at all campuses including the Emerald Coast campuses.
 - Increased student-to-faculty ratios.
 - Increased probability of courses being taught by adjuncts because of reduced numbers of full-time faculty.
 - Reduced ability to maintain services at current levels at the Emerald Coast

- (2) Justification for assigning relative priority for reduction:
 - Based the priority on the degree to which student learning and engagement could be negatively impacted.
- (3) What calculation methodology was used for reduction issues:
 - Historical cost.
- (4) Whether a statutory change is required to implement:
 - No.
- (5) An explanation of distribution methodologies used to distribute the reduction to other entities:
 - NA

Priority Number Four-Reduced support for need-based student financial assistance; \$7,888

- (1) How the reduction will impact clients, agency operations, or other program areas:
 - Reduce the number of students receiving need-based financial aid.
 - Reduce student retention and graduation rates.
 - Increase in student debt.
 - Delays in graduates moving to the workforce.
- (2) Justification for assigning relative priority for reduction:
 - Based the priority on the degree to which student learning and engagement could be negatively impacted.
- (3) What calculation methodology was used for reduction issues:
 - Historical cost.
- (4) Whether a statutory change is required to implement:
 - No.
- (5) An explanation of distribution methodologies used to distribute the reduction to other entities:
 - NA

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
September 3, 2015**

SUBJECT: 2016-2017 Board General Office Legislative Budget Request

PROPOSED COMMITTEE ACTION

Approve the 2016-2017 Board General Office Budget Request and allow the Chancellor to make technical changes as necessary.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 216.023 Florida Statute

BACKGROUND INFORMATION

Annually, the Board of Governors must prepare and submit a Board General Office Legislative Budget Request (LBR) for operating funds to the Legislature and Governor by September 15. The budget must be reviewed and recommendations made on the issues to be included in the 2016-2017 LBR. In accordance with Subsection 216.023(1), Florida Statutes, this LBR is based on an independent judgment of needs and will be presented to the Legislature and Governor by the statutory due date.

The Board General Office requests a continuation budget of \$7.8 million to support 63 positions and associated operating expenses.

The Chancellor recommends approval of the Board General Office LBR and requests authority to make technical changes as necessary.

Pursuant to the legislative budget instructions, each agency must prepare a five percent reduction plan. The Board General Office plan is included for information purposes.

Supporting Documentation Included: 2016-2017 LBR

Facilitators/Presenters: Mr. Tim Jones



Florida Board of Governors General Office 2016-2017 Legislative Budget Request

Continued funding of \$7.8 million is needed to support the 63 authorized positions and associated operating expense for the Board Office. The operating expense covers the costs associated with data collection and management, Board meeting expenses, travel expenses, office supplies and other Board initiatives.

2016-2017 Legislative Budget Request		
		<u>Total</u>
1	2015-16 Total Budget (63 Positions plus operating expenses)	\$7,829,587
2		
3	<u>2016-17 New Issues:</u>	
4	No new initiatives at this time	
5		
6	Total	\$7,829,587
7	Increase over the Total Budget	\$0
8	% Increase over the Total Budget	0%

**Florida Board of Governors General Office
5 Percent Reduction Plan
Fiscal Year 2015-2016**

The General Office budget of \$7.8 million is predominately salaries and benefits (82%) to support 63 authorized positions plus student assistants. The remaining 18 percent of the budget includes support for office activities (such as; Turlington Building rent payments, data collection/support, travel for staff and board members, office supplies) and pass-through funds to the Northwest Regional Data Center and to the Department of Management Services for human resource services and risk management.

The Board Office has created a three-part accountability system that includes a Strategic Plan, University Work Plans, and an Accountability report. Tremendous work goes in the collection and analysis of data to provide information to key stakeholders so that strategic investments and decisions can be made about the university system. The Board Office has been fortunate to receive the appropriate financial support needed to ensure the success of these critical areas.

A five percent budget reduction would total \$391,479 and hamper the progress that has been made in moving the office forward to ensure a successfully three-part accountability system. Strategic decisions would need to be made on which areas of the budget to be reduced.

For planning purposes basic operating costs would be reduced, which may include: travel for staff and travel reimbursements to university personnel who participate in educational plant surveys throughout the fiscal year; training and professional development for staff; operating capital outlay; and/or elimination of student OPS support.

If there are insufficient operating expenses to absorb the full five percent reduction the balance would come from the elimination of any vacant positions. There are currently three vacant positions with plans to fill these over the next few months. If these positions are filled, strategic decisions would need to be made on which positions would be eliminated after reviewing all office functions.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
September 3, 2015**

SUBJECT: Waiver of Student Tuition and Fees

PROPOSED COMMITTEE ACTION

For information only.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 216.023 Florida Statute

BACKGROUND INFORMATION

Board of Governors Regulation 7.008 – Waiver and Exemptions of Tuition and Fees, identifies all statutory and institutional waivers that a university may implement.

At the June Committee meeting Governor Kuntz provided Board Fact Book Table 37 for 2013-2014 that reported almost 60,000 waivers totaling more than \$200 million. A presentation will be made on the value and importance of tuition and fee waivers.

Attached is an Information Brief on tuition and fee waivers and Fact Book Table 37.

Supporting Documentation Included: 1. Information Brief
2. Fact Book Table 37

Facilitators/Presenters: Mr. Tim Jones
University Representative



Information BRIEF

www.flbog.edu

What is a tuition/fee waiver, and how does it benefit the state and SUS?

August 9, 2015

A primer on the tuition/fee waiver: what it is, where it comes from, and whom it benefits

What is it?

A “tuition/fee waiver” refers to a program initiated by a state or institution that allows specific individuals to have a “waiving” or a refrain from paying a portion of tuition/fees the students are traditionally charged. The institution is actually owed for the full cost charged, but the tuition/fee waiver is applied by the institution for students meeting specified criteria. As a result, students who have received a waiver have a reduced cost of matriculation. Criteria for tuition/fee waivers may be formalized in statute for state programs or in regulation for system or institutional programs.

Tuition waivers are typically considered a form of financial aid, especially to the student. But there are similarities and differences between waivers and other forms of financial aid. The waiver differs from forms of aid such as scholarships, grants, and loans in that these methods are considered cash subsidies for the student’s expenses. A waiver is instead a reprieve from all or a specific portion of a student’s financial obligations and is treated as “non-revenue” by the institution. Some forms of financial aid are a type of work agreement, such as a fellowship or assistantship, in which a student agrees to work for pay. A student on a fellowship would receive a paycheck, while a student receiving a waiver would receive a reduction in his or her bill for tuition/fees from the university. A key similarity to other forms of financial aid is the non-obligation for repayment. Like the scholarship, fellowship, or grant, a tuition/fee waiver does not have to be repaid by the student.

Where does it come from?

A waiver may be statutory or non-statutory in terms of its origin and purpose. A statutory waiver is one that the State of Florida has deemed is in the best interest of its citizenry and established in formal statute. The statute then defines who is qualified for the waiver and what institutions are included, for example, public four-year institutions or all public institutions within the state. Qualifications in statute identify a particular group that has been determined should be entitled to have a reduction of tuition/fees. Examples of groups of citizens who are eligible for waivers in statute include adoptees from the Florida Department of Children and

A primer on the tuition waiver

Families, dependents and spouses of deceased or disabled veterans, homeless individuals, surviving dependents and spouses of law enforcement, and high school students. These waivers in some cases acknowledge specific circumstances that might prevent these students from attending college, such as homeless students, and other waivers encourage behavior that is in the state's best interest, such as encouraging high school students to enroll in college courses.

A non-statutory waiver is one not in Florida Statute but located within the regulations of an individual institution or system. Waivers in this category are often used to attract students to a particular program or purpose. An example would be a waiver that a university uses to attract students with specific talents, such as fine arts or athletics, because that student brings something desired to the campus. In turn, the university might waive part or all of a student's cost of matriculation.

Who does it benefit?

Waivers can be an important tool for campus recruiting and can help ensure that an institution has musicians, graduate teaching assistants, athletes and other specific students needed for the betterment of the university and its mission. Another group of students often benefiting from waivers is non-resident students. A partial or full waiver of the non-resident fees can be an important recruiting tool to bring qualified non-resident students to an institution. Thus, the tuition waiver might make an institution more competitive with neighboring institutions when recruiting. For example, an institution close to the border of a neighboring state might use a partial waiver to compete for students within a reasonable commuting distance.

Summary

In summary, tuition waivers are a reprieve of part or all of a student's tuition/fee obligation. Tuition waivers are a form of financial aid and have similarities and differences to other financial aid tools. Waivers are not a cash subsidy to pay a student's obligation, like a scholarship, grant, or loan. Fellowships, assistantship, and work-study have a job requirement, where students work to earn pay, but a waiver does not. Like a scholarship or grant, a waiver does not require repayment. A statutory waiver is established in Florida Statute, which defines which students are eligible and which institutions will provide the waiver to qualified individuals. Non-statutory tuition/fee waivers are established in the regulations of a specific institution or multiple institutions. These waivers often encourage the enrollment of specific students or groups of students that will benefit the university, such as musicians or athletes. Or the waivers might be used to recruit non-resident students or graduate students who will fill specific programs. Tuition waivers are a financial aid tool that states and universities can use to attract specific students whose enrollment in higher education will contribute to the best interests of the state, the institution, or both.

TABLE 37. STATE UNIVERSITY SYSTEM OF FLORIDA
TUITION AND/OR FEE WAIVER SUMMARY FOR 2013-14

TOTAL WAIVERS		FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF ¹	UNF	USF ²	UWF	SUS
	HEADCOUNT #	386	2,921	1,333	10,538	11,971	169	3,178	14,322	1,200	11,181	2,351	59,550
	AMOUNT \$	\$1,493,484	\$12,869,558	\$6,082,437	\$28,257,343	\$63,883,368	\$1,268,225	\$16,699,806	\$42,247,097	\$3,538,064	\$42,161,338	\$9,497,499	\$227,998,219
OUT-OF-STATE-WAIVERS		FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF ¹	UNF	USF ²	UWF	SUS
Athletics	HEADCOUNT #	19	71	76	0	192	0	171	0	30	65	85	709
	AMOUNT \$	\$162,384	\$762,596	\$1,199,062	\$0	\$2,818,655	\$0	\$2,004,995	\$0	\$342,471	\$537,448	\$689,650	\$8,517,261
Drama	HEADCOUNT #	0	0	0	0	29	0	15	0	0	0	0	44
	AMOUNT \$	\$0	\$0	\$0	\$0	\$111,866	\$0	\$133,110	\$0	\$0	\$0	\$0	\$244,976
Exchange Student	HEADCOUNT #	0	34	0	57	0	0	0	*	0	37	109	238
	AMOUNT \$	\$0	\$305,938	\$0	\$579,618	\$0	\$0	\$0	\$16,974	\$0	\$277,380	\$1,142,826	\$2,322,736
Fellowship	HEADCOUNT #	0	0	0	0	28	0	0	*	0	*	0	31
	AMOUNT \$	\$0	\$0	\$0	\$0	\$299,589	\$0	\$0	\$12,424	\$0	\$2,773	\$0	\$314,786
Fine Arts	HEADCOUNT #	0	0	0	0	10	0	12	0	0	0	*	23
	AMOUNT \$	\$0	\$0	\$0	\$0	\$54,120	\$0	\$102,885	\$0	\$0	\$0	\$1,500	\$158,505
Foreign Student	HEADCOUNT #	0	0	*	0	46	0	0	10	29	0	0	86
	AMOUNT \$	\$0	\$0	\$6,288	\$0	\$259,417	\$0	\$0	\$117,400	\$119,085	\$0	\$0	\$502,190
Graduate Assistant	HEADCOUNT #	24	365	0	0	1,393	0	0	0	*	147	160	2,092
	AMOUNT \$	\$218,372	\$3,233,650	\$0	\$0	\$14,804,765	\$0	\$0	\$0	\$5,519	\$331,233	\$1,289,800	\$19,883,339
Honors	HEADCOUNT #	0	11	0	0	*	96	13	28	*	378	*	536
	AMOUNT \$	\$0	\$120,009	\$0	\$0	\$4,333	\$1,117,805	\$83,250	\$554,455	\$12,200	\$2,514,886	\$14,637	\$4,421,575
Music	HEADCOUNT #	28	0	*	0	154	0	0	*	*	0	0	201
	AMOUNT \$	\$140,344	\$0	\$72,550	\$0	\$708,173	\$0	\$0	\$88,402	\$60,353	\$0	\$0	\$1,069,822
Other	HEADCOUNT #	0	89	115	459	581	0	536	1,554	*	0	433	3,774
	AMOUNT \$	\$0	\$518,583	\$1,268,761	\$3,770,842	\$3,797,382	\$0	\$5,221,027	\$10,390,978	\$11,219	\$0	\$2,280,116	\$27,258,908
STATE FUNDABLE		FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF ¹	UNF	USF ²	UWF	SUS
Family	HEADCOUNT #	0	0	22	38	0	0	35	27	36	0	0	158
	AMOUNT \$	\$0	\$0	\$101,278	\$201,296	\$0	\$0	\$180,128	\$165,374	\$128,865	\$0	\$0	\$776,941
Dependent/Spouse of Deceased/Disabled Veterans	HEADCOUNT #	0	0	0	0	*	0	0	0	0	0	0	*
	AMOUNT \$	\$0	\$0	\$0	\$0	\$18,527	\$0	\$0	\$0	\$0	\$0	\$0	\$18,527
Dependents of Deceased Teachers (Barry Grunow Act)	HEADCOUNT #	0	14	0	0	0	0	0	0	0	0	0	14
	AMOUNT \$	\$0	\$49,027	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$49,027
Employee (Non SUS State Employees)	HEADCOUNT #	159	173	59	262	345	0	285	91	85	300	176	1,935
	AMOUNT \$	\$434,191	\$466,726	\$133,717	\$777,789	\$1,060,826	\$0	\$727,548	\$254,065	\$241,710	\$935,036	\$440,581	\$5,472,189
Employee (SUS Faculty & Staff)	HEADCOUNT #	64	0	0	0	0	0	428	340	0	0	215	1,047
	AMOUNT \$	\$169,887	\$0	\$0	\$0	\$0	\$0	\$1,153,896	\$1,343,148	\$0	\$0	\$520,976	\$3,187,907
Fellowship Matriculation Fee Waiver	HEADCOUNT #	0	0	0	0	41	0	0	185	0	326	0	552
	AMOUNT \$	\$0	\$0	\$0	\$0	\$139,222	\$0	\$0	\$1,100,510	\$0	\$1,919,660	\$0	\$3,159,392
Fla Public Sch Psych Intern Matriculation	HEADCOUNT #	0	0	0	*	*	0	15	14	0	*	0	44
	AMOUNT \$	\$0	\$0	\$0	\$19,844	\$55,696	\$0	\$63,810	\$68,603	\$0	\$21,579	\$0	\$229,532
Graduate Assistant Matriculation Fee Waiver	HEADCOUNT #	0	1,096	0	1,378	3,367	0	1,010	3,110	131	3,838	421	14,351
	AMOUNT \$	\$0	\$4,619,878	\$0	\$8,920,599	\$28,306,335	\$0	\$4,272,426	\$21,135,260	\$336,996	\$19,024,821	\$786,240	\$87,402,555
High School Student Waiver	HEADCOUNT #	*	842	44	7,028	28	0	51	193	74	51	45	8,363
	AMOUNT \$	\$6,835	\$1,889,656	\$102,724	\$8,390,420	\$61,125	\$0	\$157,941	\$265,780	\$54,942	\$126,527	\$155,294	\$11,211,244
Homeless	HEADCOUNT #	0	0	0	*	0	*	*	0	*	14	*	37
	AMOUNT \$	\$0	\$0	\$0	\$39,204	\$0	\$12,970	\$22,748	\$0	\$11,415	\$85,094	\$6,768	\$178,199
Purple Heart or another combat decoration superior	HEADCOUNT #	0	*	0	*	*	0	*	*	*	*	*	32
	AMOUNT \$	\$0	\$7,646	\$0	\$16,444	\$6,479	\$0	\$27,135	\$8,579	\$5,531	\$36,312	\$5,098	\$113,224

TABLE 37. STATE UNIVERSITY SYSTEM OF FLORIDA
TUITION AND/OR FEE WAIVER SUMMARY FOR 2013-14

STATE FUNDABLE		FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF ¹	UNF	USF ²	UWF	SUS
Road-to-Independence Scholarship Program	HEADCOUNT #	77	60	18	28	45	0	43	14	0	59	46	390
	AMOUNT \$	\$344,337	\$410,581	\$73,018	\$142,239	\$231,104	\$0	\$200,953	\$72,900	\$0	\$301,049	\$295,927	\$2,072,108
Special Risk Surviving Dependent/Spouse - Law Enforcement	HEADCOUNT #	0	0	0	0	0	0	0	*	*	*	0	*
	AMOUNT \$	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$5,579	\$4,424	\$13,499	\$0	\$23,502
SUS Employee Voucher or Grant	HEADCOUNT #	0	0	99	0	391	0	0	0	241	0	0	731
	AMOUNT \$	\$0	\$0	\$318,807	\$0	\$1,361,335	\$0	\$0	\$0	\$690,919	\$0	\$0	\$2,371,061
Teacher Intern Certificate	HEADCOUNT #	*	53	15	23	151	0	76	18	16	99	0	455
	AMOUNT \$	\$11,999	\$111,376	\$23,085	\$73,277	\$121,569	\$0	\$157,032	\$61,941	\$40,018	\$232,399	\$0	\$832,696
NON-STATE FUNDABLE		FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF ¹	UNF	USF ²	UWF	SUS
Other Non-Funded Programs ³	HEADCOUNT #	0	0	0	0	0	0	0	7,043	0	674	0	7,717
	AMOUNT \$	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$4,116,822	\$0	\$4,116,822
Reciprocal Student Exchange Programs	HEADCOUNT #	0	0	44	64	0	0	84	260	135	75	0	662
	AMOUNT \$	\$0	\$0	\$553,383	\$648,265	\$0	\$0	\$842,600	\$3,838,688	\$699,303	\$750,265	\$0	\$7,332,504
Senior Citizen	HEADCOUNT #	*	74	52	94	0	0	60	34	182	214	36	750
	AMOUNT \$	\$5,135	\$80,475	\$55,146	\$139,067	\$0	\$0	\$89,059	\$47,758	\$184,309	\$341,422	\$53,012	\$995,383
Special Programs & Sponsored Institutes	HEADCOUNT #	0	0	0	43	0	0	137	0	0	1,712	26	1,918
	AMOUNT \$	\$0	\$0	\$0	\$1,508,807	\$0	\$0	\$29,952	\$0	\$0	\$9,563,455	\$117,000	\$11,219,214
LINKAGE TUITION EXEMPTION		FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF ¹	UNF	USF ²	UWF	SUS
Linkage Tuition Exemption	HEADCOUNT #	0	31	*	91	40	0	50	64	*	27	23	342
	AMOUNT \$	\$0	\$291,340	\$126,516	\$628,103	\$270,099	\$0	\$492,421	\$494,067	\$70,274	\$152,066	\$168,744	\$2,693,630
OTHER		FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF ¹	UNF	USF ²	UWF	SUS
	HEADCOUNT #	0	*	774	954	5,117	71	144	1,326	204	3,150	567	12,310
	AMOUNT \$	\$0	\$2,077	\$2,048,102	\$2,401,529	\$9,392,751	\$137,450	\$736,890	\$2,204,212	\$518,511	\$877,612	\$1,529,330	\$19,848,464

Note: Headcount is distinct within each award type in an academic year. Amount is the sum of all waiver awards in an academic year.

*: Any headcount less than ten is marked for privacy purpose. ¹ Includes IFAS and UF-HSC. ² Includes USF-HSC. ³ For UF and USF this includes waivers paid for by a third party.

SOURCE: Student Instruction File - Summer 13; Fall 13; Spring 14



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA
Board of Governors Meeting
President's Room B
Emerson Alumni Hall
University of Florida
Gainesville, Florida 32603
September 3, 2015
10:15 a.m.

or

Upon Adjournment of Previous Meetings

1. Call to Order and **Chair's Remarks** Chair Mori Hosseini
2. **Chancellor's Report** Chancellor Marshall Criser III
3. **Minutes of Board of Governors Meeting** Chair Hosseini
 - Minutes, June 18, 2015
4. **Public Comment** Chair Hosseini
5. **Adult Literacy \$7 Million Global Competition** Ms. Liza McFadden
President and CEO
Barbara Bush Foundation for Family Literacy
6. **Confirmation of Reappointment of the President for University of West Florida** Chair Hosseini
Mr. Lewis Bear
Chair, University of West Florida
Board of Trustees

7. **Health Initiatives Committee Report** Governor Ed Morton
8. **Innovation and Online Committee Report** Governor Ned Lautenbach
9. **Strategic Planning Committee Report** Governor Patricia Frost
 - Approval, University Work Plan Follow-up: FAMU Work Plan; FAMU Plan to Improve Graduation Rates and Employability of Graduates
10. **Academic and Student Affairs Committee Report** Governor Norman Tripp
 - Public Notice of Intent to Approve Amended Board of Governors Regulation 6.0105 Student Conduct and Discipline
 - Public Notice of Intent to Approve Amended Board of Governors Regulation 7.005 Residency for Tuition Purposes, and Rule 72-1.001 Residency for Tuition Purposes
 - Approval, University of South Florida Morsani College of Medicine Type 1 Campus
11. **Facilities Committee Report** Governor H. Wayne Huizenga, Jr.
 - Approval, Public Private Partnership Guidelines
 - Approval, 2016-2017 SUS Fixed Capital Outlay Legislative Budget Request
 - Approval, 2015-2016 CITF Project Allocations
 - Approval, Funding Request Related to Facilities Benchmarking Services
12. **Nomination and Governance Committee Report** Chair Hosseini
 - Appointment of University Trustee: Florida A&M University
13. **Select Committee on Florida Polytechnic University Report** Governor Tom Kuntz

14. Budget and Finance Committee Report

Governor Kuntz

- [Public Notice of Intent to Approve Amended Board of Governors Regulation 7.008 Waiver and Exemptions of Tuition and Fees](#)
- [Approval, 2015-2016 State University System Operating Budget](#)
- [Approval, 2015-2016 Board General Office Operating Budget](#)
- [Approval, 2016-2017 State University System Legislative Budget Request](#)
- [Approval, 2016-2017 Board General Office Legislative Budget Request](#)

15. Concluding Remarks and Adjournment

Chair Hosseini

(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**

June 18, 2015

SUBJECT: Chair'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

The Chair, Mori Hosseini, will convene the meeting with opening remarks.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Mori Hosseini

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

June 18, 2015

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 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 Criser III

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

September 3, 2015

SUBJECT: Minutes of Board of Governors Meeting held June 18, 2015

PROPOSED BOARD ACTION

Approval of minutes of the Board of Governors meeting held on June 18, 2015 at the University of South 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 meetings held on June 18, 2015 at the University of South Florida.

Supporting Documentation Included: Minutes: June 18, 2015

Facilitators/Presenters: Chair Mori Hosseini

INDEX OF MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
BALLROOM, MARSHALL STUDENT CENTER
UNIVERSITY OF SOUTH FLORIDA
TAMPA, FLORIDA
JUNE 18, 2015

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

<u>ITEM</u>	<u>PAGE</u>
1. Call to Order and Chair's Remarks	3
2. Approval, Meeting Minutes	4
A. Board of Governors Meeting held February 19, 2015	
B. Board of Governors Meeting held March 19, 2015	
C. Board of Governors Conference Call held May 7, 2015	
3. Chancellor's Report	4
4. Public Comment	5
5. Strategic Planning Committee Report	6
A. Approval, 2015 University Work Plans	
6. Budget and Finance Committee Report.....	6
A. Approval, Performance Based Funding Improvement Plans	
B. Approval, Allocation of Performance Funds	
C. Approval, Public Notice of Intent to Amend Board of Governors Regulation 7.008 Waiver and Exemptions of Tuition and Fees	
7. Academic and Student Affairs Committee Report	7
A. Academic Program Items	
i. Approval, Implementation of the Ph.D. in Computer Science, CIP 11.0101, UF	
ii. Approval, Reclassification to Type II Campus and Implementation of Lower Level Courses with General Education Component, USF- Sarasota/Manatee	
iii. Approval, Limited Access Status and Exception to 120 Credit Hours to Degree, for the Bachelor of Music Therapy, FGCU	
B. Board of Governors Regulations	
i. Approval, Public Notice of Intent to Amend Board of Governors Regulation 6.015 Student Conduct Code and Discipline	

MINUTES: FLORIDA BOARD OF GOVERNORS

JUNE 18, 2015

- ii. Approval, Public Notice of Intent to Amend Board of Governors Regulation 7.005 Residency for Tuition Purposes
 - iii. Approval, Establish Board of Governors Regulation 6.020 College Credit for Online Courses Completed Prior to Initial Enrollment
- 8. Audit and Compliance Committee Report9
 - A. Approval, State University System of Florida Board of Governors Office of Inspector General and Director of Compliance Annual Work Plan for Fiscal Year 2015-2016
 - B. Approval, Direction to Inspector General to ensure that the FAMU Athletics Program has a plan to address athletic deficits, which will be presented to the FAMU Board of Trustees to ensure implementation
- 9. Facilities Committee Report9
 - A. Debt Approval, University of Florida Office of Student Life and Indoor Football Practice Facility
 - B. Debt Approval, Florida State University Doak S. Campbell Stadium Improvement
 - C. Approval, University of North Florida Educational Plant Survey Validation
 - D. Approval, Florida A&M University Educational Plan Survey Validation
- 10. Concluding Remarks and Adjournment10

MINUTES: FLORIDA BOARD OF GOVERNORS

JUNE 18, 2015

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
BALLROOM, MARSHALL STUDENT CENTER
UNIVERSITY OF SOUTH FLORIDA
TAMPA, FLORIDA
JUNE 18, 2015

1. Call to Order and Chair's Remarks

Chair Mori Hosseini convened the meeting at 10:33 a.m., on June 18, 2015, with the following members present and answering roll call: Vice Chair Tom Kuntz; Dick Beard; Dean Colson; Dan Doyle, Jr.; Patricia Frost; Tonnette Graham; H. Wayne Huizenga, Jr.; Alan Levine; Wendy Link; Ed Morton; Dr. Katherine Robinson; Pam Stewart; and Norman Tripp. Matthew Carter participated in the meeting by phone.

Chair Hosseini thanked Chair Mullis and President Genshaft for hosting the Board meeting. Chair Mullis welcomed the Board and expressed appreciation for the Board's support and guidance for the university and the State University System. President Genshaft introduced three recent University of South Florida graduates who are Frost Scholarship recipients. Mr. Michael Esteban will pursue a master's degree in Water Science, Policy and Management at Oxford, with plans to pursue a Ph.D. in environmental engineering. Ms. Ivana Lam will pursue a master's degree in the History of Science, Medicine and Technology at Oxford, and a doctoral degree in Chinese and Japanese History. Ms. Kaitlin Deutsch, will pursue a master's degree in Biodiversity, Conservation, and Management at Oxford, with the goal of completing a Ph.D. in Ecology. President Genshaft thanked Mr. and Mrs. Frost for their generosity and for providing this tremendous opportunity to students.

President Genshaft also introduced Mr. Michael Calzadilla who was selected to receive the prestigious Gates Cambridge Scholarship. The scholarship will allow him to study at the graduate level at Cambridge where he will focus on astrophysics. Finally, President Genshaft said their College of Nursing was named the Number 1 veteran-friendly nursing school in the nation by *Military Times*. She thanked two student veterans, Ms. Mary Lynn Conroy, an MBA student, and Mr. John Pasciak, a student in the Doctor of Pharmacy program, for their service to the country and for giving USF the opportunity to help them with their new careers.

Chair Hosseini congratulated the students and wished them the best in their future endeavors. He then gave his opening remarks, explaining the Florida Legislature will vote on a budget during the 2015 Special Session that contains \$400 million for

MINUTES: FLORIDA BOARD OF GOVERNORS

JUNE 18, 2015

performance-based funding. He thanked Governor Scott, Senate President Gardiner, and House Speaker Crisafulli for their support of the Board's vision for higher education, which is predicated on the accountability framework established by the Board. This framework, which consists of the annual work plans, the accountability reports, and the performance funding model, works together to produce tangible results for the System's students.

Chair Hosseini pointed to examples such as the six percentage point increase in the six-year FTIC graduation rate within just five years, and the four percentage point increase in the four-year FTIC graduation rate. These results translate into a more educated population moving into the workforce or continuing their education as evidenced by the four percentage point increase in that metric since Fall of 2011. Chair Hosseini commended the university boards of trustees, the presidents, the university faculty and staff for working to make the SUS one of the best higher education systems in the country, noting that their collective efforts were making a huge difference for the students.

2. Approval of Meeting Minutes

- A. Board of Governors Meeting held February 19, 2015
- B. Board of Governors Meeting held March 19, 2015
- C. Board of Governors Conference Call held May 7, 2015

Mr. Tripp moved the Board approve the Minutes of the meetings held on February 19, 2015 and March 19, 2015, and the conference call held May 7, 2015, as presented. Mr. Kuntz seconded the motion, and the members concurred unanimously.

3. Chancellor's Report

Chancellor Criser gave a brief update on the FAMU/FSU College of Engineering. The Governance Council met on May 20, 2015, and approved an enhanced plan for administration for the joint college, which is being implemented. The Council also recommended a facilities plan that was submitted to the Board of Governors on June 1, 2015. Additionally, the academic leadership is working closely to integrate students on a common learning management system that is dedicated to the College.

In recognition that the safety and security of our campuses is of tantamount importance, Chancellor Criser stated a second security summit will be held at the University of Central Florida on July 28 and 29, 2015. The summit is being hosted by the University of Central Florida and the University of North Florida. Attendees will hear from internationally recognized experts who will share best practices to help ensure the safety of our students, facilities and programs. He encouraged presidents to

MINUTES: FLORIDA BOARD OF GOVERNORS

JUNE 18, 2015

send their key administrators in the areas of student health, housing, legal, emergency operations, communications and other appropriate administrators to the summit.

Chancellor Criser also provided an update on the review of the SUS degree inventory to determine which degrees are serving our students and whether there are degrees that should be eliminated. He explained staff had completed its data review and shared the information with the Council of Academic Vice Presidents (CAVP). The CAVP will meet in August to review the data and the results of that review will be brought to the Board at the September meeting.

Chancellor Criser next summarized the ongoing efforts to meet Chair Hosseini's charge to showcase the talent and opportunities available in the SUS to employers and the business community, both internal and external to Florida. The Board's Communications Director, Brittany Davis, has been collaborating with her university counterparts and together, they have met with external organizations such as Enterprise Florida and the Department of Economic Opportunity to investigate ways to partner with these organizations in their existing outreach efforts. In addition, we are looking to leverage social media and other tools in order to build a message that effectively communicates the strengths of the SUS in a cost-efficient manner. Chancellor Criser also commented that if each university would commit some of its savings from the shared services initiative to invest in this new communication effort, the message could reach further and have a stronger impact.

In closing, Chancellor Criser introduced a video produced by Ms. Davis that reflects the universities' perspectives on the success of performance-based funding.

Following the video, Chair Hosseini reminded everyone about the upcoming Trustee Summit on November 4 and 5, 2015, and encouraged the university presidents to encourage their trustees to attend. Chair Hosseini emphasized the importance of collaboration and the opportunity the Summit presents to learn from each other and from the experienced guest speakers.

Chair Hosseini also reminded Board members that they will be presenting reports at the November meeting summarizing the activities of their committees over the past two years.

4. Public Comment

Chair Hosseini 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 were received.

MINUTES: FLORIDA BOARD OF GOVERNORS

JUNE 18, 2015

5. Strategic Planning Committee Report

Chair Hosseini called on Mr. Colson for the Strategic Planning Committee report. Mr. Colson reported the committee took up two important items. First, the committee received a presentation from Dr. Donald Heller, Dean of the College of Education at Michigan State University and a national expert on postsecondary affordability. Dr. Heller provided his assessment of key affordability issues regarding public higher education that the Board should be addressing. Additionally, Dr. Heller identified affordability policies that have been implemented in other states that would be most relevant to the circumstances in Florida. Mr. Colson noted he hopes to bring Dr. Heller back to address the committee in November once we have begun to formulate critical policy decisions in this area.

A. Approval, 2015 University Work Plans

The other item before the committee was the presentation of the 2015 University Work Plans. These work plans are the critical connecting documents between the Board's system-wide Strategic Plan, which sets future goals, and the Annual Accountability Report, which reports on the progress toward achieving those goals. Mr. Colson moved that the Board approve the 2015-16 portion of the 2015 University Work Plans for all institutions, other than FAMU for which action was deferred, excluding those sections of the Work Plans that require any additional regulatory or procedural review or approval pursuant to law or Board Regulations, and that the committee accept the out-year portions of the Work Plans. Ms. Frost seconded the motion, and the members concurred unanimously.

6. Budget and Finance Committee Report

Chair Hosseini recognized Mr. Kuntz for the Budget and Finance Committee report. Mr. Kuntz reported the committee had three items requiring Board approval.

A. Approval, Performance Based Funding Improvement Plans

The committee heard presentations on the final improvement plans from Florida Atlantic University, New College of Florida and the University of West Florida. Mr. Kuntz moved that the Board approve the Improvement Plan Report and authorize the Chancellor to release the remaining 50% of the funds being held in reserve: \$3,476,194 for FAU; \$540,189 for NCF; and \$1,914,794 for UWF. Mr. Tripp seconded the motion, and the members concurred unanimously.

MINUTES: FLORIDA BOARD OF GOVERNORS

JUNE 18, 2015

B. Approval, Allocation of Performance Funds

Mr. Kuntz moved approval of the allocation of the \$400,000,000 in Performance Funds, as presented, pending approval of the 2015-2016 state budget. Mr. Tripp seconded the motion, and the members concurred unanimously.

C. Approval, Public Notice of Intent to Amend Board of Governors Regulation 7.008 Waiver and Exemptions of Tuition and Fees

Mr. Kuntz explained the statutory language regarding out-of-state fees waivers for veterans residing in Florida or persons who use educational assistance as provided by the United States Department of Veterans Affairs has been modified and that the changes to the regulation reflect the new statutory provisions. Mr. Kuntz moved approval of the public notice of intent to amend Regulation 7.008 Waiver and Exemptions of Tuition and Fees. Mr. Tripp seconded the motion, and the members concurred unanimously.

7. Academic and Student Affairs Committee Report

Chair Hosseini recognized Mr. Tripp to report on the Academic and Student Affairs Committee. Mr. Tripp stated the Academic and Student Affairs Committee considered a number of action items requiring Board approval.

A. Academic Program Items

- i. Approval, Implementation of the Ph.D. in Computer Science, CIP 11.0101, UF

The University of Florida Board of Trustees requested approval to implement a Ph.D. in Computer Science to be implemented in Fall 2015. Mr. Tripp moved approval of the Ph.D. in Computer Science, CIP 11.0101, University of Florida. Mr. Beard seconded the motion, and the members concurred unanimously.

- ii. Approval, Reclassification to Type II Campus and Implementation of Lower Level Courses with General Education Component, USF-Sarasota-Manatee

The University of South Florida Board of Trustees requested approval to reclassify the Sarasota-Manatee regional campus from a Type III campus to a Type II campus, and to approve the site to offer a full range of general education and lower level courses. Approval of this request is not expected to negatively impact the transfer of associate of arts graduates into the Sarasota-Manatee regional campus, and a letter of support was

MINUTES: FLORIDA BOARD OF GOVERNORS

JUNE 18, 2015

provided by the State College of Florida, Sarasota-Manatee. Mr. Tripp moved approval to reclassify the University of South Florida, Sarasota-Manatee Regional Campus to be a Type II Campus. Mr. Beard seconded the motion, and the members concurred unanimously.

Mr. Tripp next moved approval for the University of South Florida, Sarasota-Manatee Regional Campus to offer a full range of general education and lower level courses. Mr. Beard seconded the motion, and the members concurred unanimously.

- iii. Approval, Limited Access Status and Exception to 120 Credit Hours to Degree, for the Bachelor of Music Therapy, FGCU

The Florida Gulf Coast University Board of Trustees requested approval for limited access status and an exception to the 120 credit hours-to-degree for the recently implemented Bachelor of Music Therapy program which, if approved, will become effective for Fall 2015. Mr. Tripp moved to approve limited access status for the Bachelor of Music Therapy, CIP 51.2305, at Florida Gulf Coast University. Mr. Beard seconded the motion, and the members concurred unanimously.

Mr. Tripp moved to approve an exception to the 120 credit hours-to-degree for the Bachelor of Music Therapy, CIP 51.2305, at Florida Gulf Coast University. Mr. Morton seconded the motion, and the members concurred unanimously.

B. Board of Governors Regulations

- i. Approval, Public Notice of Intent to Amend Board of Governors Regulation 6.015 Student Conduct Code and Discipline

Mr. Tripp moved approval of the public notice of intent to amend Board of Governors Regulation 6.015, Student Conduct Code and Discipline. Mr. Beard seconded the motion, and the members concurred unanimously.

- ii. Approval, Public Notice of Intent to Amend Board of Governors Regulation 7.005 Residency for Tuition Purposes

Mr. Tripp moved that the Board approve the public notice of intent to amend Board of Governors Regulation 7.005, Residency for Tuition Purposes. Mr. Doyle seconded the motion, and the members concurred unanimously.

- iii. Approval, Establish Board of Governors Regulation 6.020 College Credit for Online Courses Completed Prior to Initial Enrollment

MINUTES: FLORIDA BOARD OF GOVERNORS

JUNE 18, 2015

Mr. Tripp moved that the Board establish Board of Governors Regulation 6.020, College Credit for Online Courses. The regulation was approved for notice at the March 18, 2015 meeting and no concerns were expressed during the public comment period. Ms. Frost seconded the motion, and the members concurred unanimously.

8. Audit and Compliance Committee Report

Chair Hosseini recognized Mr. Levine for the Audit and Compliance Committee report. Mr. Levine stated the Audit and Compliance Committee approved two action items.

- A. Approval, State University System of Florida Board of Governors Office of Inspector General and Director of Compliance Annual Work Plan for Fiscal Year 2015-2016

Mr. Levine explained that the work plan is based on a risk analysis and addresses the major operations of the Board Office. The plan includes internal audits related to an evaluation of the Board's information technology policies and procedures and the telecommuting policies and procedures, and projects reflecting Board priorities, such as performance-based funding data integrity, compliance and ethics program development, new regulations development, and a system-wide information technology risk assessment. Mr. Levine moved to approve the Office of Inspector General and Director of Compliance 2015-2016 Work Plan. Ms. Frost seconded the motion, and the members concurred unanimously.

- B. Approval, Direction to Inspector General to ensure that the FAMU Athletics Program has a plan to address athletic deficits, which will be presented to the FAMU Board of Trustees to ensure implementation.

Mr. Levine reported the committee received information on Florida Agricultural and Mechanical University's progress in implementing three corrective actions pertaining to the intercollegiate athletics cash deficit, the establishment of a permanent and stable leadership team, and two investigations involving facilities construction. Mr. Levine moved to direct the Inspector General to ensure that the FAMU Athletics Program has a plan to address athletic deficits and that the plan will be presented to the FAMU Board of Trustees to ensure implementation. Ms. Link seconded the motion, and the members concurred unanimously.

9. Facilities Committee Report

Chair Hosseini called on Mr. Huizenga for the Facilities Committee report. Mr. Huizenga said the Committee considered several items that require Board approval.

MINUTES: FLORIDA BOARD OF GOVERNORS

JUNE 18, 2015

A. Debt Approval, University of Florida Office of Student Life and Indoor Football Practice Facility

Mr. Huizenga moved approval of a Resolution authorizing the Issuance of debt by the University of Florida's University Athletic Association, Inc. for improvements to the Office for Student Life and to construct an indoor practice facility. Mr. Tripp seconded the motion, and the members concurred unanimously.

B. Debt Approval, Florida State University Doak S. Campbell Stadium Improvement

Mr. Huizenga moved approval of a Resolution authorizing the issuance of debt by the FSU Financial Assistance, Inc. to construct improvements to the Doak S. Campbell Stadium. Mr. Beard seconded the motion, and the members concurred unanimously.

C. Approval, University of North Florida Educational Plant Survey Validation

Mr. Huizenga moved approval of the validation of the University of North Florida Educational Plant Survey. Mr. Tripp seconded the motion, and the members concurred unanimously.

D. Approval, Florida A&M University Educational Plant Survey Validation

Mr. Huizenga moved approval of the validation of the Florida A&M University Educational Plant Survey Validation. Mr. Tripp seconded the motion, and the members concurred unanimously.

10. Concluding Remarks and Adjournment

Chair Hosseini reported the next in-person meeting of the Board is scheduled for September 2-3, 2015, at the University of Florida. As previously mentioned, the Trustee Summit will be held on November 4th and 5th at FIU and the theme for this year's Summit is *Excellence Through Innovation*.

Having no further business, the meeting was adjourned at 11:24 a.m. on June 18, 2015.

Mori Hosseini, Chair

Vikki Shirley,
Corporate Secretary

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

June 18, 2015

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 Mori Hosseini

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

September 3, 2015

SUBJECT: Adult Literacy \$7 Million Global Competition

PROPOSED BOARD ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

On June 8, 2015, the Barbara Bush Foundation for Family Literacy, the Dollar General Literacy Foundation, and XPRIZE launched a global competition challenging teams to develop mobile applications for adult learners that result in the greatest increase in literacy skills over a 12-month period. Each team will test its solution with 1,000 low-literate adults within two target demographics, native English speakers and non-native English speakers, ages 18-64.

Following a six-month registration period, competing teams will have 18 months to develop their solutions. A panel of third-party expert judges will then select the top five teams to move on to the 12-month field-testing phase of the competition. The five finalist solutions will be tested with a minimum of 1,000 adult learners each (5,000 total) who read at or below the equivalent of a third grade reading level.

The team with the best performance across two target demographics will be awarded a Grand Prize of \$4 million and Bonus Prizes of \$500,000 will be awarded to the two teams with the best performance in each of the two target demographics.

Following the award of the Grand Prize and the Bonus Prizes, cities across the United States will compete to encourage their adult learners to download and use the winning applications. A \$1 million purse will be split among all finalist teams that advance to the Cities Competition, and an additional \$1 million will be awarded to the city that is able to deploy the winning literacy applications to the greatest percentage of its low-literate residents over a six-month period.

Supporting Documentation Included: Press Release and Competition Overview

Facilitators/Presenters: Ms. Liza McFadden, President & CEO
Barbara Bush Foundation for Family Literacy



Media Contact:
Eric Desatnik
310.741.4892
eric@xprize.org

XPRIZE AND BARBARA BUSH FOUNDATION SET SIGHTS ON EMPOWERING 36 MILLION U.S. ADULTS THROUGH LITERACY

*\$7M Adult Literacy XPRIZE Will Incentivize Mobile Applications to Bring Low-Literate Adults
to Basic Literacy Within 12 Months*

Los Angeles (June 8, 2015) — [XPRIZE](#), the global leader in incentivized prize competitions, in partnership with the [Barbara Bush Foundation for Family Literacy](#) and the [Dollar General Literacy Foundation](#), today announced the launch of the [\\$7M Adult Literacy XPRIZE](#), a global competition challenging teams to develop mobile applications for adult learners that result in the greatest increase in literacy skills in just 12 months.

“A parent’s literacy level is a significant predictor of their child’s future educational success, influencing generations to follow,” said Barbara Bush, founder of the Barbara Bush Foundation for Family Literacy. “As I celebrate my 90th birthday today with my grandchildren and great-grandchildren, I am inspired and hopeful that this Adult Literacy XPRIZE will bring about a radical breakthrough to end the cycle of low-literacy in America and that my grandchildren will grow up in a country where education is abundant and accessible to all.”

“An estimated 36 million adults in the U.S. lack basic literacy skills, as do millions more around the world,” said Dr. Peter H. Diamandis, chairman and CEO of XPRIZE. “Existing programs require classrooms and teachers and cannot possibly scale to meet the need of the millions of adults who need support. The Adult Literacy XPRIZE demonstrates a paradigm shift in how we approach adult learning globally, with educational applications that are effective, scalable and that can be accessed anytime, anywhere.”

“In partnership with the XPRIZE Foundation and the Barbara Bush Foundation for Family Literacy, the Dollar General Literacy Foundation is excited to support the Adult Literacy XPRIZE to help propel adult education into the 21st century and beyond. This initiative helps create smart, mobile solutions that take learners further and faster than they thought possible,” said Denine Torr, Dollar General’s director of community initiatives.

After a six-month team registration period, competing teams will have 18 months to develop their solutions. A panel of third-party expert judges will then select the top five teams to move on to the 12-month field-testing phase of the competition. The five finalist solutions will be tested with a minimum of 1,000 adult learners each (5,000 total), ages 18-64, who read at or below the equivalent of a third grade reading level.

The \$4M Grand Prize will be awarded to the team with the best performance across all adult learners, over the 12-month field test. Bonus Prizes of \$500,000 will also be awarded to the two teams with the best performance in each of the two key demographic groups: native English speakers and non-native English speakers.

Following the awarding of the Grand Prize and Bonus Prizes, cities across the U.S. will compete to encourage their adult learners to download and use the winning applications, using tailored education, marketing and outreach campaigns. A \$1M purse will be split among all finalist teams that meet the minimum performance benchmark to advance to the Cities Competition. A \$1M prize will be awarded to the city that encourages the greatest percentage of its adult learners to download and use any of the finalist solutions over a six-month period.

For more information, and to register your intent to compete, visit <http://adultliteracy.xprize.org/>.

About XPRIZE

Founded in 1995, XPRIZE is the leading organization solving the world's Grand Challenges by creating and managing large-scale, high-profile, incentivized prizes in five areas: Learning; Exploration; Energy & Environment; Global Development; and Life Sciences. Active prizes include the \$30M Google Lunar XPRIZE, the \$15M Global Learning XPRIZE, the \$10M Qualcomm Tricorder XPRIZE, and the \$2M Wendy Schmidt Ocean Health XPRIZE. For more information, visit www.xprize.org.

About the Barbara Bush Foundation for Family Literacy

The Barbara Bush Foundation is the nation's leading advocate for family literacy. The goals of the Foundation are simple: we want children to start school ready to excel and help parents improve their literacy skills. To learn more about the Barbara Bush Foundation for Family Literacy's commitment to promote family literacy in homes across America, please visit www.barbarabush.org or join the conversation on Facebook or Twitter ([@BarbaraBushFdn](https://twitter.com/BarbaraBushFdn)).

About the Dollar General Literacy Foundation

The Dollar General Literacy Foundation is proud to support initiatives that help others improve their lives through literacy and education. Since its inception in 1993, the Dollar General Literacy Foundation has awarded more than \$100 million in grants to nonprofit organizations, helping nearly six million individuals take their first steps toward literacy or continued education. For more information about the Dollar General Literacy Foundation and its grant programs, visit www.dgliteracy.org.

#

TRANSFORMING LIVES THROUGH LITERACY

adultliteracy.xprize.org

BARBARA BUSH FOUNDATION
ADULT LITERACY XPRIZE[®]
PRESENTED BY
DOLLAR GENERAL[®]
LITERACY FOUNDATION

CREATING MOBILE LITERACY LEARNING APPLICATIONS THAT IMPROVE ACCESS, INCREASE RETENTION, AND SCALE TO MEET THE NEEDS OF LOW-LITERATE ADULTS.

GRAND CHALLENGE

More than 36 million U.S. adults lack basic English literacy limiting not only their personal educational and career opportunities but those of their children and future generations.

Economic studies show higher literacy numbers could lift the national income level as much as \$240 billion and decrease annual healthcare costs by an estimated \$230 billion. Most importantly, the ability to read empowers low-literate adults with the skills and information they need to improve their lives and realize their dreams.

Adult learners face a distinct set of challenges. Existing programs are place-based and provide direct, in-person services making them difficult to access for those with jobs and families. As a result, these programs serve less than one percent of the population that needs them.

We need a radical new approach to address adult literacy learning.

COMPETITION

The \$7M Barbara Bush Foundation Adult Literacy XPRIZE presented by Dollar General Literacy Foundation challenges teams from all over the world to create mobile learning applications able to move low-literate adults to basic literacy in just one year. The solutions will overcome key barriers by improving access, increasing retention, and scaling to meet demand – anytime, anywhere – empowering the nearly 1 in 10 low-literate adults living in the U.S. with the skills they need to improve their lives.

Each team will test its solution with 1,000 low-literate adults within two target demographics, native English speakers and non-native English speakers, ages 18-64.

PRIZE PURSE

The \$7 million prize purse will be awarded as follows:

Grand Prize: \$4 million to the team with the best performance across two target demographics

Bonus Prizes: \$1 million to be split evenly among the two teams with the best performance in each of the two target demographics

Advanced Market Commitment: \$1 million to be split among all finalist teams that advance to the Cities Competition

Cities Competition: \$1 million to the city able to deploy the winning literacy applications to the greatest percentage of its low-literate residents

TIMELINE

Launch: June 2015

42 months for main competition

6 months for Cities Competition

PRIZE IMPACT

This competition will not only provide 1 in 10 U.S. adult learners who lack basic literacy skills with access to an anytime, anywhere education, it will demonstrate a paradigm shift in how we approach adult learning in the future. The applications will address the complexities of the adult learner's life and reality – tackling the largest obstacles to achieving basic literacy by improving access, encouraging persistence, developing relevant learning content, and scaling nationwide.

BENEFACTORS

XPRIZE WISHES A VERY SPECIAL HAPPY BIRTHDAY AND THANK YOU TO OUR GRACIOUS BENEFACTOR:

AaBbCc

**BARBARA BUSH FOUNDATION
FOR FAMILY LITERACY**

The Barbara Bush Foundation and XPRIZE share a vision of establishing literacy as a priority value in every American home.

The Barbara Bush Foundation for Family Literacy is focused on providing low-income families across the nation with opportunities that encourage and allow young children and their parents to learn to read together. Supporting and promoting family literacy is a win-win for everyone - kids, parents and the community.

DOLLAR GENERAL LITERACY FOUNDATION

Founded in 1993, the Dollar General Literacy Foundation (DGLF) has helped advance the literacy skills of over 6 million individuals and donated more than \$100 million to nonprofit, library and school-based literacy programs. The Foundation's funding focuses on helping programs deliver quality literacy instruction and increasing access to literacy services. The DGLF believes learning to read is an investment that opens doorways for personal, professional and economic success. It is a gift that no one can take away – a gift that lasts a lifetime.

**BARBARA BUSH FOUNDATION
ADULT LITERACY** **XPRIZE**
PRESENTED BY
DOLLAR GENERAL
LITERACY FOUNDATION

Transforming Lives Through Literacy

adultliteracy.xprize.org

PRESS CONTACT:

Eric Desatnik | eric@xprize.org | 310.741.4880



XPRIZE

XPRIZE is an innovation engine. A facilitator of exponential change. A catalyst for the benefit of humanity.

We provide the thought leadership to identify the **Grand Challenges** of our time – the national or global crises, market failures and opportunities where solutions are thought to be either out of reach or just, plain impossible. And then we design and operate incentivized prize competitions to solve them.

Our prize competitions inspire innovative solutions in five distinct Grand Challenge areas: Exploration, Global Development, Energy and Environment, Learning, and Life Sciences.

We act as a convening platform, bringing together passionate partners to accelerate a positive future based upon our vision of a preferred state: the sponsors, entrepreneurs, philanthropists, industry, government, academia and innovators who help us make the impossible possible.

We don't dictate the solution. We ask the right questions. And we provide the platform, global visibility, credibility and opportunity for our partners to take risks that ultimately lead to radical breakthroughs. Together, we create the future. The result? Averted crises. Revitalized markets. Better technologies. New industries. And empowered people.

For information on our active and awarded prizes, go to xprize.org.

MAKING THE IMPOSSIBLE POSSIBLE

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

September 3, 2015

SUBJECT: Confirmation of Reappointment of the President for University of West Florida

PROPOSED BOARD ACTION

Confirm the reappointment of Dr. Judith A. Bense 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 March 25, 2015, the Board of Trustees of the University of West Florida unanimously reappointed Dr. Bense to serve as the president of the University of West Florida. The reappointment extends the term of Dr. Bense's contract through December 31, 2016.

During Dr. Bense's tenure as president of the University of West Florida, the university's academic structure has been reorganized to include University College, focusing on undergraduate retention and progression efforts. The university's Innovation Institute, a unique cross disciplinary focus on creativity, invention and distance learning, now provides the entire state education system with services formerly provided by the Florida Virtual Campus. The university has received high honors for being military and veteran friendly and has instituted transformative efforts to assist the state's adult learners to complete degrees through its Complete Florida program. The university's community outreach efforts under Dr. Bense's leadership led to receipt of the 2015 Carnegie Community Engagement Classification, significant state funding for its Office of Economic Development and Engagement, and a new partnership with the National Park Service for the Gulf Islands Research and Education Center. Dr. Bense also embraced the Board's metrics efforts, leading the university to a 16 point improvement this year. Highlights of Dr. Bense's leadership of the University of West Florida are included in the Board materials.

The University of West Florida Board of Trustees Chair Lewis Bear, Jr., is requesting confirmation of Dr. Bense's reappointment by the Board of Governors.

Supporting Documentation Included:

1. Letter from the University of West Florida Board of Trustees Chair
2. Summary of Key Contract Terms
3. Highlights of Leadership

Facilitators/Presenters:

Mori Hosseini, 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

June 4, 2015

Morteza Hosseini, Chair
Florida Board of Governors
State University System of Florida
325 W. Gaines Street, Suite 1614
Tallahassee, FL 32399-0400

Re: University of West Florida President, Dr. Judith A. Bense

Dear Chair Hosseini:

Dr. Judith A. Bense has served as President of the University of West Florida since July 1, 2007. The Florida Board of Governors has ratified her appointment, both in connection with her initial selection on an interim basis and in connection with her selection as a permanent president pursuant to the provisions of Section 5(c) of Board of Governors Regulation 1.001.

Dr. Bense's performance and dedication as the university's president has been outstanding. Please be advised that the University of West Florida Board of Trustees has entered into an addendum to Dr. Bense's existing contract extending her term as president for an additional period ending December 31, 2016. We anticipate undertaking a search for a new president commencing this fall.

We understand that pursuant to Section 1001.706(6)(a), Florida Statutes, 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. Accordingly, we respectfully request that the Board of Governors confirm this reappointment.

Do not hesitate to contact me or the university's Office of General Counsel if you have any questions or desire any further information concerning this matter.

Sincerely,

A handwritten signature in black ink, appearing to read "Lewis Bear, Jr.", is written over a horizontal line.

Lewis Bear, Jr., Chair
University of West Florida Board of Trustees

CC: Dr. Judith A. Bense, President

Phone 850.474.2200 Fax 850.474.3131
Web uwf.edu/trustees
An Equal Opportunity/Equal Access Institution

President Bense Contract Extension

(through December 31, 2016)

- Contract extension through December 31, 2016, allowing UWF opportunity to undertake a search for a new President.
- No pay increase during contract extension.
- Adjusts provisions of current contract regarding salary paid during post-employment sabbatical and return to faculty, if Dr. Bense chooses not to retire following her Presidency.
- Provides terms of employment if Dr. Bense chooses to return to faculty status following her Presidency:
 - Report to Provost in same manner as other tenured faculty;
 - Will not be executive service;
 - Will teach at least one course per year and will be provided with suitable office and administrative and research support.

Recent UWF Accomplishments under President Bense

- UWF received the 2015 Carnegie Community Engagement Classification on our first application.
- Implemented the performance improvement plan and had \$3.8 million in funding restored.
- UWF's performance metrics improved by 16 points this year to 37 points for the 2015-2016 budget cycle.
- UWF received the highest honors for being military and veteran friendly from multiple veteran magazines and organizations.
- Created the Innovation Institute and the Complete Florida Program.
- Created the Business Enterprises Inc.
- UWF created the University College.
- Opened new state of the art nursing lab.
- Transitioned the Florida Virtual Campus into the Innovation Institute.
- Reopened Arcadia Mills in Santa Rosa County
- Signed a new partnership with the National Park Service and Gulf Islands National Seashore for research and student engagement.
- Started a football program.
- UWF's Office of Economic Development and Engagement administered a significant State-funded grant program to promote economic development and employment in Florida.
- Scholarship Fundraising has increased significantly:
 - Total privately funded Scholarships Awarded
 - 2012-2013 Estimate: \$1,197,000
 - Total number of scholarships awarded: 1,023
 - Number of students receiving scholarships: 899
 - Total gift & State Match awarded: \$1,231,818.36
 - 2013-2014: \$1,258,515.51 with state match
 - Total number of scholarships awarded: 1036
 - Number of students receiving scholarships: 902
- Recognitions include the following:
 - President Bense was elected as the Chair of the NCAA Division II President's Council
 - Ranked No. 5 in the U.S. for first-time pass rates by small accounting programs on the CPA exam by the National Association of State Boards of Accountancy
 - Designated as a "Best Southeastern College" by the Princeton Review
 - Named a top military-friendly school by G.I. Jobs magazine
 - Ranked No. 22 on the "Best for Vets: Colleges 2014" rankings by Military Times
 - Ranked No. 13 in the "Top Colleges for Future Service Members in Florida" by The College Database
 - Listed in Princeton Review's "Guide to 311 Green Colleges"
 - Listed in the "Great Colleges to Work For" by The Chronicle of Higher Education (2008, 2009, 2011, 2012, 2014)
 - Named No. 38 for Best Online Bachelor's Programs for Veterans by the U.S. News and World Report (2014)

- UWF Masters in Public Health Program ranked in top 10 Nationwide
- College of Business maintains the prestigious AACSB Business Accreditation
- Next Exit History [™] 2.0 has become the featured mobile app of Viva Florida 500, the State's official celebration of Florida's 500th anniversary.

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

September 3, 2015

SUBJECT: University Work Plan Issues Follow-up: Florida Agricultural and Mechanical University Work Plan; FAMU Plan to Improve Graduation Rates and Employability of Graduates

PROPOSED BOARD ACTION

Consider for approval revised 2015 Work Plan for Florida Agricultural and Mechanical University. Consider for approval a Florida Agricultural and Mechanical University plan to improve graduation rates and employability of graduates.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 2.002; 2015 Legislative Session Specific Appropriation 138

BACKGROUND INFORMATION

At its June 16-17, 2015 meeting, the Committee considered for approval those portions of 2015 University Work Plans associated with the 2015-2016 academic year. At that time, concerns were expressed that the Florida Agricultural and Mechanical University Work Plan was demonstrating incremental rather than transformative change for the institution. The University was directed to return in September with a revised Work Plan.

In addition, the 2015 Legislative Session, Specific Appropriation 138 provided \$1,000,000 to Florida Agricultural and Mechanical University to implement a plan to improve graduation rates and employability of graduates. The Specific Appropriation indicated that Board of Governors approval of the plan is required.

These items were approved by Florida Agricultural and Mechanical University's Board of Trustees on August 17, 2015. The items were considered and approved by the Board of Governors Strategic Planning Committee on September 2, 2015 and are now ready for consideration and approval by the full Board of Governors.

Supporting Documentation Included:

Information is located in the Strategic Planning Committee material

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

September 3, 2015

SUBJECT: Amend Board of Governors Regulation 6.0105 Student Conduct and Discipline

PROPOSED BOARD ACTION

Approve amendments to Board of Governors Regulation 6.0105 Student Conduct and Discipline.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

A system-wide work group was created by the SUS Title IX Work Group to review Regulation 6.0105 Student Conduct and Discipline. Following the review of this regulation, the work group recommended the following amendments for consideration by the Board of Governors:

- Creates a new subsection (8) to provide additional procedures applicable to complaints arising out of alleged violations of university prohibitions against sexual misconduct, including gender-based discrimination, sexual harassment, sexual assault, dating violence, domestic violence, and stalking to comport with guidance from the U.S. Office for Civil Rights and best practices for resolving these types of complaints;
- Clarifies that upon a request from a student, complainant, or other participant, the university may allow the individual to provide relevant information during the proceeding in a manner that avoids direct contact with the other individuals participating in the proceeding;
- Clarifies that the civil and criminal rules of evidence and procedure do not apply in disciplinary proceedings;
- Clarifies that a student remains eligible to attend classes and university activities pending the university's disciplinary decision, and until any appeal is concluded, except in cases where a determination has been made that the health, safety, or welfare of the student or a member of the university community is involved, or in cases where the sanction in the disciplinary decision includes either suspension or expulsion; and

- Makes minor technical changes to remove gender-specific terms and to replace “hearing or review” with “disciplinary proceeding.”

The regulation was reviewed by university general counsels, Council of Academic Vice Presidents, Council of Student Affairs, and other state university staff. The regulation amendment was approved for noticing on June 18, 2015. No concerns were expressed about the language during the notice period

6.0105 Student Conduct and Discipline.

(1) Each university board of trustees is required to provide a prompt, fair and equitable process for resolving student misconduct. In furtherance of the educational mission of the universities, each university board of trustees shall establish a student disciplinary system that protects the rights of the accused student, complaining parties and the university community, including a code of conduct, which shall include, at a minimum the following provisions:

- (a) A written description of the rights and responsibilities of students, standards of conduct expected by the university, a list of violations, appropriate penalties or sanctions, and procedures for initiating and conducting student disciplinary proceedings.
- (b) Definitions of terms used in the university's code of conduct, such as "student" and "university community."
- (c) A statement that the code of conduct shall govern student behavior both on and off the university's campus.
- (d) A description of the available university disciplinary proceeding ~~hearing or review~~ forum which may consist of a university official or officials or a committee or panel. Where a committee or panel is the ~~hearing~~ forum, students shall make up at least one-half of the membership.
- (e) A written description of the general procedures to be followed in the disciplinary proceeding which shall include a description of each step of the disciplinary process and any assistance that may be available to the student at the university for preparing ~~his or her response to the reported code of conduct violation~~ for the disciplinary proceeding.
- (f) A written procedure for the disposition of ~~emergency~~ cases that require immediate action and involve the health, safety, or welfare of the student or a member of the university community.
- (g) A provision stating that the burden of proof in a disciplinary proceeding is not on the student subject to the disciplinary proceeding.
- (h) A provision stating that the burden of proof required in disciplinary proceedings shall, ~~at a minimum,~~ be a preponderance of the evidence. This means that the information presented supports the finding that it is more likely than not that the violation occurred.
- (i) A provision setting a time limit for charging a student with a violation of the university's code of conduct, and a description of those circumstances in which that time limit may be waived by university officials.
- (j) A provision requiring an accurate and complete record of each disciplinary proceeding to be made and preserved. Retention of the record is subject to the General Records Schedule GS5 for Public Universities and Community Colleges.

(2) Each university shall publish, at a minimum on its internet website, the regulations and policies comprising its student disciplinary system, including the code of conduct.

(3) Each university shall comply with 20 U.S.C. s. 1232g, the Family Educational Rights and Privacy Act of 1974, as amended and other requirements of state and federal law relating to the confidentiality of the records and reports of students.

(4) Each university shall incorporate the following minimum requirements in its student disciplinary system:

- (a) The student shall be provided with written notice of the charges ~~against him or her~~ in sufficient detail and in sufficient time to prepare for a ~~hearing or review before the appropriate university official or officials~~ the disciplinary proceeding. In no case shall the written notice of charges be provided to the student less than five (5) regular business days (excluding legal holidays) prior to the ~~hearing or review~~ disciplinary proceeding, except in cases of emergency as specified below or unless waived by the student. Written notice may be provided by electronic delivery to the student's officially designated university email address.
- (b) The student shall be entitled to a disciplinary ~~hearing or review~~ proceeding within timelines established by each university. Except as set forth in Section (8) below, the student has a right to a disciplinary ~~hearing~~ proceeding conducted by a committee or panel. This right may only be waived where:
 - (i) permitted by the university; and
 - (ii) requested by the student in writing on forms provided by the university which include an explanation of the effect of the waiver.
- (c) The student may have, at the student's ~~his or her~~ own expense and initiative, an adviser present at the disciplinary ~~hearing or review~~ proceeding. It is the student's responsibility to make appropriate arrangements for the adviser to attend the ~~hearing or review~~ disciplinary proceeding which shall not be delayed due to scheduling conflicts of the chosen adviser. The adviser may be present to advise the student but shall not speak for or present the case for the student or otherwise participate directly in the ~~hearing or review~~ disciplinary proceeding.
- (d) The student and the student's ~~his or her~~ adviser, if any, have the right to inspect all of the information that will be presented during the disciplinary proceeding against the student at least three (3) ~~regular~~ business days (excluding legal holidays) before the disciplinary

proceeding. The university also has the right to review any information the student intends to use at least three (3) business days (excluding legal holidays) before the disciplinary ~~hearing or review~~ proceeding.

(e) The student may present information ~~on his or her own behalf~~ at the disciplinary ~~hearing or review~~ proceeding that is relevant to the proceeding.

(f) Upon request by the student, the complainant, or other participants, the university may permit the individual to provide relevant information during the disciplinary proceeding in a manner that avoids direct contact with the student, the complainant, or other participants.

(g) All parties to the disciplinary proceeding may arrange for witnesses to voluntarily present relevant information during the ~~hearing or review~~ disciplinary proceeding. The questioning of witnesses shall be facilitated by the person or body conducting the ~~hearing or review and~~ disciplinary proceeding. Each university shall have a procedure for the questioning of witnesses. Pertinent records, reports, exhibits, and written statements may be accepted as information for consideration ~~by the person or body conducting the hearing or review in the~~ disciplinary proceeding.

~~(gh)~~ The student may not be forced to present testimony that is self-incriminating; however, the university is not required to postpone disciplinary proceedings pending the outcome of a criminal prosecution. The university disciplinary proceeding is not a criminal or judicial proceeding and is designed to address student behavior; therefore, alleged violations of the university's code of conduct will be addressed independently of any penalty imposed by the courts for the criminal offense. This means that the rights and rules of evidence or procedure in a civil or criminal proceeding do not apply in a student disciplinary proceeding.

~~(hi)~~ The decision of responsible or not responsible on the charges of violating the university's code of conduct must be based solely on the information presented at the disciplinary ~~hearing or review~~ proceeding.

(ji) A student found responsible for a violation of the university's code of conduct shall be subject to sanctions commensurate with the offense with consideration given to any aggravating and mitigating circumstances, including but not limited to the student's conduct record.

~~(jk)~~ The decisions of any university ~~hearing or review forum~~ disciplinary proceeding must be presented to the student in writing and within a reasonable period of time after the conclusion of the ~~student~~

disciplinary ~~hearing or review proceeding~~, as specifically prescribed by the university's code of conduct.

- (~~k~~l) If the decision of a university hearing or review forum arising out of a university ~~hearing or review forum in a~~ disciplinary proceeding constitutes a recommendation to a university official for official action, the university's code of conduct must specify the actions that the university official may take with respect to adopting, modifying, or rejecting the recommended decision and sanctions, or remanding the matter for a rehearing. Any differences between the recommendation arising out of the university ~~hearing forum~~ disciplinary proceeding and the university official's ~~final~~ disciplinary decision, and the reasons therefore, must be presented to the student in writing.
- (~~l~~m) Each university code of conduct shall describe the internal appeals processes. Each university shall have at least one level of internal appeal. No person may hear or decide an appeal if he or she conducted or participated in the disciplinary proceeding being reviewed on appeal.
- (~~m~~n) A student shall remain eligible to attend classes and university activities pending the university's ~~final~~ disciplinary decision ~~in the disciplinary proceeding. However, and until any appeal is concluded except as set forth below:~~
 - 1. in cases where the president or president's designee determines that the health, safety, or welfare of the student or a member of the university community is involved, the student may be temporarily suspended from classes and/or university activities,
 - 2. in cases where the sanction(s) determined by the university official(s) in the disciplinary decision include either suspension or expulsion, the student's privileges at the university, including the ability to attend classes and engage in university activities may be suspended on an interim basis may be revoked.
 - 3. If a student's privileges are temporarily suspended or revoked as described in this paragraph, but the student is subsequently found not responsible for the violation, the university must:
 - i.1Correct any record of the change in enrollment status in the student's permanent records and reports in a manner compliant with state and federal laws; and
 - ii.2Refund to the student a pro rata portion of any charges for tuition and out-of-state fees, as appropriate, if the temporary revocation or suspension of the student's ability to attend classes lasts for more than ten (10) school days.

(5) At the conclusion of the appeals process, the decision of the president or the president's designee shall be final. ~~At a minimum, f~~ Final appellate decisions resulting in a suspension or expulsion of a student must include notice to the student of the student's right to appeal to an external judicial forum.

(6) A student may be subject to discipline for ~~his or her~~ conduct that violates the university code of conduct, even where that conduct occurs off-campus. The action of the university with respect to off-campus conduct shall be taken independently of any off-campus authority.

(7) Each university's code of conduct shall include a description of the rights of alleged victim(s) in the student disciplinary system. The university shall provide notice to the alleged victim(s) of ~~his or her~~ their rights at least five (5) regular business days (excluding legal holidays) before the disciplinary proceeding ~~hearing or review~~ is conducted. Each university is encouraged to provide support and assistance programs for alleged victim(s), as appropriate.

(8) The following procedures are applicable to complaints arising out of an alleged violation of university prohibitions against sexual misconduct, including gender-based discrimination, sexual harassment, sexual assault, dating violence, domestic violence and stalking:

(a) The university may provide for the student and the complainant to each participate individually in a voluntary informational conference. The purpose of the informational conference is to provide an opportunity for a university representative to review the allegations, the charge(s), and possible sanctions, and explain the conduct process and any alternative forms of dispute resolution that may be available to the student and the complainant.

(b) To the extent allowed by state and federal privacy laws, the complainant shall be permitted to participate in the disciplinary proceeding. Such participation may include the presence of an adviser, the ability to present information and witnesses in the disciplinary proceeding, the right to avoid self-incrimination, notification of the final result of the disciplinary proceeding and any subsequent changes to the final result, and the right to appeal the decision.

(c) The disciplinary proceeding shall be conducted by a university official or panel of university officials, except a university may provide for a committee or panel where students comprise at least one-half of the membership if such committee or panel is requested by the student and no objection is raised by the complainant.

- (d) Upon request by the student, the complainant, or other participants, the university may permit an individual to provide relevant information during the disciplinary proceeding in a manner that avoids direct contact with the student, the complainant, or the other participants.
- (e) In the event the student accepts responsibility or is found responsible, any impact statement provided by the complainant and/or victim will be considered by the university official(s) in recommending or issuing the disciplinary sanction(s). The statement may include a description of how the complainant was impacted by the conduct violation and may include a recommendation for sanctions. While the impact statement is not binding, the impact described in the statement together with the totality of the circumstances including the student's conduct record, should be considered by the university official(s) involved in recommending or determining the appropriate sanction(s).

(89) Each university shall establish a committee, which shall include student representation, for the periodic evaluation of its student disciplinary system.

Authority: Section 7(d), Art. IX, Fla. Const., History--Formerly 6C-6.105, New 2-18-85, Amended 4-29-01, Amended and Renumbered 6-18-09

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

September 3, 2015

SUBJECT: Amend Board of Governors Regulation 7.005 Residency for Tuition
Purposes and Rule 72-1.001 Residency for Tuition Purposes

PROPOSED BOARD ACTION

Approve amendments to Board of Governors Regulation 7.005 Residency for Tuition
Purposes and Rule 72-1.001 Residency for Tuition Purposes

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 7.005 Residency for Tuition Purposes and Rule 72-1.001 Residency for Tuition Purposes are identical. Both provide clarification of statewide residency for tuition purposes. New language to section (2) relating to the Residency Declaration has been added, clarifying that verification of whether a student is a dependent child can be satisfied if the parent declares on a Residency Declaration, electronically or in other form, that the student is eligible to be claimed as a dependent by the parent under the federal income tax code. In addition to minor technical changes elsewhere in regulation and rule, the amendment to section (5) conforms with applicable federal law relating to the eligibility or ineligibility of immigrants and non-immigrants to establish residency for tuition purposes. Also included is language consistent with current practice and the *Ruiz* decision that U.S. citizen students who are dependent upon their parent(s) cannot be denied classification as a resident for tuition purposes solely on the parent's immigration status.

After review and noticing this summer, revisions to the Residency Declaration were recommended by the Articulation Coordinating Committee's cross-sector Residency Committee and by a counsel representative from the Southern Poverty Law Center. Counsel for the Board of Governors and the Department of Education reviewed the requested changes and modified the Declaration.

Supporting Documentation Included: Amended Regulation 7.005
Amended Rule 72-1.001
Residency Declaration

7.005 Residency for Tuition Purposes.

(1) The purpose of this regulation is to establish consistent policies for the classification of students as residents for tuition purposes in accordance with the criteria set forth in §section 1009.21, F.S. Florida Statutes.

(2) For Initial Determination of Residency: Each student shall submit a Florida Residency Declaration, electronically or in other form, and the documentation required by the institution to establish Florida residency for tuition purposes. Verification of whether the student is a dependent child as defined in section-1009.21(1)(a), F.S. shall be satisfied if the parent declares on the Florida Residency Declaration that the student is eligible to be claimed as a dependent by the parent under the federal income tax code. The Florida Residency Declaration is incorporated by reference and made a part of this regulation. The Residency Declaration is available at www.flbog.edu and the effective date is ~~August 28, 2014~~ September 3, 2015.

- (a) A dependent student who attended a Florida high school for a minimum of two (2) academic years immediately preceding the student's ~~his or her~~ initial enrollment in an institution of higher education and graduated from a Florida high school or earned a Florida General Educational Development (GED) within the last twelve (12) months may use the high school transcript or GED certificate as evidence of Florida residency. At least one (1) additional document identified in §sections 1009.21(3)(c)1. or 1009.21(3)(c)2., F.S., must be presented evidencing the ~~his or her~~ parent's legal residency in Florida.
- (b) If a declaration of domicile, pursuant to §section 222.17, Florida Statutes~~S,~~ is being used as one of the documents to establish residency for tuition purposes, the date that an applicant shall be deemed as establishing residency for tuition purposes shall be twelve (12) months hence from the date that the Clerk of Circuit Court notes the declaration was sworn and subscribed to the Clerk. Nothing in this subsection shall prevent the use of additional documentation as evidence that legal residency was established by other means pursuant to section 1009.21(3)(c), F.S. as of a date earlier than that established by the declaration of domicile.

(3) For Residency Reclassification Determination. A student who is classified as a nonresident for tuition purposes may become eligible for reclassification as a resident for tuition purposes by presenting a minimum of three (3) documents identified in §sections 1009.21(3)(c)1. or 1009.21(3)(c)2., F.S. that convincingly demonstrate the establishment of permanent legal residence in Florida other than for the sole purpose of pursuing a postsecondary education. Documentation must demonstrate that the student or, if the student is a dependent, the student's parent has maintained legal residence in Florida for at least twelve (12)

consecutive months immediately prior to the first day of classes for the term for which residency reclassification is sought except as otherwise provided in Section 1009.21(6), F.S.

(4) The burden of providing clear and convincing documentation that justifies the university's classification of a student as a resident for tuition purposes rests with the applicant. For documentation to be "clear and convincing," it must be credible, trustworthy, and sufficient to persuade the university that the applicant has established legal residency in Florida that is not solely for the purpose of pursuing an education and has relinquished legal residency in any other state for at least twelve (12) months prior to classification. Each university may establish submission deadlines for all documentation that will be used to determine residency for tuition purposes.

(5) A non-United States citizen may be eligible to establish residency for tuition purposes if evidence is presented verifying that ~~he or she is legally present~~ the student has legal status in the United States, has met the residency requirements of Section 1009.21, F.S., and the person is one of the following:

(a) A foreign national in a non-immigrant visa classification that grants the person the legal ability to establish and maintain a bona fide domicile in the United States ~~according to the United States Citizenship and Immigration Services (USCIS).~~

1. The following visa categories grant the person the legal ability to establish and maintain a bona fide domicile in the United States ~~according to the USCIS:~~ A, E, G, H-1B, H-1C ~~(classification expires 12-20-2011)~~, I, K, L, N, NATO 1-7, O-1, R, S, T, U, and V.

2. The following visa categories do not grant the person the legal ability to establish and maintain a bona fide domicile in the United States ~~according to USCIS:~~ B, C, D, F, H-2, H-3, M, P, Q, and TN. J visa holders are not eligible to establish residency for tuition purposes except as provided in Section 1009.21(10), F.S.

~~3. The student, and parent if the student is a dependent, must present evidence of legal presence in the United States.~~

(b) A permanent resident alien, parolee, asylee, Cuban-Haitian entrant, or other legal alien granted an indefinite stay ~~in the United States, or other qualified alien as defined under federal law. The student, and the parent if the student is a dependent, must present legal evidence of legal presence in the United States.~~

(c) Pursuant to section 1009.21(2)(d), a dependent student who is a U.S. citizen may not be denied classification as a resident for tuition purposes based solely upon the immigration status of the student's parent.

(6) Each university's residency appeal process established pursuant to ~~S~~section 1009.21(12), ~~F.S.~~ shall be in writing and displayed prominently on the university's ~~W~~web site.

Authority: Section 7(d), Art. IX, Fla. Const., History – Formerly 6C-2.51, 11-18-70, 8-20-71, 6-5-73, 3-4-74, 12,17,74, 1-13-76, 12-13-77, 8-11-81, 6-21-83, 12-14-83, 6-10-84, 10-7-85, 12-31-85, Formerly 6C-7.05, 11-9-92, 4-16-96, Amended and Renumbered 4-21-05. Amended 03-24-11, Amended _____.

Rule 72-1 001 Residency for Tuition Purposes.

(1) The purpose of this regulation is to establish consistent policies for the classification of students as residents for tuition purposes in accordance with the criteria set forth in §section 1009.21, F.S. Florida Statutes.

(2) For Initial Determination of Residency: Each student shall submit a Florida Residency Declaration, electronically or in other form, and the documentation required by the institution to establish Florida residency for tuition purposes. Verification of whether the student is a dependent child as defined in section- 1009.21(1)(a), F.S. shall be satisfied if the parent declares on the Florida Residency Declaration that the student is eligible to be claimed as a dependent by the parent under the federal income tax code. The Florida Residency Declaration is incorporated by reference and made a part of this regulation. The Residency Declaration is available at www.flbog.edu and the effective date is ~~August 28, 2014~~ September 3, 2015.

(a) A dependent student who attended a Florida high school for a minimum of two (2) academic years immediately preceding the student's ~~his or her~~ initial enrollment in an institution of higher education and graduated from a Florida high school or earned a Florida General Educational Development (GED) within the last twelve (12) months may use the high school transcript or GED certificate as evidence of Florida residency. At least one (1) additional document identified in §sections 1009.21(3)(c)1. or 1009.21(3)(c)2., F.S., must be presented evidencing the ~~his or her~~ parent's legal residency in Florida.

(b) If a declaration of domicile, pursuant to §section 222.17, Florida Statutes~~S,~~ is being used as one of the documents to establish residency for tuition purposes, the date that an applicant shall be deemed as establishing residency for tuition purposes shall be twelve (12) months hence from the date that the Clerk of Circuit Court notes the declaration was sworn and subscribed to the Clerk. Nothing in this subsection shall prevent the use of additional documentation as evidence that legal residency was established by other means pursuant to section 1009.21(3)(c), F.S. as of a date earlier than that established by the declaration of domicile.

(3) For Residency Reclassification Determination. A student who is classified as a nonresident for tuition purposes may become eligible for reclassification as a resident for tuition purposes by presenting a minimum of three (3) documents identified in §sections 1009.21(3)(c)1. or 1009.21(3)(c)2., F.S. that convincingly demonstrate the establishment of permanent legal residence in Florida other than for the sole purpose of pursuing a postsecondary education. Documentation must demonstrate that the student or, if the student is a dependent, ~~his or her~~

their parent has maintained legal residence in Florida for at least twelve (12) consecutive months immediately prior to the first day of classes for the term for which residency reclassification is sought except as otherwise provided in ~~Section 1009.21(6), F.S.~~

(4) The burden of providing clear and convincing documentation that justifies the university's classification of a student as a resident for tuition purposes rests with the applicant. For documentation to be "clear and convincing," it must be credible, trustworthy, and sufficient to persuade the university that the applicant has established legal residency in Florida that is not solely for the purpose of pursuing an education and has relinquished legal residency in any other state for at least twelve (12) months prior to classification. Each university may establish submission deadlines for all documentation that will be used to determine residency for tuition purposes.

(5) A non-United States citizen may be eligible to establish residency for tuition purposes if evidence is presented verifying that ~~he or she is legally present~~ the student has legal status in the United States, has met the residency requirements of ~~Section 1009.21, F.S.,~~ and the person is one of the following:

(a) A foreign national in a nonimmigrant visa classification that grants the person the legal ability to establish and maintain a bona fide domicile in the United States ~~according to the United States Citizenship and Immigration Services (USCIS).~~

1. The following visa categories grant the person the legal ability to establish and maintain a bona fide domicile in the United States ~~according to the USCIS:~~ A, E, G, H-1B, H-1C (~~classification expires 12-20-2011~~), I, K, L, N, NATO 1-7, O-1, R, S, T, U, and V.

2. The following visa categories do not grant the person the legal ability to establish and maintain a bona fide domicile in the United States ~~according to USCIS:~~ B, C, D, F, H-2, H-3, M, P, Q, and TN. J visa holders are not eligible to establish residency for tuition purposes except as provided in ~~Section 1009.21(10), F.S.~~

~~3. The student, and parent if the student is a dependent, must present evidence of legal presence in the United States.~~

(b) A permanent resident alien, parolee, asylee, Cuban-Haitian entrant, ~~or~~ other legal alien granted an indefinite stay ~~in the United States, or other qualified alien as defined under federal law. The student, and the parent if the student is a dependent, must present legal evidence of legal presence in the United States.~~

(c) Pursuant to section 1009.21(2)(d), a dependent student who is a U.S. citizen may not be denied classification as a resident for tuition purposes based solely upon the immigration status of the student's parent.

(6) Each university's residency appeal process established pursuant to ~~S~~section 1009.21(12), ~~F.S.~~ shall be in writing and displayed prominently on the university's ~~W~~web site.

Authority: Section 7(d), Art. IX, Fla. Const., History — Formerly 6C-2.51, 11-18-70, 8-20-71, 6-5-73, 3-4-74, 12,17,74, 1-13-76, 12-13-77, 8-11-81, 6-21-83, 12-14-83, 6-10-84, 10-7-85, 12-31-85, Formerly 6C-7.05, 11-9-92, 4-16-96, Amended and Renumbered 4-21-05. Amended 03-24-11, Amended _____.

FLORIDA RESIDENCY DECLARATION FOR TUITION PURPOSES

A Florida "resident for tuition purposes" is a person who has, or a dependent person whose parent or legal guardian has, established and maintained legal residency in Florida for at least twelve (12) consecutive months preceding the first day of classes of the term for which Florida residency is sought.

- Residence in Florida must be a bona fide domicile rather than for the purpose of maintaining a residence incident to enrollment at an institution of higher education.
- To qualify as a Florida resident for tuition purposes, you must be a U.S. citizen, a foreign national in a nonimmigrant visa classification that grants you the legal ability to establish a bona fide domicile in the United States, a permanent resident alien, parolee, asylee, Cuban-Haitian entrant, legal alien granted indefinite stay by the U.S. Citizenship and Immigration Services, or other qualified alien as defined under federal law. Other persons not meeting the twelve-month legal residence requirements may be classified as Florida residents for tuition purposes only if they fall within one of the limited special categories authorized by the Florida Legislature pursuant to section 1009.21, Florida Statutes (see "Qualification by Exception" below). All other persons are ineligible for classification as a Florida "resident for tuition purposes."
- Living in or attending school in Florida will not, in itself, establish legal residence. Students who depend upon out-of-state parents for support are presumed to be legal residents of the same state as their parents.
- Residency for tuition purposes requires the establishment of legal ties to the state of Florida. A student must verify that the student has broken ties to other states if the student or, in the case of a dependent student, his or her parent has moved from another state.

Please print if submitting hard copy.

Name of Student: _____ Date of Birth: _____

Student is a: ☐ U.S. Citizen ☐ Non-U.S. Citizen ☐ Permanent Resident ☐ Other

Alien Registration Number: _____ Issue Date: _____

Visa Category _____

All non-U.S. citizen students seeking classification as a Florida resident for tuition purposes are required to submit documentation of their legal status in the United States as issued by the United States Citizenship and Immigration Services office.

NON-FLORIDA RESIDENT

I do not qualify as a Florida resident for tuition purposes for the term for which this application is submitted. I understand that should I qualify for a future term, it will be necessary for me to submit an updated Residency Declaration while providing prescribed, supporting documentation to substantiate as "reclassification" of my status. I understand being classified as a non-Florida resident will not exclude me from the possibility of receiving a waiver to cover part or all of the out-of-state fee as defined in s. 1009.26, Florida Statutes. Submission of an updated Residency Declaration must occur prior to the beginning of the term for which residency is sought. I do not have to complete any further portion of this form, with the exception of signing below.

Student Name: _____

Signature of Student: (Electronic or ink): _____ Date: _____

TO BE COMPLETED BY THE STUDENT SEEKING FLORIDA RESIDENCY FOR TUITION PURPOSES:

I qualify as a resident for tuition purposes, as defined by s. 1009.21, Florida Statutes, for the term for which this application is submitted. I understand that it will be necessary for me to present evidence of residency for tuition purposes, supporting my claim as a Florida resident for tuition purposes. I have read the residency information on qualifying as a dependent or independent student, and declare that: (select one of the options below):

☐ I am a dependent student, as defined by s. 1009.21(1)(a), Florida Statutes, in that I am eligible to be claimed as a dependent under the federal income tax code by the claimant below. The claimant is my "parent" as defined by s. 1009.21(1)(f), Florida Statutes, (i.e., either or both parents of the student, any guardian of a student, or any person in a parental relationship to the student). My parent has maintained legal residence in Florida for at least the past 12 consecutive months. As defined by section 1009.21(1)(d), Florida Statutes, "legal resident" or "resident" means a person who has maintained his or her residence in this state for the preceding year, has purchased a home which is occupied by him or her as his or her residence, or has established a domicile in this state pursuant to s. 222.17." A copy of your parent's tax return may be requested to establish dependence.

☐ I am an independent person who has maintained legal residence in Florida for at least the past 12 consecutive months. I provide more than 50% of my own support. An independent student generally includes a person who is at least 24 years old, married, a graduate or professional student, a veteran, a member of the armed forces, a ward of the court, or someone with legal dependents other than a spouse, pursuant to the United States Department of Education for the purposes of federal financial aid eligibility. There may be limited cases where a person under the age of 24 years old may qualify as an independent student. Such students will be required to verify independence (including financial independence.) A copy your tax return may be requested to establish independence.

☐ I meet residency requirements through one of the Qualifications by Exception below (check appropriate exception):

TERM OF APPLICATION: (check one): ☐ FALL ☐ SPRING ☐ SUMMER YEAR: 20 _____

QUALIFICATION BY EXCEPTION (to be completed by the student.)

As provided in s. 1009.21, Florida Statutes, I qualify for residency based on the following permitted exception (documentation required):

☐ I am a qualified beneficiary under the terms of the Florida Prepaid College Program (s. 1009.98, Florida Statutes.) (Required: Copy of Florida Prepaid Recipient card.)

☐ I am married to a person who has maintained legal residence in Florida for at least the past 12 consecutive months. I now have established legal residence and intend to make Florida my permanent home. (Required: copy of marriage certificate and/or other documents required to establish residency.)

☐ I was previously enrolled at a Florida state postsecondary institution and classified as a Florida resident for tuition purposes. I am transferring to another Florida state postsecondary institution within 12 months of the previous enrollment. (Required: Evidence of previous enrollment as a FL resident)

☐ I was previously enrolled at a Florida state postsecondary institution and classified as a Florida resident for tuition purposes. I abandoned my Florida domicile less than 12 months ago and am now re-establishing Florida legal residence.

☐ Active duty members of the Armed Services of the United States residing in this state and their spouses and dependent children, and active drilling members of the Florida National Guard. (Required: Copy of military orders or DD2058 showing home of record.)

☐ Active duty members of the Armed Services of the United States and their spouses and dependents attending a Florida College System institution or state university within 50 miles of the military establishment where they are stationed, if such military establishment is within a county contiguous to Florida. (Required: Copy of military orders.)

- [] United States citizens living on the Isthmus of Panama, who have completed 12 consecutive months of college work at the Florida State University Panama Canal Branch, and their spouses and dependent children. (Required: Copy of marriage certificate or proof of dependency.)
- [] Full-time instructional and administrative personnel employed by state public schools and institutions of higher education and their spouses and dependent children. (Required: Employment Verification)
- [] Students from Latin America and the Caribbean who receive scholarships from the federal or state government. Any student classified pursuant to this paragraph shall attend, on a full-time basis, a Florida institution of higher education. (Required: proof of scholarship and Latin America or Caribbean residency.)
- [] Southern Regional Education Board's Academic Common Market graduate students attending Florida's state universities. (Required: Certification letter from State Academic Common Market Coordinator.)
- [] Full-time employees of state agencies or political subdivisions of the state when the student fees are paid by the state agency or political subdivision for the purpose of job-related law enforcement or corrections training. (Required: Employment verification/payment agreement).
- [] McKnight Doctoral Fellows and Finalists who are United States citizens. (Required: Verification from graduate studies.)
- [] United States citizens living outside the United States who are teaching at a Department of Defense Dependent School or in an American International School and who enroll in a graduate level education program which leads to a Florida teaching certificate. (Required: Proof of enrollment in graduate program for FL teaching certificate.)
- [] Active duty members of the Canadian military residing or stationed in this state under the North American Air Defense (NORAD) agreement, and their spouses and dependent children, attending a Florida College System institution or state university within 50 miles of the military establishment where they are stationed. (Required: Proof of active duty membership for specified purpose.)
- [] Active duty members of a foreign nation's military who are serving as liaison officers and are residing or stationed in this state, and their spouses and dependent children, attending a Florida College System or state university within 50 miles of the military establishment where the foreign liaison officer is stationed. (Required: Proof of active duty membership for specified purpose.)

TO BE COMPLETED BY THE CLAIMANT/PERSON CLAIMING FL RESIDENCY:

Note: If the student is a dependent, the parent is the claimant and will complete this section and provide evidence of residency supporting the claim. If the student is independent, the student is the claimant and will complete this section and provide evidence of residency supporting the claim. **No single document shall be conclusive in establishing residency. Additional documentation, other than what is prescribed, may be requested in some cases. All documentation provided is subject to verification. Evidence of ties to another state may result in denial of Florida residency for tuition purposes.**

Claimant/Name of Person Claiming FL Residency: _____

Claimant's Relationship to Student: _____

Claimant's Address: _____

Telephone Number: _____

Date Claimant began establishing legal FL residence (if upon birth, enter birthdate): _____

PROVISION OF DOCUMENTS TO SUPPORT CLAIM OF FLORIDA RESIDENCY

Per s. 1009.21(3)(c), Florida Statutes, the residency determination must be documented by the submission of written or electronic verification that includes two or more of the documents identified below. No single piece of evidence shall be conclusive.

A. **Claimant must provide at least one of the following of his/her personal documentation:**

- [] Florida Voter's registration card Number: _____ Issue Date: ____/____/____
- [] Florida Driver's license. Number: _____ Original Issue Date: ____/____/____
Current Issue Date: ____/____/____
- [] Florida State identification card. Number: _____ Original Issue Date: ____/____/____
Current Issue Date: ____/____/____

- ☐ Florida Vehicle registration. Number: _____ Original Issue Date: _____ / _____ / _____
Current Issue Date: _____ / _____ / _____
- ☐ Proof of permanent home in Florida occupied as primary residence for 12 consecutive months prior to the student's enrollment. (Required: document such as a deed or other evidence of title to property used as primary residence, a homeowner's policy, a title insurance policy, evidence of a property tax payment on the primary residence, multiple leases reflecting a Florida address, or a lease of multiple years' duration.)
- ☐ Proof of a homestead exemption in Florida. (Required: document from the county tax collector demonstrating the application of a homestead exemption to the claimant's primary residence.)
- ☐ Official transcripts from a Florida high school for multiple years (2 or more years), if the Florida high school diploma or GED® was earned within the last 12 months.
(Dates of Attendance: _____ Graduation Date: _____ / _____ / _____). (Required: transcript)
- ☐ Proof of permanent full-time employment in Florida for at least 30 hours per week for a 12-month period. (Required: pay stubs or W-2 form for past 12 consecutive months and/or verification from employers, and/or an IRS 1099 with verification of employment for the past 12 consecutive months from an employer.)

B. Claimant may provide one or more documents from the following categories to demonstrate residency in Florida (to be used in conjunction with one document from above):

- ☐ Declaration of domicile in Florida in accordance with s. 222.17, Florida Statutes.
- ☐ Florida professional or occupational license.
- ☐ Florida incorporation.
- ☐ Document evidencing family ties in Florida
- ☐ Proof of membership in a Florida-based charitable or professional organization.
- ☐ Any other documentation that supports your request for resident status, including, but not limited to, utility bills and proof of 12 consecutive months of payments; a lease agreement and proof of 12 consecutive months of payments; or an official state, federal, or court document evidencing legal ties to Florida.

RESIDENCY DECLARATION:

I, the undersigned, hereby declare that I have read the foregoing document and that the facts stated in it are true and further affirm the authenticity of the information provided on all pages of this Residency Declaration. I understand that any false or misleading information on this Residency Declaration, or provided in support of this Residency Declaration, will subject me to penalties pursuant to section 837.06, Florida Statutes, for making a false statement. I give permission for the institution to review or examine any and all documents and records, including those accessible electronically, which may assist in support of my claim as a Florida resident for tuition purposes.

Student Name (Please Print): _____

Claimant Name (if not the Student): _____

Signature of Claimant (Electronic or ink): _____ Date: _____

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

September 3, 2015

SUBJECT: University of South Florida, Morsani College of Medicine Type 1 Campus

PROPOSED BOARD ACTION

Consider the establishment of a Type 1 Campus for the University of South Florida, Morsani College of Medicine, at Meridian Avenue and Channelside Drive in Tampa, Florida

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.009

BACKGROUND INFORMATION

The University of South Florida (USF) requests authorization to establish a Type I Campus in accordance with Board of Governors Regulation 8.009. The new educational site will be located in downtown Tampa, Florida and will house the USF Health, Morsani College of Medicine, which will be relocated from the main campus. Initial funding for the Morsani College of Medicine facility downtown has been provided from the Legislature and Governor Scott. In previous legislative sessions, the majority of funding necessary to construct a new USF Heart Health Institute was also secured. These two projects will be combined in downtown Tampa to provide interdisciplinary medical education, clinical care, and translational research in a medical environment that will be designed to provide optimal educational and training opportunities for students.

Although the proposed campus will not initially meet the student enrollment threshold of a Type I Campus, it will be offering complete degree programs, provide a full range of student support services, and is expected to have significant research activity. Each of these is factors that can be considered when assigning a campus designation. The site will also be offering a professional medical doctorate program and may eventually offer other doctorate programs related to health sciences.

The USF Board of Trustees approved the creation of a Type I Campus and relocation of the Morsani College of Medicine on June 4, 2015. If approved by the Board of Governors, USF expects to open the new facility in August 2019.

Supporting Documentation Included:

Information located in the Academic and Student Affairs Committee materials

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

September 3, 2015

SUBJECT: Public Private Partnership Guidelines

PROPOSED BOARD ACTION

Approval of draft guidelines related to Public Private Partnerships.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Sections 1013.171, Florida Statutes

BACKGROUND INFORMATION

Public-Private partnerships (P3s) have been used in Canada and Europe as a common financing mechanism for the past few decades and over the last several years have gained in popularity in the United States as an alternative method for the completion of major capital projects. In Florida, P3s have been used primarily for road projects, such as the I-595 express lanes in Miami and the I-4 expansion project in the Orlando area.

The State University System has been interested in using P3s as well; however, no specific policies governing these complex transactions exist, leading to an ambiguous environment. In each of the past three years, various legislative solutions were proposed to clarify P3 rules for state entities, including state universities. However, while P3 statutes have been adopted for some governmental units, no change in law occurred for the universities. Following the 2014 Session, the Board of Governors conducted a P3 workshop in August, inviting university staff, external P3 experts, the State Division of Bond Finance, the Executive Office of the Governor, and other key stakeholders to participate. Out of this workshop, the consensus position was that Board staff, assisted by the universities, would establish a set of draft guidelines within the existing legal framework for university P3s.

One goal for the guidelines is to allow for flexibility in an area that is experiencing rapid change. This flexibility will allow for innovative ideas and it is expected that as new concepts are developed, the guidelines will be updated. The Board may find that the thresholds and dollar limits established can be prudently increased over time, based on additional actual project experience.

During the Facilities Committee meeting held on May 18, 2015, university staff, Board staff, and the Division of Bond Finance had the opportunity to discuss each issue and

provide the Committee members additional comments on the reasoning for issue positions. On June 18, 2015, the Facilities Committee further considered the issues still under debate and the proposed language.

After additional discussions and input from the Division of Bond Finance and the universities, the updated draft guidelines were produced. On July 23, 2015, the Facilities Committee approved as amended the draft for consideration by the full Board. No public comments have been received on this item.

Supporting Documentation Included: Revised Guidelines Draft

STATE OF FLORIDA
FLORIDA BOARD OF GOVERNORS
Public-Private Partnership Guidelines

DRAFT as of July 23, 2015

DRAFT

Table of Contents

I.	PURPOSE OF GUIDELINES	3
II.	DEFINITIONS	3
III.	USE OF QUALIFIED PROFESSIONALS	5
IV.	PROCUREMENT PROCEDURES	5
V.	PROJECT FEASIBILITY AND REQUIREMENTS	7
VI.	APPROVAL PROCESS AND REQUIRED INFORMATION	9
VII.	TERMS OF THE AGREEMENT	14
VIII.	REPORTING REQUIREMENT	17
IX.	BOARD OF GOVERNORS POWERS	17

I. PURPOSE OF GUIDELINES

Section 1013.171(1), Florida Statutes, authorizes each university board of trustees to negotiate and enter into agreements to lease real property under its jurisdiction to non-profit and for-profit corporations registered by the Secretary of State to do business in this state, for the purposes of erecting thereon facilities and accommodations necessary and desirable to serve the needs and purposes of the university, as determined by the system-wide strategic plan adopted by the Board of Governors. Section 1004.28(6), Florida Statutes, specifies that agreements by a DSO to finance, design and construct, lease, lease-purchase, purchase, or operate facilities are likewise subject to the provisions of sections 1013.171 and 1010.62, Florida Statutes. With regard to property that is owned by a direct support organization (DSO), section 1013.171(3) requires that the university board of trustees obtain a long-term lease from the DSO prior to construction of educational facilities. A long-term lease is defined as the greater of 40 years or the useful life of the facility.

The purpose of these guidelines is to provide: (i) a structure for the universities and university DSO to use in evaluating certain transactions with private third parties that will result in the construction of facilities for the use and/or benefit of a university, its students, faculty or staff, and (ii) the process for approval of such transactions. Monetization of existing university facilities is not permitted under these guidelines absent specific legislative authorization.

II. DEFINITIONS

As used in these Guidelines, the term:

(a) "Facility" means a building or other facility and related improvements (but not landscaping or appurtenances alone) that: (i) is for purposes related to the housing, transportation (including parking), health care, research or research-related activities, food service, retail sales or student activities of the university or, if authorized by specific legislation, hotels, convention centers, stadiums or other facilities; (ii) is being constructed primarily for use by the university and/or its students, faculty, or staff; and (iii) is located on land under the jurisdiction of a state university, including property leased from the Board of Trustees of the Internal Improvement Trust Fund.

(b) "Public-Private Partnership" or "P3" means an agreement or agreements between a university board of trustees, or a DSO, and a Private Party whereby the Private Party will, at least, be responsible for the construction and capital financing of a Facility.

(c) "Private Party" means a natural person, corporation, general partnership, limited partnership, joint venture, business trust, public-benefit corporation, non-profit entity, or other private business entity.

(d) "Project" means a Private Party's construction and capital financing of a Facility on the campus of a state university or on other real property directly owned by, or under the jurisdiction of, the university or by the state and leased to the university, accomplished through a Public-Private Partnership, with the Project costs being paid for, whether up front or over time, with revenues generated by the Project or other university or DSO revenues allowable for such purpose pursuant to section 1010.62, Florida Statutes. Project costs shall include construction and financing and may also include design and/or operational costs of the Facility.

(e) "University Board" means a university's Board of Trustees when acting as a board to review or approve a matter.

Projects not subject to the Guidelines

Notwithstanding the foregoing, the following transactions are not Projects and therefore not subject to these guidelines and may be accomplished by the universities or their DSOs in accordance with any requirements under applicable laws, regulations and Board of Governors' and relevant university's policies and guidelines:

(a) Any transaction where the university or the DSO will be directly responsible for repayment of any debt associated with the construction of a Facility pursuant to section 1010.62, Florida Statutes, and the Board of Governors' Debt Management Guidelines.

(b) Any transaction where the university or DSO is hiring a Private Party to provide services including, but not limited to, management services agreements, unless such agreements involve a Private Party's construction and financing of a new facility or facility renovations costing more than \$5,000,000.

(c) Any transaction between a limited liability company in which the university and/or DSO is a controlling member or the manager (LLC), and a Private Party for the capital financing and construction of a Facility on real property that is not directly owned by the university or by the state and leased to the university, and which is located off campus and not immediately adjacent to, or across a public way from, the university's campus. However, the university shall notify the Board Office and the State Division of Bond Finance of any transaction contemplated by the LLC under this exception at least sixty (60) days prior to solicitation of binding agreements with the Private Party. The university shall provide any relevant information requested by the Board Office or the State Division of Bond Finance. If the information raises any issues

regarding the proposed Facilities, financing, activities, or operations to be conducted, then the Chancellor shall consult with the Chair of the Facilities Committee about whether to submit the proposed transaction to the Board of Governors for review.

(d) Any operating lease where the university or the DSO is the lessee for a building or portion thereof not on the university's campus.

(e) Any transaction involving construction of a Facility being funded solely with state fixed capital outlay appropriations or other legislative appropriation, or by those non-state source and other funds authorized pursuant to section 1013.74(2) (a), Florida Statutes, excluding lease arrangements otherwise controlled by these guidelines, or by other non-state source funds that are appropriate for use for the Project, or by both such appropriated state funds and non-state source funds.

(f) Any Project with a total cost of \$5,000,000 or less.

(g) Any Energy Performance-Based Contracts, in accordance with the provisions of section 1013.28, Florida Statutes, not to exceed \$10,000,000.

III. USE OF QUALIFIED PROFESSIONALS

The use of qualified professionals, whether in-house or external to the university or DSO, or both, is essential to the success of any Project. A university or DSO should determine that current university or DSO staff have the requisite experience to negotiate the type of Project under consideration by the university and that, if necessary, external independent financial advisors and outside legal counsel, such as bond counsel, have been retained prior to Project solicitation as described in Section IV.

IV. PROCUREMENT PROCEDURES

(a) A university or DSO shall solicit proposals from Private Parties for the Project. The solicitation should be in the form of an Invitation to Negotiate (ITN) or other procurement process to ensure the flexibility necessary to structure the Project in a manner that:

1. Is in the best interests of the university or the DSO.
2. Is for a Facility that is owned by the university or the DSO or for a Facility for which ownership will be conveyed to the university or the DSO. Removal of the Facility and restoration of the property at the option of the university or DSO by, or at the cost of, the Private Party

upon the expiration or termination of the agreement may be provided to the extent permitted by law.

3. Includes a plan with adequate safeguards in place to reasonably mitigate and manage foreseeable risk of future costs or service disruptions for the university or the DSO in the event of material default or cancellation of the Public-Private Partnership. For example, restrictive covenants, recognition and subordination agreements, and/or recordation obligations, or other protections may reasonably protect the interests of the university or DSO in the Project and, if applicable, the real property owned or controlled by the university or the DSO on which the Project is located.
4. Has adequate safeguards in place to reasonably ensure that the university's or DSO's debt rating will not be adversely affected by the Project.
5. Assures an open, competitive and transparent procurement process.
6. Provides criteria and metrics to allow an objective evaluation of any competing respondents' proposals.

(b) At a minimum, the procurement process (which may be conducted in phases) should require the following information from respondents:

1. A description of the Facility, a schedule for the initiation and completion of the Facility, and the total Project cost based on the initially identified Project scope and conditions.
2. If applicable, a description of the method by which the Private Party proposes to secure the necessary property interests that are required for the Project.
3. A financing plan sufficient to determine the adequacy and expected type of revenues or assets to service the proposed debt or equity investment of the Private Party and related covenants or conditions. If the Private Party intends to use its own assets for the Project, sufficient information must be provided that substantiates the availability of the assets to be used for the Project (e.g., financial statements, etc.). For residence halls, parking facilities, and any other Facility where students will be charged a fee for use or occupancy of the Facility, an explanation of university involvement in establishing and overseeing the assessment of fees, a schedule detailing the proposed fees used to prepare pro-forma cash flows over the term of the Public-Private Partnership and the methodology, limits, and approvals for, and circumstances that would allow, increases to such fees over the term.

4. A description of the qualifications of the Private Party, the qualifications of any other entities that will provide services on the Project, and key persons who will be responsible for the Project.
5. A schedule of projected revenues, expenses, debt service, excess cash flow, the distribution of excess cash flow to the university, DSO or Private Party and the anticipated return on investment and internal rate of return to the Private Party for the term of the P3.

V. PROJECT FEASIBILITY AND REQUIREMENTS

Prior to entering into a binding agreement for a Public-Private Partnership subject to these guidelines, the university or DSO shall consider the feasibility of the Project and have sufficient information to determine:

(a) The need for the Project in relation to other facility needs of the university and whether current or projected demand exists that is adequate in relation to the cost of the Project.

(b) The financial feasibility of the Project, including all sources of revenues necessary to fully fund the construction, operation and maintenance of the Project, together with an assessment of whether the total cost is reasonable in relation to similar facilities, taking into account the total value of the Project to meet university goals and the availability or unavailability of any lower-cost means to achieve the same total value, and for student facilities, such as housing, that costs to the student have been considered. To the extent the Project contemplates the payment of funds by the university or DSO in connection with required Project costs, such as debt service, utilities, or maintenance, then such revenues are subject to the revenue restrictions of section 1010.62, Florida Statutes, and applicable Debt Management Guidelines. If the Project contemplates mixed uses (e.g., housing, parking, retail sales, food service, etc.), the financial feasibility analysis should consider whether a functional relationship exists between the various uses, while not inequitably shifting additional costs to students if the Project entails student use.

(c) The cost of any services to be provided by the university or the DSO in relation to the Project.

(d) The effect, if any, of the Project on the university's or DSO's credit rating. If any debt of the University or DSO (direct or imputed by a rating agency) is being used to finance the Project, provide an explanation as to the effect, if any, of the Project on debt previously issued and an analysis of the impact, if any, on the financial

performance of similar auxiliary enterprises and why the Project is not being included as a part of the existing auxiliary enterprise system.

(e) The percentage equity in the Project by the Private Party in relation to total Project costs, and the credit quality of all debt associated with the Project, including any public or indicative ratings provided by any rating agency.

(f) The projected revenues to be received by the university or DSO over the term of the agreement if the Project is revenue-generating, and the proposed use(s) of those revenues. For revenue-generating Projects utilizing debt, the projected revenues should provide a coverage ratio of 1.20x projected debt service during the first full year of Project operations and each subsequent year. If a coverage ratio of 1.20x is not projected to be achieved, a justification should be provided as to why the proposed debt does not meet this coverage ratio. If the Project only meets the required 1.2x debt service coverage ratio due to the deferral of debt repayment beyond the construction term of the Facility or using ascending debt service to reduce initial debt service payments, a justification should be provided as to why the structure does not comply with the Board's Debt Management Guidelines.

(g) The provision of an adequate reserve fund for expenses relating to operations, maintenance and renewal or replacement, if applicable.

(h) Any material economic, operational, or technological risks associated with the Project.

(i) Whether the Private Party has the available sources of funding or other financial resources that are necessary to carry out the Project.

(j) That the Private Party has sufficient staff with the necessary experience and qualifications to perform the construction activities and any operational, managerial, or technical services for the Project.

(k) The term of any lease agreement associated with a Facility shall not exceed forty (40) years, or the life expectancy of the Facility, and shall include consideration for eventual ownership of the Facility by the university or DSO. As a practical consideration, the university shall provide a summary of its ownership interests in the property, including if applicable, the remaining term on the lease from the state. In making the determination of the life expectancy of the facilities, the standard fifty (50) year assumption found in section 1013.64 (1)(a), Florida Statutes, may be used, if the Facility is being constructed in conformity with university construction standards and codes. Any lease term in excess of forty (40) years requires an analysis to demonstrate the benefits, including the additional cash flow distributions to the university, the DSO and the Private Party of the longer term period when compared to a 40 year term. The

analysis shall also include a comparison of the return on investment and internal rate of return to the Private Party under a 40 year lease to the longer term.

(l) The term of the debt should not exceed thirty (30) years, exclusive of the time required for construction of the Facility.

VI. APPROVAL PROCESS AND REQUIRED INFORMATION

All Projects that are subject to these guidelines must be approved by the university board of trustees and the Board of Governors. The Board of Governors and the State Division of Bond Finance should be notified when a Project is contemplated by the university to come before the trustees for consideration.

In advance of entering into binding agreements for a Project that is subject to these guidelines, a university or DSO shall obtain approval by the Board of Governors. Approval can be requested either prior to soliciting competitive bids or proposals for a Project if the university or DSO provides all necessary information to enable the Board of Governors to reach a determination, or at the conclusion of the negotiation process with the Private Party.

For Projects receiving advance approval from the Board of Governors, the university or DSO shall submit the final draft agreement with the Private Party and a certification to the Chancellor's Office at the conclusion of the negotiation process with the Private Party, but prior to the university or DSO entering into a binding agreement(s), that either: (i) affirms the final Project agreement(s) is within the parameters previously approved by the Board of Governors, or (ii) provides an explanation of the areas where the Project agreement(s) departs from those parameters. If the certification affirms the final Project agreement(s) is within the parameters previously approved by the Board, no further action of the Board is required unless the Chancellor, in consultation with the State Division of Bond Finance, within ten (10) business days of receiving the university or DSO's submission, concludes the final Project Agreement(s) is outside the scope of the prior approval. In that event, or if the certification indicates a departure from the prior approval, the final Project agreement(s) will be submitted to the Board of Governors for consideration.

(a) For Projects that are subject to these Guidelines, the following Project information is required to be submitted to the Board Office and to the State Division of Bond Finance no later than ninety (90) days prior to the meeting at which the issue could be considered by the Board of Governors. Universities may provide the information in advance of the competitive procurement process, or at any stage during the procurement process if seeking prior approval:

1. Evidence of approval of the Project by the university board of trustees for both university and DSO projects, and by the DSO board for DSO projects, or the dates on which all such required approvals have been scheduled and noticed. For advance approval, evidence that the university board of trustees or DSO has approved the parameters of the Project and will be responsible for reviewing and approving the final Project prior to the university or DSO entering into binding agreement(s) for the Project, and the names and qualifications of any external legal and financial experts who will advise the university or DSO.
2. The Facility Program, feasibility studies or consultant reports (if available), and any financial studies or analysis of the financial feasibility of the Project, including the impact of the Project on similar activities of the university.
3. An analysis that provides the quantitative metrics justifying the need for the construction of the Project.
4. A copy of the proposed agreement(s) or a statement of key terms of the proposed agreement(s) with the Private Party, and letter from legal counsel describing, with particularity, the provisions in the agreement(s) that are designed to protect the university or the DSO in the event of a material default by the Private Party. If seeking advance approval, information must be submitted explaining the key terms of the proposed agreement(s) including: (i) the maximum term of the lease and the term of the debt, and provisions designed to protect the university or the DSO in the event of a material default; (ii) a description of financing options and parameters; (iii) what will be required of the Private Party to demonstrate the ability to obtain financing and, if applicable, service the Project; (iv) the type of experience and qualifications the Private Party and its key personnel should possess; (v) the anticipated schedule for solicitation, negotiation, design and construction; (vi) a statement whether the university or DSO will own the Facility upon the end of the term or may have an option to require the Private Party to remove the Facility at its own expense; (vii) a statement explaining options for addressing maintenance and repairs of the Facility; (viii) projections showing anticipated revenues, expenses, debt service, excess cash flow, and the expected return on investment and internal rate of return to the Private Party for the term of the Project; (ix) and an explanation of university or DSO involvement, methodology, limits, or controls in approving initial and future fees or rental rates if student fees or rental rates are a source of revenue for the Project, including a description of

the parameters applicable to such fees or rental rates (e.g., not more than X% above the cost of comparable existing facilities or existing fees).

5. An analysis calculating the expected rate of return for a revenue-generating Project or other appropriate quantitative metrics, and the anticipated uses of any revenues returned to the university or DSO.
6. Information demonstrating the provision of an adequate reserve fund for expenses relating to operations, maintenance and renewal or replacement, if applicable.
7. A cost benefit analysis showing that the P3 methodology is a cost effective method of delivering the Project that provides the best value to the university or DSO, taking into account the availability or unavailability of other funding sources, including: (i) the cost of tax-exempt financing; (ii) the costs of constructing, operating and financing the Project; (iii) any quantifiable savings in operational or other costs; (iv) the benefits to be realized by the university or DSO by using the P3 methodology; (v) and, if the Project will be primarily utilized by students, the cost-benefit to the student that considers the cost of existing campus and market options as compared to the Project and the value added to students in amenities or other material aspects of the Project. A value for money analysis, or other such analysis used by the university in reaching this conclusion may be included.
8. Projected cash flow analyses showing revenues, expenses, debt service, excess cash flow, the distribution of excess cash flow to the university, DSO or Private Party and return on investment and internal rate of return to the Private Party for the term of the Project. The projected cash flow should include any anticipated or planned refinancings by the Private Party and how any such refinancing will affect cash flow distributions to the university, DSO or Private Party and the internal rate of return or return on investment to the Private Party.
9. A description of any purchase option, how the purchase option for the Facility was developed, and the price and terms of the purchase under the option if known at the time the Project agreements are signed, or if not known unless and until the option is later exercised, the methodology for determining the price and terms of the purchase at that time and anticipated funding plan.

10. An explanation of how the Project is consistent with the strategic priorities and mission of the university, with appropriate references to both the university strategic plan and mission statement.
11. A statement that the Project is included in the campus master plan, or is not required to be included in the campus plan, with appropriate references and documentation. The specific location of the Project shall be provided on the current campus map if located on campus.
12. A description of any amounts to be paid to the Private Party by the university or DSO, the purpose of the payment, and the timing and source(s) of revenues for such payment. In addition, an explanation of whether the university or DSO intends to fund any aspect of the Project, and if so, an explanation of the purpose, timing and the source(s) of revenues to be used.
13. A description of any liens or other encumbrances that will be placed on real property owned by the state, university, or DSO.
14. All other information provided to and relied upon by the university board of trustees in making the decision to approve the Project and enter into the agreement as outlined in Section V above; and any other data that the university wishes to be considered by the Board of Governors or Board staff.
15. Identify whether the university or DSO is following the authority provided by section 1013.171 (1), or section 1013.171 (2), or section 1013.171 (3), Florida Statutes.
16. Any other information reasonably requested by the Board of Governors or the State Division of Bond Finance.

(b) The foregoing information shall be submitted to the Board office and the State Division of Bond Finance in duplicate, hard copy, and bound in a three-ring binder, together with one electronic copy. The formal letter of transmission must be signed by the official point of contact for the university or DSO, and specify the type of approval being sought, e.g., regular or advance approval. The letter will identify the legal counsel for the university or DSO, the financial advisor for the university or DSO, and other university or DSO officials as appropriate. All private and public partners will be identified, including contact information, and the source of financing will be identified, unless seeking advance approval.

(c) The information shall be analyzed by Board of Governors staff and by the

State Division of Bond Finance. The Board of Governors staff will consult with the State Division of Bond Finance in reaching a recommendation regarding Board of Governors' approval made in sufficient time for consideration of the Project at the Board of Governors' meeting ninety (90) days following submission by the university or DSO. Should the State Division of Bond Finance disagree with any recommendation of the Board of Governors staff or suggest that any additional information be presented to the Board of Governors, such recommendations or information shall be included with the recommendation provided by the Board of Governors staff to the Board of Governors. Any material amendments to the submission by the university or the DSO after university board of trustees' approval may require re-authorization by the respective boards. The ninety (90) day period in this clause and the following clause may be reduced if the university has kept the Board of Governors' staff and State Division of Bond Finance well informed of the Project and associated material terms in advance of the submission, in which event the Board of Governors staff and State Division of Bond Finance may reasonably agree with the university on a shorter review period in support of the commercial feasibility of the Project. Supporting documentation shall also include a draft resolution to be adopted by the Board of Governors approving the Project and any associated transactions as necessary.

(d) The Board of Governors will consider the following factors in connection with its review and approval of the Project and proposed agreement(s):

1. The Project is necessary to fulfill a need of the university, is consistent with the university's mission and master plan, and is in the best interests of the university.
2. The Project information supports the need, demand, and cost of the Project, and demonstrates that the Project is both financially and operationally a prudent undertaking by the university or DSO, in light of the objectives of the university.
3. The proposed agreement(s) contain adequate recourse for the university or the DSO in the event of a material default by the Private Party.
4. The cost to students, if it is a Project that entails student use, in order to keep the cost of education affordable.
5. The material business terms of the Public Private Partnership, including the distribution of any excess cash flow from the Project to the university, DSO or Private Party and the reasonableness of the related return on investment and internal rate of return.

6. The nature of the auxiliary enterprise and its impact on any existing university or DSO enterprise or system.
7. Any other factors which the Board of Governors determines are appropriate to consider in reaching a decision on any issue relating to the review and approval of the Project and the proposed agreement(s).

(e) Any real property lease or use agreement involving real property owned by the Board of Trustees of the Internal Improvement Trust Fund must receive approval from the Board of Trustees of the Internal Improvement Trust Fund to the extent required by law or by the university's master lease agreement with the Board of Trustees of the Internal Improvement Trust Fund.

(f) If circumstances exist such that the university or DSO contemplate any material change in the terms of the Project Agreement after a Project receives Board of Governors' approval, the university or DSO must notify the Board Office and the State Division of Bond Finance within ten (10) business days and in any event, prior to entering into a binding amended agreement with the Private Party. If the change in terms raises any issues regarding the proposed Facilities, financing, activities, or operations to be conducted, the Chancellor shall consult with the Chair of the Facilities Committee about whether to re-submit the proposed transaction to the Board of Governors for further review and approval.

VII. TERMS OF THE AGREEMENT

Depending on the risks presented to the interests of the university or DSO and the type of Project, taking into account the location (on or off campus), purpose, and effect of disruption to use of the Facility (for example, the severity of effects of disruption to a parking facility, office, or dormitory, may be different), any agreement with a Private Party should provide adequate provisions in relation to the risks posed, and generally should include (or have sound justification to not include) the following:

(a) Procedures that govern the rights and responsibilities of the university or DSO and the Private Party in the course of the construction, or construction and operation of the Project, and in the event of the termination of the agreement or a material default by the Private Party. The safeguards for mitigating and managing disruption of use and operations should be proportionate to the risk, including for example, if applicable, restrictive covenants, recognition and subordination agreements, and/or recordation obligations, assumption of the duties and responsibilities of the Private Party by a party that funded, in whole or part, the Project or by the board, or other protections to mitigate and manage foreseeable consequences of a material default

by the Private Party of the Public-Private Partnership or the Private Party's financing. If required by section 1013.171, Florida Statutes, the agreement must provide for the transfer or purchase of property or other interests of the Private Party by the university.

(b) Review of the design of the Facility by the university or DSO and, if the design conforms to standards acceptable to the university or DSO, the approval of the university. This subparagraph does not require the Private Party to complete the design of the Facility before the execution of the agreement.

(c) Delivery of performance and payment bonds, letters of credit, or other security acceptable to the university or DSO in connection with the construction, or construction and operation of the Project, in the form and amount satisfactory to the university or DSO.

(d) Inspection rights of the Facility to ensure that the Private Party's activities are acceptable to the university or DSO in accordance with the agreement.

(e) Maintenance of general liability and property insurance by the Private Party in the form and amount satisfactory to the university or DSO and sufficient to provide reasonable coverage of tort liability to the public and employees and to enable the continued operation of the Facility.

(f) If the agreement includes operation and maintenance of the Facility by the Private Party, maintenance, repair and replacement requirements for the Facility, and monitoring and remedial rights for the university or DSO to ensure that the Facility is properly maintained.

(g) If applicable, periodic filing by the Private Party of the appropriate financial and operating information for the Project and/or Private Party, which may include financial statements and audit rights for the university or DSO, to ensure any requirements in the agreement are met.

(h) A provision that deems the Private Party's failure to fund current operational and maintenance costs if required by the agreement to constitute a material default.

(i) A provision describing all fees to be charged to users for use or occupation of the Facility, and the methodology, limits, approvals for, and circumstances that would allow for increases or decreases to such fees. Such fees should be within the range of fees customarily charged for the use or occupation of like facilities in the State University System, taking into account the purpose, amenities, and location of the Facility.

- (j) A provision that outlines the responsibilities of the Private Party, including the terms and conditions that the university or DSO determine serve the best interests of the university.
- (k) A provision under which each party agrees to provide notice of default and cure rights for the benefit of the other party.
- (l) A provision that requires transfer of the Facility to the university or DSO at the expiration of the agreement or in the event of earlier termination of the agreement, if required by section 1013.171, Florida Statutes, or a provision that otherwise provides for the removal of the Facility and the restoration of the real property as a university or DSO option.
- (m) If the Private Party's financing for the Project is secured by a leasehold mortgage or other instrument affecting title to the Facility and the Facility is ultimately to be transferred to the university or DSO, a provision requiring the Private Party to satisfy the same at the conclusion of the term of the agreement or upon earlier termination so that Facility is transferred to the university or DSO without any such encumbrances at the conclusion of the term of the agreement or upon earlier termination.
- (n) If the agreement provides to the university or DSO a purchase option at any time prior to the termination of the agreement or a termination payment, a provision describing the terms of the purchase option.
- (o) A provision stating that: (i) the full faith and credit of the university, Board of Governors or State of Florida has not been pledged to secure the financing of the Private Party and (ii) if the university or DSO chooses to assume the development or operation of the Facility on account of the Private Party's default, the assumption of the development or operation of the Facility does not obligate the university or DSO to pay an obligation of the Private Party from sources other than revenues from the Facility.
- (p) A provision identifying the party responsible for the payment of any property taxes on the Facility, and what entity receives the benefit of any future waiver of property taxes.
- (q) A provision that the term of the Project debt should not exceed thirty (30) years after the construction period.

VIII. REPORTING REQUIREMENT

At a minimum, the Private Party should provide an annual report to the Board of Governors staff office and the university as soon as practical, but not more than ninety (90) days, following the close of the fiscal year. Additionally, the university will comply with any reporting requirements specified in the Project approval resolution of the Board of Governors, which shall, at a minimum, require a comparison of actual results to original projections. To the extent required by generally accepted accounting principles, information regarding any Public Private Partnership arrangement must be included in the university's or DSO's annual financial report, and such financial information as deemed necessary by the State's Chief Financial Officer or Chancellor should be submitted in connection with submissions required by Board Regulation 9.009, Preparation of State University System Financial Statements.

IX. BOARD OF GOVERNORS POWERS

These guidelines provide a framework for review by the Board of Governors of proposals for Public-Private Partnerships involving a university or DSO. The guidelines do not limit the authority of the Board of Governors to review any proposal of a university or DSO. These guidelines do not provide a university or DSO with a legally enforceable right to have a proposal approved by the Board of Governors.

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

September 3, 2014

SUBJECT: 2016-2017 State University System Fixed Capital Outlay Legislative
Budget Request

PROPOSED BOARD ACTION

Review and approve the 2016-2017 SUS Fixed Capital Outlay Legislative Budget Request.

Authorize the Chancellor, State University System of Florida, to make technical revisions to the 2016-2017 SUS Fixed Capital Outlay Legislative Budget Request.

Approval is recommended by the Chancellor.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The requested budget provides the State University System of Florida continued capital outlay support and has been prepared in accordance with statutory requirements and guidelines adopted by the Board of Governors. All university fixed capital outlay budget requests have been approved by the institutional boards of trustees.

This is the initial budget request for 2016-2017. A workshop is scheduled for September 22, 2015, in Orlando, FL. At the workshop, the Committee will review additional high priority projects with detailed project presentations by university representatives. Amendments to the 2016-2017 FCO LBR will be considered in November 2015.

Specific Fixed Capital Outlay Appropriation Requests

- ♦ **[ADOPT \$146 M] The 2016-2017 SUS Five Year Fixed Capital Outlay Request** provides funding to meet A) critical deferred maintenance; B) high priority scheduled maintenance; and C) completion of identified high priority projects. **(Attachment I)**
- ♦ **[Information] SUS Projects for Review** represents a preliminary list of projects selected for review at the September 22, 2015 Facilities Workshop. **(Attachment II)**

- ♦ **[Information] ROI, Summary and Detail n All Projects Recommended for Inclusion in FCO LBR. (Attachment III & IV)**
- ♦ **[ADOPT \$35 M] Request for Capital Improvement Trust Fund Allocation,** represents an amount based on current CITF revenue projections, with a base assumption of no future fee increases. The pro-rata distribution will be adopted at a future meeting of the Board.

Supporting Documentation:

Information located in the Facilities Committee materials

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS

September 3, 2015

SUBJECT: 2015-2016 CITF Project Allocations

PROPOSED BOARD ACTION

Approve the 2015-2016 university CITF project allocations.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; HB 5001 General Appropriations Act

BACKGROUND INFORMATION

The 2015 General Appropriations Act included funding of \$32,091,155 for projects to be funded from the Capital Improvement Fee Trust Fund, with proviso specifying that:

Funds in Specific Appropriation 17 shall be allocated by the Board of Governors to the universities on a pro rata distribution basis in accordance with the Board of Governors Legislative Budget Request for funding from the Capital Improvements Fee Trust Fund, as approved September 18, 2014. Each board of trustees shall report to the Board of Governors the funding it allocates to each specific project.

Attached is a draft pro rata distribution for Board consideration and the specific project or projects that is being requested by the university at this time. Amounts not specified indicate that the university has not submitted a project at this time, but may do so at a future Board meeting. In some instances, completion of the desired project will require additional funding, which will be requested during the 2016-2017 LBR cycle.

Supporting Documentation Included: Information located in the Facilities Committee materials

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

September 3, 2015

SUBJECT: Funding Request Related to Facilities Benchmarking Services

PROPOSED BOARD ACTION

Consider a funding request in the amount of \$900,000 for services and software for facilities benchmarking as part of the 2016-17 Operating LBR request related to SUS shared services savings. Of this amount, approximately \$400,000 would be recurring; \$500,000 would be non-recurring for one-time start-up costs.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The universities and BOG staff have been strategizing how to best address deferred maintenance. Currently, 4 of the 12 universities utilize services called Sightlines, and its product called ROPA+ (Return on Physical Assets). The Sightlines vendor has software for facilities benchmarking, capital planning, space management, and campus sustainability. The product is called ROPA+ (Return on Physical Assets). ROPA+ consistently measures and tracks campus performance overtime. UCF currently uses the services and has agreed to share a report on their campus.

There would be a benefit to having a SUS wide look at facilities benchmarking, and it may assist with data to support deferred maintenance requests. The shared initiatives group has been discussing the possibility of having a SUS shared contract for the software. FSU has agreed to take the lead in negotiating a state-wide contract and is analyzing the contract information from other universities.

With funding, the entire system would be able to purchase the software service and provide a consistent report for facilities benchmarking across of the system. It would also allow for comparison with other state university systems on a nationwide basis. Based on initial discussions, we anticipate significant savings can be realized from a system purchase. If approved, the funding request will be submitted as part of the 2016-2017 Operating LBR.

Supporting Documentation Included: Information located in the Facilities Committee materials

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
September 3, 2015**

SUBJECT: Appointment of University Trustee for Florida Agricultural and Mechanical University

PROPOSED BOARD ACTION

Appointment of University Trustee for Florida Agricultural and Mechanical University

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Trustee Selection and Reappointment Process

BACKGROUND INFORMATION

Florida Agricultural and Mechanical University has a trustee vacancy for a term that ended on January 6, 2015.

In accordance with the University Board of Trustee Selection and Reappointment Process, the vacancy was posted for the public on the Board's website and a number of applications were received.

The Nomination and Governance Committee will make a recommendation to the Board to fill the vacancy.

The appointment is subject to the candidate attending an orientation session of the Board and confirmation by the Florida Senate.

Supporting Documentation Included: Materials included in the Nomination and Governance Committee materials

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

September 3, 2015

SUBJECT: Public Notice of Intent to Approve Amended Board of Governors
Regulation 7.008 Waiver and Exemptions of Tuition and Fees

PROPOSED BOARD ACTION

Approve amended Board of Governors Regulation 7.008 Waiver of Exemptions of Tuition and Fees.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

The 2015 Legislature amended and Governor Scott approved changes to Section 1009.26, Florida Statute that establishes the Congressman C. W. “Bill” Young Veteran Tuition Waiver Program. This regulation is being amended to address the following statutory changes:

- Any student that physically resides in Florida while enrolled in a university and is entitled to or uses educational assistance provided by the United States Department of Veterans Affairs shall have the out-of-state fee waived.
- Eliminates the 110 percent cap on the number of credit hours the out-of-state fee can be waived.

The amended regulation was discussed during the June 18, 2015 Board meeting and posted on the Board’s website for 30 days.

No public comments were received during the public notice period

Supporting Documentation Included: Amended Regulation 7.008

7.008 Waivers and Exemptions of Tuition and Fees

- (1) Each university board of trustees is authorized to waive tuition, non-resident tuition and associated fees for purposes that support and enhance the mission of the university. All tuition, non-resident tuition and associated fees waived must be based on regulations that are adopted by the university board of trustees and where applicable, consistent with regulations adopted by the Board of Governors.
- (2) Each university shall have an individual designated as the university liaison to handle student issues and/or questions regarding waivers.
- (3) Sponsored Credit Institutes and Programs – Each university board of trustees is authorized to waive tuition, associated fees and material and supply fees for participants in sponsored credit institutes and programs.
 - (a) Sponsored credit institutes and programs are entities where substantially all the direct costs are paid by the external sponsoring entity, where there is no direct expenditure of Educational and General funds for the conduct of the programs, and where no fees or other assessments are collected from students by the sponsoring entity, the university, or any other entity.
 - (b) In determining whether the direct costs are paid by the sponsoring entity, funds paid directly to the participants in a form such as, but not limited to, stipends, travel or book allowances should not be taken into account.
"Direct costs" refer to the costs associated with the instruction or training which a participant receives. All funds collected from sponsoring entities for sponsored credit institutes will be remitted to the university's contract and grants trust fund and/or auxiliary trust funds.
 - (c) Funds collected from courses offered through continuing education should be budgeted in the Auxiliary Trust Fund.
 - (d) Neither the number of participants nor student credit hours in these institutes and programs may be counted for state-funding purposes.
- (4) Deceased Law Enforcement, Correctional, or Correctional Probation Officers Employed by the State or Political Subdivision thereof – Each university board of trustees shall waive certain educational expenses that the child or spouse of the deceased officer incurs while obtaining an undergraduate education or a postgraduate education if a law enforcement, correctional, or correctional probation officer is accidentally killed or receives accidental bodily injury which results in the loss of the officer's life while engaged in the performance of the officer's law enforcement duties on or after June 22, 1990, or is unlawfully and intentionally killed or dies as a result of such unlawful and intentional act on or after July 1, 1980, while the officer was employed by a political subdivision of the state.

- (a) The amount waived by the university shall be an amount equal to the cost of tuition and associated fees for a total of 120 credit hours. The child or spouse may attend on either a full-time or part-time basis. The benefits provided to a child under this section shall continue until the child's 25th birthday. The benefits provided to a spouse under this subsection must commence within 5 years after the death occurs, and entitlement thereto shall continue until the 10th anniversary of that death.
 - (b) Upon failure of any child or spouse benefited by the provisions of this subsection to comply with the ordinary and minimum requirements of the institution attended, both as to discipline and scholarship, the benefits shall be withdrawn as to the child or spouse and no further moneys may be expended for the child's or spouse's benefits so long as such failure or delinquency continues.
 - (c) Only a student in good standing in his or her respective university may receive the benefits.
 - (d) A child or spouse receiving benefits under this subsection must be enrolled according to the customary rules and requirements of the university attended.
- (5) Deceased Firefighters Employed by the State or a Political Subdivision thereof
- Each university board of trustees shall waive certain educational expenses that the child or spouse of the deceased firefighter incurs while obtaining an undergraduate education or a postgraduate education if a firefighter is accidentally killed or receives accidental bodily injury which results in the loss of the firefighter's life while engaged in the performance of the firefighter's duties on or after June 22, 1990, or is unlawfully and intentionally killed or dies as a result of such unlawful and intentional act on or after July 1, 1980, while the firefighter was employed by a political subdivision of the state.
- (a) The amount waived by the university shall be an amount equal to the cost of tuition and associated fees for a total of 120 credit hours. The child or spouse may attend on either a full-time or part-time basis. The benefits provided to a child under this section shall continue until the child's 25th birthday. The benefits provided to a spouse under this subsection must commence within 5 years after the death occurs, and entitlement thereto shall continue until the 10th anniversary of that death.
 - (b) Upon failure of any child or spouse benefited by the provisions of this subsection to comply with the ordinary and minimum requirements of the institution attended, both as to discipline and scholarship, the benefits shall be withdrawn as to the child or spouse and no further moneys may be expended for the child's or spouse's benefits so long as such failure or delinquency continues.
 - (c) Only a student in good standing in his or her respective university may receive the benefits.

- (d) A child or spouse receiving benefits under this subsection must be enrolled according to the customary rules and requirements of the university attended.
- (6) Acceleration – Each university board of trustees shall waive tuition and associated fees for students who earn credit in courses toward both a Florida high school diploma and an associate or baccalaureate degree, or students enrolled in a dual enrollment or early admission program.
- (7) Florida Department of Children and Family Service Adoptions - Each university board of trustees shall waive tuition and associated fees for any student who is or was at the time he or she reached the age of 18 in the custody of the Department of Children and Family Services or a relative under s. 39.5085; who was adopted from the Department of Children and Family Services after May 5, 1997; or was placed in a guardianship by a court after spending at least 6 months in the custody of the Department after reaching 16 years of age. Additionally, material and supply fees and fees associated with enrollment in career-preparatory instruction shall be waived. Any student requesting such a waiver must provide certification of eligibility from the Department of Children and Family Services to the university in which the student seeks to enroll. This waiver shall remain valid up until the time the student reaches the age of 28, and shall be limited to undergraduate degree programs, and shall not exceed 120 credit hours.
- (8) School Psychology Training Program – Each university board of trustees shall waive tuition and associated fees for internship credit hours applicable to an internship in the public school system under the supervision of the Florida Department of Education certified school psychologist employed by the school system for any graduate student.
- (9) Florida Linkage Institutes – Each university board of trustees shall exempt up to 25 full-time equivalent students per year from the payment of out-of-state fee and out-of-state financial aid fee for students enrolled through the Florida Linkage Institutes Program.
- (10) Deceased Teacher or School Administrator Employed by a Florida District School Board – Each university board of trustees shall waive certain educational expenses that the child of the deceased teacher or school administrator incurs while obtaining an undergraduate education or a postgraduate education if the teacher or school administrator is killed or is injured and dies as a result of an unlawful and intentional act, provided such killing or injury inflicted by another person and the motivation for the act is related in whole or part to the fact that the individual is a teacher or school administrator, or such act is inflicted while

he or she is engaged in the performance of teaching duties or school administration duties while employed by a Florida district school board. The amount waived by the university shall be an amount equal to the cost of tuition and associated fees for a total of 120 credit hours at a university. The child may attend on either a full-time or part-time basis. The benefits provided under this paragraph shall continue until the child's 25th birthday.

- (a) Upon failure of any child benefited by the provisions of this paragraph to comply with the ordinary and minimum requirements of the university attended, both as to discipline and scholarship, the benefits shall be withdrawn as to the child and no further moneys may be expended for the child's benefits so long as such failure or delinquency continues.
- (b) A student who becomes eligible for benefits under the provisions of this paragraph while enrolled in an university must be in good standing with the institution to receive the benefits provided herein.
- (c) A child receiving benefits under this paragraph must be enrolled according to the customary rules and requirements of the university attended.

(11) Homeless – Each university board of trustees shall waive tuition and associated fees for up to a total of 120 credit hours for an undergraduate degree program or for any undergraduate degree program that exceeds 120 hours approved pursuant to Regulation 8.014 for any student who lacks a fixed, regular, and adequate nighttime residence, excluding university housing, or whose primary nighttime residence is a public or private shelter designed to provide temporary residence for individuals intended to be institutionalized, or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

(12) Purple Heart Recipients – Each university board of trustees shall waive undergraduate tuition and associated fees for each recipient of a Purple Heart, or another combat decoration superior in precedence which was awarded for valor, and who:

- (a) Is enrolled as a full-time, part-time, or summer-school student in an undergraduate program that terminates in a degree or certificate;
- (b) Is currently, and was at the time of the military action that resulted in the awarding of the Purple Heart or other combat decoration superior in precedence, a resident of this state; and
- (c) Submits to the state university the DD-214 form issued at the time of separation from service as documentation that the student has received a Purple Heart or another combat decoration superior in precedence. In situations where admissions or financial aid application deadlines preclude providing a DD-214 in time to meet such a deadline, the

official (service specific) transmitting correspondence that would normally accompany such an award to a previously discharged service member would suffice until an updated DD-214 could be obtained and presented to the postsecondary institution. However, the updated DD-214 must be submitted to the postsecondary institution by the start of the student's next term of enrollment for continued eligibility for the waiver. In situations where a service member is on active duty and has not been issued a DD-214, the official (service specific) transmitting correspondence that would normally accompany such an award or a certification of the appropriate combat award by the service specific administrative record holder [e.g., Adjutant, G-1 (general staff officer - personnel), or JAG (Judge Advocate General)] would meet the documentation requirement.

- (d) A waiver for a Purple Heart recipient or recipient of another combat decoration superior in precedence shall be applicable for 110 percent of the number of required credit hours of the degree or certificate program for which the student is enrolled. This waiver is considered "countable aid" for student financial aid purposes. Therefore, if this waiver is administered by an office other than the college financial aid office, college officials must notify the Director of Financial Aid that a student has qualified for the waiver. The waiver covers only tuition and fees associated with credit hour instruction provided directly by the university and does not include any additional fees that may be charged for specialized programs or by external organizations. This includes, but is not limited to, flight school, study abroad travel and living expenses, and courses taken elsewhere as a transient student.

(13) State Employees - Each university board of trustees shall waive tuition and associated fees for up to 6 credit hours per term on a space available basis for state employees.

(14) University Employees - Each university board of trustees may allow full-time university employees to enroll up to 6 credit hours of tuition-free courses per term on a space available basis.

(15) Florida residents 60 years of age or older - Each university board of trustees may waive any or all application, tuition, and associated fees for persons 60 years of age or older who are residents of this state and who enroll to audit courses being offered for college credit. No academic credit shall be awarded for attendance in classes for which fees are waived under this subsection. This privilege may be granted only on a space-available basis, if such classes are not filled as of the close of registration. A university may limit or deny the privilege for courses which are in programs for which the Board of Governors has

established selective admissions criteria. Persons paying full fees and state employees taking courses on a space-available basis shall have priority over those persons whose fees are waived in all cases where classroom spaces are limited.

(16) Intern Supervisors – Persons who supervise interns for institutions within the State University System may be given one non-transferable certificate (fee waiver) for each full academic term during which the person serves as an intern supervisor. This certificate shall provide for waiver of the basic fee (as defined in Regulation 7.001).

- (a) Certificate holders are entitled to a waiver of tuition for a maximum of six (6) hours credit instruction (including credit through continuing education) during a single term at any state university.
- (b) Certificates shall be valid for three years from date of issuance.
- (c) Eligible recipients of an Intern Participation Certificate may be identified by a university as a person who engages in the direct supervision of at least one university intern for 300 contact hours, which may be accumulated over multiple semesters provided at least 100 contact hours of direct supervision is provided per semester.
- (d) To be eligible for a Certificate, the internship program must be an essential part of the course of instruction and must be required as part of the degree.
- (e) Each university shall develop procedures and policies to govern the issuance, distribution, security, and redemption of certificates.
- (f) Each university shall maintain accurate data on Intern Participation Certificates and annually submit a report of certificate activity to the Board of Governors according to a prescribed format.

(17) Non-resident students – Non-resident students who are non-degree seeking may be entitled to a waiver of the out-of-state fee if the credit hours generated by such students are non-state fundable and the cost for the program of study is recovered from the fees charged to all students.

(18) Admissions Deposit – A university that establishes an admissions deposit must adopt policies that provide for the waiver of this deposit on the basis of financial hardship.

(19) Wrongfully Incarcerated – A university shall waive tuition and associated fees for up to 120 hours of instruction if the wrongfully incarcerated person meets and maintains the regular admission requirement of the university; remains registered and makes satisfactory academic progress as defined by the university in which the person is enrolled. A wrongfully incarcerated person is someone who has had a felony conviction and sentence vacated by a court and

the original sentencing court has issued its order finding that the person neither committed the act, nor did not aid, abet or act as an accomplice or accessory to the act or offense.

(20) A university may waive the tuition differential for students who meet the eligibility requirements for the Florida public assistance grant.

(21) Public School Classroom Teacher – Each university board of trustees may waive tuition and fees for a classroom teacher who is employed full-time by a school district and who meets the academic requirements established by the university for up to six credit hours per term on a space-available basis in undergraduate courses related to special education, mathematics or science approved by the Department of Education. The waiver may not be used for courses scheduled during the school district's regular school day.

(22) Veterans – Each university board of trustees shall waive out-of-state fees for honorably discharged veterans of the United States Armed and Reserve Forces (Air Force, Army, Coast Guard, Marines, and Navy) and the National Guard (Army and Air) who physically reside in Florida while enrolled ~~at~~ in the university. Persons who are entitled to and uses educational assistance provided by the United States Department of Veterans Affairs also qualify for this waiver if they physically reside in Florida while enrolled at the university in any term beginning after July 1, 2015. Tuition and fees charged to a veteran or person who qualifies for the out-of-state fee waiver under this subsection may not exceed the tuition and fees charged a resident student enrolled in the same program. The waiver is applicable to 110 percent of the required credit hours of the degree or certificate program.

(23) Nonresident Waiver – Each university board of trustees shall waive out-of-state fees, including the out-of-state financial aid fee, for students, including, but not limited to, students who are undocumented for federal immigration purposes, who meet the following conditions:

- (i) Attended a secondary school in this state for three consecutive years immediately before graduating from a high school in this state;
- (ii) Apply for enrollment in an institution of higher education with 24 months after high school graduation; and
- (iii) Submit an official Florida high school transcript as evidence of attendance and graduation.

The waiver is applicable for 110 percent of the required credit hours of the undergraduate degree or certificate program for which the student is enrolled.

A state university student granted an out-of-state fee waiver must be considered a nonresident student for purposes of calculating the system-wide total enrollment of nonresident students as limited in Regulation 7.006.

A student who is granted an out-of-state fee waiver is not eligible for state financial aid.

Each university shall, within the nonresident student enrollment system-wide, prioritize the enrollment of a veteran who is granted an out-of-state fee waiver pursuant to paragraph 22 over a student who is granted an out-of-state fee waiver under this paragraph.

(24) Child Protection and Child Welfare Personnel – Employees as defined in section 402.403, Florida Statutes, who are enrolled in an accredited master’s degree in social work or a certificate program, and maintain at least a grade of ‘B’ in all courses are exempt from tuition and fees.

(a) Eligible employees shall have an approved Department of Children and Families, community-based agency or a subcontractor waiver form stating that the necessary employment qualifications have been met.

(25) Each university shall report the purpose, number, and value of all fee waivers granted annually in a format prescribed by the Board of Governors.

Authority: Section 7(d), Art. IX, Fla. Const.; History-Formerly BOR Rule 6C-7.008 and 6C-2.53, Amended 7-19-74, Amended and Renumbered 12-17-74, Amended 1-10-78, 9-28-81, 8-11-85, Formerly 6C-7.08, Amended 12-25-86, 9-7-87, 12-9-91, 11-9-92, 9-23-93, 8-1-94, 10-10-95, 4-16-96, 12-15-97, Amended and Renumbered as 7.008 9-25-08, Amended 12-10-09, 9-17-10, 11-08-12, 11-21-13, 11-06-14,_____.

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

September 3, 2015

SUBJECT: 2015-2016 State University System Operating Budget

PROPOSED BOARD ACTION

Approve the 2015-2016 State University System Operating Budget.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Regulation 9.007

BACKGROUND INFORMATION

Each state university is required to submit a detailed operating plan for each budget entity for the 2015-2016 fiscal year. The State University System (SUS) operating budget consists of five different budget entities; 1) Education and General, 2) Contracts and Grants, 3) Auxiliary Enterprises, 4) Local Funds, and 5) Faculty Practice Plans.

1. The Education and General Budget Entity (E&G) includes the allocation of funds appropriated by the 2015 Legislature, student tuition, and other previously appropriated funds. The E&G budget entity contains resources that provide educational opportunities to citizens through instructional programs; research directed toward solving technical, social, and economic problems facing the state and nation; and public service programs. Universities have flexibility in the development of the E&G operating budget but must report in the traditional SUS categories.
- 2) The Contracts and Grants budget entity supports research and public service through awards from federal, state, and local sources.
- 3) Auxiliary Enterprises is comprised of ancillary support units such as student housing, food service, bookstores, parking services, and computer support.
- 4) The Local Funds entity consists of operating resources for student activities, athletics, concessions, student financial aid, technology fee, Board-approved local fees, and self-insurance programs.

- 5) Finally, the Faculty Practice Plans provide for clinical activities associated with the University of Florida and University of South Florida Health Centers, and the Florida State University, University of Central Florida, and Florida International University Medical Schools.

Each University Board of Trustees has approved an operating budget. The universities have developed their budgets in accordance with Board Regulation 9.007 State University System Operating Budgets. The regulation requires each university to maintain an unencumbered balance in the E&G fund equal to or greater than 5% of the University Board of Trustees approved operating budget. If the unencumbered balance falls below 5%, the University President must provide written notification and explanation.

Supporting Documentation Included: Information is located in the Budget & Finance Committee material

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

September 3, 2015

SUBJECT: 2015-2016 Board General Office Budget

PROPOSED BOARD ACTION

Approve the 2015-2016 Board General Office Budget and authorize the Chancellor to make changes as necessary to support office functions.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; 2014 General Appropriations Act

BACKGROUND INFORMATION

The Board General Office budget for 2015-2016 totals \$7.8 million and supports 63 authorized positions. The 2015 General Appropriations Act allocates funds by specific category and funding source as follows:

Appropriation Category	Appropriation
Salaries & Benefits - GR	\$5,630,056
Salaries & Benefits - Trust Funds	\$699,248
Other Personal Services - GR	\$51,310
Other Personal Services - Trust Funds	\$20,785
Expenses - GR	\$715,329
Expenses - Trust Funds	\$271,799
Operating Capital Outlay - GR	\$11,782
Operating Capital Outlay - Trust Funds	\$5,950
Contracted Services - GR	\$240,127
Contracted Services - Trust Funds	\$23,000
Risk Management Insurance - GR	\$15,027
DMS - HR Services - GR	\$17,295

DMS – HR Services – Trust Funds	\$4,363
Data Processing Services - GR	\$21,562

Each funding source and category has specific restrictions on spending funds from that appropriation. Appropriations are allowed to be transferred between categories via budget transfers filed with the Governor’s Office. These transfers cannot exceed five percent or \$250,000 whichever is greater. Any transfers in excess of this amount must be approved by the Legislature and Governor through an established budget amendment process.

Appropriation Funding Source:

- General Revenue – appropriations from this source has the least restrictions and can be used for any basic operating expense.
- Trust Funds – appropriations from this source are primarily used to support Board Facility Office staff and expenses.

Appropriation Category:

- Salaries & Benefits – salaries and benefits associated with 63 authorized positions.
- Other Personal Services – these funds are utilized for temporary employment. The Board utilizes university students to supplement basic phone coverage and other office needs.
- Expenses – these funds are utilized for basic operating expenses such as travel, rent, office supplies, or equipment costing less than \$1,000.
- Operating Capital Outlay – these funds are utilized for items costing more than \$1,000, such as computers or furniture.
- Contracted Services – these funds are utilized for any service requiring a contractual agreement.
- Risk Management Insurance – these funds are transferred to the Department of Management Services to cover the costs associated with the State’s risk management pool.
- DMS – HR Services – these funds are transferred to the Department of Management Services to cover the costs associated with the State’s PeopleFirst System.
- Data Processing Services – these funds are transferred to the Northwest Regional Data Center to pay for data storage services.

Supporting Documentation Included: Information located in the Budget & Finance Committee material

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

September 3, 2015

SUBJECT: 2016-2017 State University System Legislative Budget Request

PROPOSED BOARD ACTION

Approve the 2016-2017 operating Legislative Budget Request for the State University System and allow the Chancellor to make technical changes as necessary.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 216.023 Florida Statute

BACKGROUND INFORMATION

Annually, the Board of Governors must prepare and submit a State University System Legislative Budget Request (LBR) for state appropriated operating funds to the Legislature and Governor by September 15. The budget must be reviewed and recommendations made on the issues to be included in the 2016-2017 LBR. In accordance with Subsection 216.023(1), Florida Statutes, this LBR is based on an independent judgment of needs and pursuant to the LBR instructions will be presented to the Legislature and Governor by the statutory due date.

The Board approved the 2016-2017 LBR Guidelines at the March 2015 meeting. Technical instructions were provided to the universities and they responded with system and individual university budget needs.

State University System (SUS):

The LBR totals \$4.66 billion and represents a 3.5% increase in state investments for the State University System. This request consists of 4 major components:

- a. Performance Funding of \$100 million in new state funds. This would bring the total to \$500 million; \$250 million in the state's investment and \$250 million in the institution's investment. These funds will be allocated based on the Board's 10-metric performance funding model.
- b. System Workload Initiatives - \$5.4 million. This includes funding for plant operations and maintenance for new and existing facilities and UF-IFAS workload.
- c. Campus Safety and Mental Health Initiatives - \$20.2 million is requested to support enhanced campus safety initiatives and counseling staff.

- d. Research/System Initiatives - \$30.7 million. This includes potential funding for various initiatives that will be discussed in the Academic and Student Affairs Committee or the Innovation and Online Committee. In addition, the Budget and Finance Committee will consider three initiatives: Florida Academic Repository, Consortium of Metropolitan Research Universities and the Johnson Matching Gift Program.

Detail on each of these initiatives can be found in the supporting materials.

Also included in the material is information on the Major Gift Matching program which has an unmatched balance of \$285 million and was suspended by the Legislature several years ago. In addition, universities have provided information on various initiatives for which they would like to seek potential funding. These initiatives are provided for informational purposes.

In addition, each university has provided information on the following areas:

1. Performance Funding – each university has provided an overview of the initiatives they are undertaking based on the performance funds received this year.
2. Efficiencies - each university has provided a summary of various efficiency initiatives that have taken place or are underway. These efficiencies are expected to save approximately \$54 million or in many cases provide value added by increasing efficiencies and/or saving staff time.,
3. Five Percent Reductions - The detailed budget instructions provided by the Legislature and Governor's Office requested each agency, including universities, to provide information on the impact of a five percent budget reduction (which is a standard, annual request made by the Legislature and Governor).

Supporting Documentation Included: Information is located in the Budget and Finance Committee materials

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

September 3, 2015

SUBJECT: 2016-2017 Board General Office Legislative Budget Request

PROPOSED BOARD ACTION

Approve the 2016-2017 Board General Office Budget Request and allow the Chancellor to make technical changes as necessary.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 216.023 Florida Statute

BACKGROUND INFORMATION

Annually, the Board of Governors must prepare and submit a Board General Office Legislative Budget Request (LBR) for operating funds to the Legislature and Governor by September 15. The budget must be reviewed and recommendations made on the issues to be included in the 2016-2017 LBR. In accordance with Subsection 216.023(1), Florida Statutes, this LBR is based on an independent judgment of needs and will be presented to the Legislature and Governor by the statutory due date.

The Board General Office requests a continuation budget of \$7.8 million to support 63 positions and associated operating expenses.

The Chancellor recommends approval of the Board General Office LBR and requests authority to make technical changes as necessary.

Pursuant to the legislative budget instructions, each agency must prepare a five percent reduction plan. The Board General Office plan is included for information purposes.

Supporting Documentation Included: Information located in the Budget & Finance Committee materials