STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

Agenda and Meeting Materials
October 17-18, 2016

Ballroom
Marshall Student Union
University of South Florida
4103 USF Cedar Circle
Tampa, FL 33620

STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

ACTIVITIES
BOARD OF GOVERNORS MEETINGS

Ballroom
Marshall Student Union
4103 USF Cedar Circle
University of South Florida
Tampa, Florida 33620
October 17-18, 2016

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

Monday, October 17, 2016

2:00 - 3:00 p.m., or upon Adjournment of Previous Meetings	**Innovation and Online Committee** Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Ed Morton Members: Beard, Colson, Link, Stewart, Tripp, Tyson
3:00 – 3:15 p.m.	**Break**
3:15 - 5:15 p.m., or upon Adjournment of Previous Meetings	**Budget and Finance Committee** Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Alan Levine Members: Colson, Doyle, Hebert, Huizenga, Kuntz, Tripp

Tuesday, October 18, 2016

7:30 – 8:30 a.m.	**Breakfast will be provided**
8:30 a.m. – 12:00 p.m., or upon Adjournment of Previous Meetings	**Facilities Committee** Chair: Mr. H. Wayne Huizenga, Jr.; Vice Chair: Mr. Dick Beard Members: Doyle, Levine, Link, Morton, Tyson, Valverde
12:00 – 1:00 p.m.	**Lunch will be provided**
1:00 – 3:00 p.m.	**Facilities Committee** (continued)

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

STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

AGENDA
Innovation and Online Committee
Ballroom
Marshall Student Union
4103 USF Cedar Circle
University of South Florida
Tampa, Florida 33620
October 17, 2016
2:00 p.m. – 3:00 p.m.
or
Upon Adjournment of Previous Meetings

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

1.	**Call to Order and Opening Remarks**	**Governor Ned Lautenbach**
2.	**Minutes of Committee Meeting** Minutes, September 21, 2016	**Governor Lautenbach**
3.	**Cost of Online Education**	**Dr. Pam Northrup** *Associate Provost of Academic Innovation* *University of West Florida and* *Chair, Affordability Workgroup for* *2025 Strategic Plan for Online Education*
4.	**Concluding Remarks and Adjournment**	**Governor Lautenbach**

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
October 17, 2016

SUBJECT: Minutes of Meeting held September 21, 2016

PROPOSED COMMITTEE ACTION

Approval of minutes of meeting held on September 21, 2016.

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 September 21, 2016.

Supporting Documentation Included: Minutes: September 21, 2016

Facilitators/Presenters: Governor Ned Lautenbach

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
INNOVATION AND ONLINE COMMITTEE
NEW COLLEGE OF FLORIDA
SARASOTA, FL
September 21, 2016

1. Call to Order and Opening Remarks

Chair Lautenbach convened the meeting at 11:53 a.m. on September 21, 2016, with the following members present: Governors Dick Beard, Dean Colson, Wendy Link, Ed Morton, Norman Tripp, and Gary Tyson. A quorum was established. Other Board members present were Governors Dan Doyle, Patricia Frost (by phone), Jacob Hebert, Wayne Huizenga, Darlene Jordan, Tom Kuntz, Alan Levine, and Fernando Valverde.

Chair Lautenbach announced that the Cost of Online Education report would be heard at the Committee's meeting on October 17 at the University of South Florida. He encouraged members to attend.

2. Approval of Committee Meeting Minutes

Governor Tripp moved that the committee approve the minutes of the meeting held on June 22, 2016, as presented. Governor Morton seconded the motion, and the members concurred.

3. Implementation of the 2025 Strategic Plan for Online Education

Chair Lautenbach called attention to the Online Education infographic that had been distributed to members.

He introduced Dr. Joyce Elam, chair of the Implementation Committee for the State University System's 2025 Strategic Plan for Online Education. He said that Dr. Elam would be retiring the next month and he wanted to thank her for helping to get the implementation of the strategic plan underway before she left.

Dr. Elam said that over one third of the 49 tactics in the Strategic Plan for Online Education had been addressed so far. She said that the Implementation Committee had established seven workgroups. The Data Workgroup distributed a survey in the spring, which provided data that helped the other workgroups with their deliverables. The Workgroup reviewed definitions related to online education and determined that no revisions were needed. With that recommendation, the Implementation Committee is

on track for producing the 2015-16 Accountability Report, and to prepare the systemwide inventory of fully online and primarily online degree programs.

She said the Infrastructure Workgroup has just sent out a survey in conjunction with the Florida Virtual Campus. The Student Services Workgroup has a scorecard that will gather information on student support services used to provide services to online students. That scorecard will be distributed in November.

The Quality Workgroup has recommended that Quality Matters be adopted for the standard way for certifying quality and high quality courses. Because Quality Matters has an expense associated with it, the Workgroup is also developing an equivalent Florida-only "quality" certification standard. Having a standard for identifying quality and high quality courses will allow the Implementation to move forward with implementing other tactics, such as the identification of quality courses in the FLVC catalog and to identify statewide recognition of online courses.

In the area of professional development, all three tactics have been addressed. One tactic related to establishing a professional network for instructional designers. The responsibility for running that network will rotate between the universities and the state colleges. In addition, the Florida Virtual Campus, in collaboration with the Professional Development Workgroup, will develop and host a tab on its website about professional development opportunities for distance learning leaders at colleges and universities. A member of the Members Council on Distance Learning will monitor and post opportunities on that tab. FLVC will also host a half-day professional development session for distance learning leaders in conjunction with one of its meetings. To address how to enhance professional development opportunities for faculty who teach online courses, the Council of Academic Vice Presidents agreed to provide funds to the University of Central Florida to develop a toolkit, the Teaching Online Preparation Toolkit (TOPkit) and to offer a two-day workshop for staff who are responsible for professional development activities for faculty who teach online courses. A Faculty Development Community Practice will be created and housed within TOPkit. FLVC will fund the first year start-up and the CAVP will fund the following four years. The project is on track to be completed in February of next year and the inaugural workshop will be held in the summer of 2017. The pre-launch page is up, which provides an opportunity for readers to sign up for a bi-weekly TOPkit Digest, which provides a brief preview of some of the content that will be contained in the toolkit. To date, TOPkit Digest has 370 registrants. A statewide advisory board has been appointed and will be provided a final review of the TOPkit site content next week.

Dr. Elam said that the Strategic Plan also called for support of UF Online. She said an expert consortium is being formed to make recommendations regarding options for the design and deployment of STEM labs for online students, which will benefit students who are enrolled in UF Online or in other universities in the system.

Part of the Strategic Plan was to review four Board regulations. They have been reviewed and changes will be recommended for two of the regulation, summer school enrollment and limitations on the enrollment of out-of-state students.

One of the primary deliverable for the Implementation Committee was to create a cost model, to analyze data from institutions using this model, and to develop a model for cost savings and cost avoidances. The report will be available for review by the Innovation and Online Committee at its October 17 meeting.

The Strategic Plan called for the creation of a statewide online education research consortium with members from institutions in the SUS who are interested in presenting and sharing research. UF Online has taken the lead in organizing this consortium. Members have had an introductory conference call and are planning a face-to-face meeting this fall.

Dr. Elam said by the end of this fiscal year, the Implementation Committee will have addressed over two-thirds of the tactics in the Strategic Plan for Online Education.

Chair Lautenbach announced that Dr. Cindy DeLuca, Assistant Vice Provost for Innovative Education at the University of South Florida, would replace Dr. Elam as Chair of the Implementation Committee upon Dr. Elam's retirement.

4. Concluding Remarks and Adjournment

Governor Lautenbach adjourned the meeting at 12:15 p.m.

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
October 17, 2016

SUBJECT: Cost of Online Education

PROPOSED COMMITTEE ACTION

For approval

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The *2025 Strategic Plan for Online Education* contains the following goal:

> Affordability Goal 4: The State University System will determine the costs of online education campus-by-campus.

One of the strategies and its corresponding tactics for that goal are:

> Strategy 4.2: Develop a model that captures each institution's online education revenues and expenditures directly related to both the distance learning fee, specifically, and online education in general.
>
> Tactic 4.2.1: Determine and define the elements that should be captured for the model. Obtain and analyze data from institutions.
>
> Tactic 4.2.2: Develop models to achieve cost savings and cost avoidances in the development and delivery of online education.

Dr. Pam Northrup, UWF Associate Provost, chaired the workgroup charged with meeting these requirements. She will present the report for consideration by the Committee.

Supporting Documentation Included: (1) *Cost of Online Education* report
(2) Cost details by institution (spreadsheet)

Facilitators/Presenters: Dr. Pam Northrup

THE COST OF ONLINE EDUCATION

PRESENTED TO THE

INNOVATION AND ONLINE COMMITTEE

FLORIDA BOARD OF GOVERNORS

OCTOBER 17, 2016

AFFORDABILITY WORKGROUP

2025 STRATEGIC PLAN FOR ONLINE EDUCATION

TABLE OF CONTENTS

EXECUTIVE SUMMARY

As stated in the State University System's *2025 Strategic Plan for Online Education*:

> To receive an education, students have traditionally been required to be in a specific place at a specific time. The affordances of online education bring educational opportunities to the student, at any time or at any location. The convenience and flexibility of anytime, anywhere education permits individuals with family or work obligations with many options for extending or completing their education. For campus-based students, online education allows them to arrange their schedules to more deeply engage in co-curricular activities or accelerate the completion of their degrees.

The SUS *2025 Strategic Plan for Online Education* focuses on three elements: Quality, Access, and Affordability. One of the Affordability goals is to determine the cost of online education; this report was written in response to that goal.

A review of the literature revealed the lack of a national model that provides standard cost categories that can be applied across the unique missions, purposes and objectives of statewide or system public institutions. Because a uniform methodology for capturing online education data did not exist at the national or state level, State University System institutional distance learning leaders and Board staff created a common methodology and accounting structure to use in the calculations of cost to the institution, capturing common, unique, incremental, and total costs. The four categories used in the institution model were:

1. Online Course and Faculty Development
2. Technology and Infrastructure
3. Support Services
4. Administrative Services

Categorical data were reviewed through multiple lenses to explain the cost of online learning to the institution, including (a) incremental costs of online learning, and (b) unique costs to specific institutions. Findings indicate the mean incremental cost of online learning at all institutions participating in online learning is $ 41.48 per credit hour. In a further analysis of fit to the model (see Appendix B), five of the ten institutions were clustered together when looking at the incremental costs. Across the SUS, 42% of incremental costs are for online course development, and 58% for delivery.

The report documents system-wide cost-saving and cost-avoidance strategies for online education that are underway in Florida, and it describes strategies being implemented in other states that hold potential for Florida.

Recommendations are included for additional operational efficiencies in Florida and for further reducing costs for students:

1. **Shared Courses and Programs Across Institutions**. The *2025 Strategic Plan for Online Education* recommends pursuing instructional efficiencies, such as master courses, shared courses, and shared programs. Such models will provide a larger portfolio of online courses for all students, while allowing institutions to avoid duplicative costs that would otherwise be incurred for development and/or delivery of online courses. It is recommended that workgroups continue to pursue these innovative models, with priority being given to assessing the efficiencies that may be gained with a shared general education core and other shared high demand courses.
2. **Shared services.** Currently the Florida Virtual Campus provides shared services through the online course catalog, transient application process, open educational resources including 100 free textbooks for use in Florida, and career education planning. In partnership with the SUS Council of Academic Vice Presidents, FLVC invested this year in developing a shared train-the-trainer Professional Development program for staff who are responsible for training and supporting faculty who teach online courses in SUS and FCS institutions. In addition, the Board of Governors and SUS led the effort to select a common, opt-in learning management system, negotiating a Master Agreement that can be used by all SUS and FCS institutions. It is recommended that additional items for sharing be explored and subsequently operationalized, as appropriate, with priority being given to establishing a proctoring network and a tutoring network, and expanding the Florida Orange Grove's shared resources.
3. **Identify and develop common institutional dashboards** to more effectively manage online educational initiatives. These dashboards will provide critical information about the current state of online education across institutions in an easy to understand and shared format.
4. **Alternative Cost Model:** It is recommended that a new cost model be considered that would further encourage students to graduate in a timely manner. Options that could be considered by a system wide workgroup include, but are not limited to, reduced fees (e.g., activity and service, health, and athletics), block tuition and fees, partial block tuition and fees, subscription pricing, and flat rate.

INTRODUCTION

Over the past two decades, the Internet, World Wide Web, and digitalization of content have brought about a transformational shift in society. The innovations fostered by widespread diffusion of these technologies have fundamentally changed how people access information, govern, conduct business, and learn. Today people stream music and videos rather than own recordings. They read the newspaper and magazines on tablets and smartphones and keep up with acquaintances and world events through apps and fast wireless connections.

Higher education is being similarly transformed by these forces, both in how institutions operate and in how faculty members teach and students learn. Today's students were born digital; they have never known a world without personal computers and the Internet, and they live in a constantly-changing, technology-infused, connected world. Students expect everything to be accessible online including courses, degrees, and campus services and resources.

The ability to learn online independent of time or place provides resident students with greatly increased options and flexibility and enables those who are unable to access a traditional university setting due to work, family, disability or other factors to advance their education. Of the 19,115 fall 2014 undergraduates who took only online courses, 57% were over the age of 25.

Online education is not merely the electronic conveyance of content, and a well-designed online course is much more than an online collection of PowerPoint slides. Achieving quality in online learning requires well-trained and supported faculty members, instructional designers, media producers, assessment staff, administrative personnel, and technical facilities. It also requires a sustained institutional commitment.

These resources have costs. As required by the Board of Governors' *State University System 2025 Strategic Plan for Online Education*, this report documents these costs and highlights strategies that have the potential to reduce costs in the future. The foundation for this report is a comprehensive operational-level study of the incremental cost elements required for developing and delivering high quality online education at each SUS institution.

Context

Recognizing the value of online education, the Board of Governors adopted an SUS *2025 Strategic Plan for Online Education*, which "provides a framework around which to unite the collective talents and resources of our institutions toward a common purpose: more Florida citizens with educational credentials that will improve their lives, lead to new discoveries, and advance Florida's economy." The Plan focuses on three elements: Quality, Access, and Affordability, with one of the Affordability goals being to determine the cost of online education. The Affordability Workgroup assigned this task (Appendix A) addressed the Plan's three tactics related to cost:

- Determine and define the elements that should be captured for the cost model and obtain and analyze data from institutions. (Affordability Tactic 4.2.1)
- Develop models to achieve cost savings and cost avoidances in the development and delivery of online education (Affordability Tactic 4.2.2)
- Determine means to optimize use of the distance education course fee to enhance the design, development, and delivery of online education. (Access Tactic 2.1.1)

National Data on Costs of Online Education

A review of the literature revealed that four statewide studies (Texas, North Carolina, Tennessee and Indiana) on the cost of online education have been conducted since 2009. One consistent thread in the studies that was emphasized in the Texas Higher Education Coordinating Board report (2013), www.thecb.state.tx.us/reports/pdf/2962, was the lack of a model that provides standard cost categories that can be applied across the unique missions, purposes and objectives of public institutions.

Much like this Florida study, the compiled findings indicated that institutions' increased costs for developing and delivering quality online education are often due to the investment in staffing; the cost of creating online courses that contain a high volume of interactive, media-rich content, the maturity of online education at each institution; and the additional technology infrastructure required. The North Carolina General Assembly study (2010), www.ncleg.net/PED/Reports/documents/DE, noted that there is a wide variation in the "level of commitment to distance education and different approaches to delivering distance education, both of which depend on the resources dedicated to implementation" (p.14).

Overall, there is a consensus that further research is needed in this area.

Florida Data on Costs of Online Education

To understand the costs of online education in Florida, the collection of new data was required. *The 2025 Strategic Plan for Online Education* directed the Affordability Workgroup to develop a model that captures each institution's online education revenues and expenditures directly related to both the distance learning fee, specifically, and to online education in general (Strategy 4.2). Tactic 4.2.1 of the Strategic Plan directed the workgroup to determine and define the elements that should be captured in the model and obtain and analyze data from all SUS institutions that provide online education.

The data collected through the cost model development project clearly demonstrates that developing and delivering quality online education entails the need for additional human and technical resources that are not present in the face-to-face environment; thus, most institutions in the State University System have implemented a distance learning course fee to support these additional costs. Through this investigation, it became clear that individual SUS institutions vary in the scope and maturity of their online education initiatives. The institutions also differ in regard to the student populations they serve and the online programs they offer. Institutions in the early stages of developing online programs may need to make significant investments in new personnel, services, and technical infrastructure. Those institutions that have developed mature online programs may have shifted their investments to sustaining access and student success.

The Affordability Workgroup conducted a review of literature and other cost studies to determine the major categories that could best describe the costs to produce and deliver online education in Florida. Because a uniform methodology for capturing online education data did not exist, SUS institutional distance learning leaders and Board staff participated in a series of calls and a full day meeting to develop a common methodology and accounting structure to use in the determination of the additional institutional costs of online education. All SUS institutions completed a detailed spreadsheet that included both cost data from fiscal year 2015-16 and data from the 2014-15 Board of Governors Expenditure Analysis.

THE MODEL

To frame the total cost of online learning, the model developed by the Affordability Workgroup and Florida Online Learning leaders included four categories with descriptors of allowable costs for

each category. The comprehensive cost model included all funding sources and identified individual costs as incremental, unique or pro-rated (see Appendix B).

The four categories used in the total cost to the institution model include:

1. Online Course and Faculty Development
2. Technology and Infrastructure
3. Support Services
4. Administrative Services

Each of the four categories was further defined to include specific cost elements as shown in Table 1.

Table 1: Description of Online Learning Cost Categories

Major Category	Descriptor
Online Course and Faculty Development **(Data Collected in Online Learning Expenditure Analysis. Reported Full Fiscal Year 2015-16)**	Accessibility/Captioning Content Purchased Instructional Designers Media Developers Faculty Stipends Faculty Development and Staff Salaries
Technology and Infrastructure **(Data Collected in Online Learning Expenditure Analysis. Reported Full Fiscal Year 2015-16)**	Learning Management System Collaboration/Web Conferencing tools Classroom Capture System Network/Server Infrastructure and Support Identity Management Analytics for Online Learning Other Technology Hardware for Development Other Technology Hardware for Delivery Other Software for Development Other Software for Delivery Telephony System/Call Center Software Campus-Based Infrastructure Technology and Infrastructure Salaries

Major Category	Descriptor
Support Services **(Data Collected in Online Learning Expenditure Analysis. Reported Full Fiscal Year 2015-16)**	Library Allocations Supplemental Online Student Support Help Desk Support Call Center Support Proctoring Tutoring
Administrative Services **(Data Collected in Online Learning Expenditure Analysis. Reported Full Fiscal Year 2015-16)**	Operational Costs Travel and Professional Development Memberships Quality Assurance State Authorization Fees University Auxiliary Overhead Fee Administrative Salaries

Average Costs per Credit Hour to the Institution

To apply the model, each state university system institution participating in online education provided expenditure amounts for each category. The result revealed an average system-wide incremental cost per student credit hour of $ 41.48. Table 3 lists the SUS average cost per credit hour for each of the four major categories.

Table 3: SUS Average Cost per Student Credit Hour by Category

Category in Cost Model	Average Cost per Student Credit Hour
Online Course and Faculty Development	$ 10.13
Technology and Infrastructure	$ 9.74
Support Services	$ 10.51
Administrative Services	$ 11.10
Total Incremental Costs/SCH	$ 41.48

In a further analysis of the data (see Appendix B), five of the ten institutions cluster more closely together around the four major categories of the model (see Figure 1 below).

Of the four institutions with lower costs that fall outside of the cluster (UCF, UF, UWF and FGCU), two of those institutions have achieved scale with online learning through high enrollments and operating efficiencies based on decades of experience. In the case of UF, 90% of online learning involves resident students, and the change in modality from face-to-face to online generates little or no change to the cost structure. Likewise, the vast majority of UCF students enrolling in online courses are on-campus resident students.

Although UWF does not have large enrollments, online student credit hours represent 30% of the total enrollment. When FGCU was created in the early 1990s, it was with a vision of using technology in the delivery of education. Because of this initial vision, FGCU has a very diffused model with costs distributed across the colleges or with staff having multiple roles outside of distance learning. For example, instructional designers are and have been available to all faculty, regardless of the modality in which they teach. Faculty are seldom paid to develop online courses or to participate in training sessions. There is no office of distance learning at the university and expenses specific to online learning are not tracked.

Figure 1: Average Cost of Online Learning

The second cluster consists of five institutions (FAU, FIU, FSU, UNF, & USF) with a range between $42.00 and $47.00 per student credit hour. This group of institutions is in various stages of design

and development of their online courses and programs. These four institutions' percentage of enrollments range from 16% to 26%. These institutions could begin to see reduced costs as they move to scale, and the percentage of online enrollments needed to reach scale may vary by institution. For example, FIU's percentage of online enrollments is 26%, the same as UF's, but FIU's goal is 40% by 2020. To reach this goal, FIU is adding five online degree programs per year, while aggressively seeking Quality Matters certification for its courses; both efforts contribute to higher costs at this point.

FAMU is the single institution on the higher cost range likely due to many initial investments and start-up costs for their online learning initiative. FAMU is just beginning to invest into distance learning. Fewer students are benefiting from the investment right now; therefore, their average cost per student is somewhat higher than the other institutions. As that institution continues to develop its online learning initiative, the cost per student credit hour will decrease.

The study revealed a need for identifying and developing common institutional dashboards to more effectively manage online educational initiatives.

Cost of Development to the Institution

The cost of online course and program development varies by institution. While some institutions train faculty to develop online courses and provide instructional design support with minimal new media development, other institutions fully develop media-rich online courses. These two approaches lead to cost variability. While both models work, typically the professionally developed online courses will have more interactive, media-enriched elements. Each institution in Florida works hard to achieve instructional quality, and both models can achieve high quality and successful educational outcomes. Overall, approximately 42% of incremental costs for distance education are spent on developing online courses. Development costs may include expenditures for developing or purchasing content; accessibility captioning; multimedia development; faculty and staff professional development; instructional designers, programmers and media developers; supplemental funding for faculty; studios and collaborative development space; and software and hardware needed for course development.

Cost of Delivery to the Institution

Delivering online education requires highly reliable technical infrastructure, as well as services and supports comparable to those resident students receive. Examples include online access to library resources, the help desk, student services, admissions, advising, tutoring, proctoring and more.

Accreditation requirements (Southern Association of Colleges and Schools Commission on Colleges ([SACSCOC]) call for equivalent services and support for all students, regardless of modality, face-to-face, online resident, or online at a distance. Online learning may require a different mix of teaching assets, including more teaching assistance, and student services for the online at a distance student must be re-structured to accommodate the absence of the "walk-in" option. Approximately 58% of the incremental costs for distance education in Florida is dedicated to the delivery of a high quality educational experience that is at least comparable to the learning space and support structure available for the face-to-face student

COST AVOIDANCE INITIATIVES

Cost Avoidance Initiatives in Florida

Shared Services: The Florida Virtual Campus is funded through the Florida Legislature to provide very specific set of services to students and support for Florida's distance education efforts (see Table 4). Services and resources provided at the State or System level and available to all institutions create cost savings and cost avoidances. Master contracts and agreements negotiated on behalf of the SUS lead to reduced costs and improved contract terms because of the State or System's aggregated purchasing power. In addition, shared services provide the potential for institutions that are just entering the distance education arena to achieve scale more quickly:

Table 4: Costs Avoided via Shared Services

Costs Avoided by Institutions	State or System Investment
Florida Virtual Campus Services - **FloridaShines** - **Florida Orange Grove** - **Online Course Catalog** - **Transient Process** - **Library Infrastructure and Services**	$22.9 million
Complete Florida	$3 million
Career Education and Planning Tool	$3 million

TopKit Professional Development (developed by UCF, funded by FLVC/CF, Year 1)	$187,000
Unizin	UF (founding member): $1 M. over three years. SUS membership: $100,000 per year.

The Florida Virtual Campus (FLVC) with a total budget of $22.9 million, was created by the Florida Legislature to provide shared services and supports to all 40 public institutions in Florida. A significant portion of this funding provides infrastructure, shared licensing, and overall digital support for Florida's academic libraries through the Florida Academic Library Services Cooperative. FLVC also provides services and resources that support SUS online education activities. Legislatively funded current services that are pertinent to this report and reduce or avoid costs to individual institutions include:

- **FloridaShines Services to Support Students**
  - **Distance Education Course Catalog** enables students to identify best course fit and best price and timeslot to support timely degree completion.
  - **Transient Application** process supports students' participation in courses at locations other than their home institutions.
  - **Complete Florida.** Shared services support all non-degree completers through placement in institutions, retention services, and career counseling. This separate $3 million legislatively funded initiative is designed to reach 2.8 million prospective students in Florida. Through Complete Florida, individual institutions have no costs for recruitment or retention services.
- **Faculty and Staff Services**
  - **Shared Professional Development.** FLVC and Complete Florida funded year one of the new Teaching Online Preparation Toolkit (TopKit) program that is being developed by the University of Central Florida in partnership with institutions across the state. SUS institutions are jointly providing start-up funding for this

shared initiative for an additional four years, at which time the services and cost structure will be reviewed. A statewide train-the-trainer approach is being developed for those institutional personnel who are responsible for faculty development.

- **Competency-Based Convening.** To study the implications of competency-based education and adaptive learning in Florida, a team of administrators, educators, and staff has been meeting to make recommendations for a plan to implement competency-based education across colleges and universities in Florida. The convenings are being funded by Complete Florida.
- **Statewide Conferences.** FLVC staff work closely with the FLVC Members Council on Distance Learning and Student Services to plan and implement conferences that support faculty and staff implementation of distance education. The next conference is planned for Spring 2017 on the topic of affordability.
- **FLVC Members Council Meetings.** Each semester, all 40 institutions in the SUS and Florida College System send key online education representatives to meet on topics that include sharing best practices, discussing current issues, and solving and implementing new distance learning strategies and tactics.

- **Digital Support**
  - **The Florida Orange Grove.** The Orange Grove is a statewide repository of educational materials and resources federated from all over the world to provide materials and free open textbooks to support faculty developers and instructional designers in Florida.
- **Career Education Support**
  - **My Career Shines** is funded by the Florida Legislature to provide career-focused software and services to students in Florida. My Career Shines has been implemented in middle and high schools as well as in colleges and universities in Florida. This is a cost avoidance as this service does not have to be duplicated in institutions throughout the state, yet is available and free to students in Florida.

Statewide Learning Management System. The SUS, in conjunction with several FCS institutions, selected an opt-in statewide learning management system through an extensive competitive procurement process. A Master Agreement was developed that can be used by institutions in both

delivery systems to avoid costs when institutions transition to or renew current contracts with the selected LMS.

Unizin. In 2014, the University of Florida and nine other U.S. research institutions created a consortium, Unizin, in order to exert greater influence over the digital learning ecosystem. Because of UF's membership in Unizin, the remaining SUS institutions were able to join Unizin at a very low cost. As affiliate members, SUS institutions have access to and help shape the creation of solutions to technology challenges, such as tools for high quality content production and sharing, an eText platform that supports learner progress, and data analytics.

Facilities: In addition to an analysis of expenditures, there are also identified cost avoidances that are gained when students are fully online. Based on a review of total credit hours projected to be taught in distance learning courses, it was determined that $184.3 million will be avoided in building new classroom space. In other words, if distance learning enrollments anticipated over the next five years became face-to-face enrollments instead, the SUS would need to request $184.3 million dollars in Postsecondary Education Capital Outlay (PECO) funds to build classrooms, a cost that can be avoided by providing courses fully online. [1]

Also, the *2025 Strategic Plan for Online Education* includes tactics for exploring additional items to be shared and operationalized, as appropriate, including the creation of a statewide professional development network for instructional designers in order to share best practices and provide guidance in designing and developing online education. Other items being explored include shared academic integrity strategies (i.e., proctoring and identity management), tutoring, accessibility, expanding the Florida Orange Grove's shared resources, and completing the creation of the professional development network for instructional designers.

Cost Avoidance Initiatives in Other States

Examples that follow provide insight into potential strategies for Florida:

1. Shared purchasing or development of tools and services; and
2. Joint development and implementation of shared degree programs and general studies curricula.

[1] While there is a reduced need for classroom space because of online courses, there may also be a need to repurpose or build different types of space. The Board of Governors Facilities Committee is addressing this issue, in conjunction with the Innovation and Online Committee.

Shared Tools and Services

- **The University System of Georgia (USG)** has implemented a statewide vehicle to support online education through "GeorgiaOnMyLine," http://www.georgiaonmyline.org which provides the common technical infrastructure that allows students to search for online courses and programs, apply for admission, and register for courses. USG also provides a common learning management system for its institutions. eCore students – those students taking general education courses online through a collaborative program - have access to an online tutoring service available 24/7 for Mathematics, Chemistry, Physics, Statistics, Spanish, and Writing.
- **Open SUNY** and its affordable education solutions, http://opensunyals.org, support Open Textbooks, Open MOOCs, shared program development using free Open Educational Resources (OER's) and shared resources in the State University of New York system. Open SUNY supports SUNY institutions in delivering high-quality education with an unprecedented breadth of tools, services, and supports.
- **UNC Online** provides a proctoring network for students taking online courses from the University of North Carolina system. Proctors must meet certain guidelines and be approved by UNC Online. Students schedule exam appointments with proctors, and faculty verify that proctors have been approved. If the proctor charges a fee, the student is responsible for paying it.

Joint Development and Implementation of Shared Programs, Specializations and Courses

- **The University System of Georgia** makes available general education core courses to all students in the system via the collaborative eCore program, https://ecore.usg.edu. Affiliate institutions develop and maintain the courses, which are delivered by Georgia faculty who have completed the eCore certification process for teaching online. Students must take one or two exams proctored by an authorized testing site, and fees at those sites may vary. The University of West Georgia administratively supports the eCore program. A cost-sharing model provides funds to the home institution and to eCore, which pays faculty for instruction, course development, course revisions, and mentoring. Most courses provide free electronic textbooks and are offered in both eight-week and 16-week formats. The student's affiliate home institution awards credit; if the student's home institution is not an affiliate, credits are transferable to the home institution.

The purpose of eCore is to make college more accessible and affordable to students. Students receive free tutoring and access to a student success team. Tuition is $169 per credit hour for eCore courses. If students are enrolled solely in eCore courses, they are exempt from paying most fees that face-to-face students are required to pay (they are still required to pay the Special Institutional Fee, which varies by institution, and which is used for the general support of the institution. For example, Albany State University charges a flat $234 Special Institutional Fee, regardless of the number of credit hours a student takes, while Valdosta State University charges a flat $295 to students who take more than four credit hours and $147.50 for those who take four or less credit hours). Enrollment has grown from 4,548 in FY 2007 to 14,189 in FY 2015. Because institutions had reached scale for the eCore program, tuition was reduced from $189 per credit hour in 2013-14 to $169 in 2014-15.

- **The University System of Georgia's** eMajor program, https://emajor.usg.edu, provides four shared degree programs with total tuition not to exceed $199 per credit hour and required use of Prior Learning Assessment and alignment to high demand career fields.

COST TO STUDENTS

As stated in the State University System's *2025 Strategic Plan for Online Education*:

> To receive an education, students have traditionally been required to be in a specific place at a specific time. The affordances of online education bring educational opportunities to the student, at any time or at any location. The convenience and flexibility of anytime, anywhere education permits individuals with family or work obligations with many options for extending or completing their education. For campus-based students, online education allows them to arrange their schedules to more deeply engage in co-curricular activities or accelerate the completion of their degrees.

SUS data from 2014-15 confirms that taking distance education courses reduces the time it takes a full-time student to complete a 120-hour baccalaureate degree program, thus reducing the total costs of a degree. Table 5 indicates that for First Time in College (FTIC) students, taking even 1-20% of their 120-hour coursework online reduces their median years to degree from 4.3 years to 4.1

years. Those taking 21-40% of their program online reduced their median time to degree to 4.0 years.

Table 5: Average Number of Years to Degree for Full-time, FTIC Students Receiving a 120-hour Baccalaureate Degree in 2014-15

Distance Education Categories	N 2014-15	Median Years to Degree
Face-to-Face Only	2,456	4.3
1-20% Distance Education Courses	12,949	4.1
21%-40% Distance Education Courses	5,653	4.0
41%-60% Distance Education Courses	1,360	3.9
61% - 80% Distance Education Courses	*	*
81%-99% Distance Education Courses	*	*
100% - Distance Education Courses	*	*
Total	**22,586**	**4.0**

* The number of full-time FTIC students awarded degrees in these brackets was too small to be generalizable. It may be 2017 before the "n" is great enough to use in analyses.

SUS Fee Models

The Workgroup reviewed the total tuition and fees assessed to students taking online courses at each institution, compared to those students who were taking only face-to-face courses and those who were taking a mix of face-to-face and online courses (see Appendix B). Financial aid awards, dual enrollments, 2+2 programs or other acceleration strategies that typically reduce costs of education were not included in the review.

Fee models for distance education courses and programs vary across the SUS. Models include:

- Fully online degree programs with reduced fees for students that are admitted into online programs, with all courses being taken online.
    - **UF Online** is statutorily limited in the type fees it may charge. It may not assess a distance learning fee, fee for campus facilities, or fee for on-campus services.

Students pay the university's technology fee, financial aid fee, and Capital Improvement Trust Fund fee. UF Online is statutorily required to assess tuition at 75% of tuition specified in the General Appropriations Act. UF receives a state appropriation to assist with the costs of providing the program. UF Online students who live on or near campus have the option of paying fees for services or activities in which they want to participate. Note that UF Online and the students it enrolls are not included in the statistics generating this report. However, there are clearly some synergies between UF classes that are online as reported in this document and UF Online classes that are not part of this data.

FIU Online and **UCF Online** reduce or eliminate specific fees for students that identify as fully online in fully online degree programs and do not come to campus.

- Fully online degree programs that do not reduce fees. Although these programs may be taken fully online, most students in these programs usually take a mix of face-to-face and online courses. They live on or near campus and are likely to use services and participate in activities on campus.
- Programs that offer some courses online to supplement face-to-face offerings. In this model, fees are typically not reduced. In cost recovery models, institutions may provide tuition waivers to reduce the number of fees charged to students.

Most SUS institutions assess a distance learning fee to cover the incremental costs of developing and delivering distance education courses. Prior to fiscal year 2016, distance learning fees were not capped and varied by institution. It is important to note that thirty-seven states also assess a distance learning/online education fee.

Initiatives in Florida to Reduce Costs to Students

Textbook Affordability: CS/HB 7019 passed the 2016 Florida Legislature and was approved by the Governor; it requires the Board and the State Board of Education to annually report on their respective college affordability initiatives. Both boards are required to adopt textbook and instructional materials affordability policies, procedures, and guidelines for implementation by institutions to minimize the cost of textbooks and instructional materials for students.

eTextbooks and Open Educational Resources: The *SUS 2025 Strategic Plan for Online Education* includes a strategy to "Develop a statewide model for the use of eTextbooks and other open

educational resources to reduce costs for students in Florida." A workgroup is determining ways to increase the use of open-access textbooks and educational resources and to reduce costs of eTextbooks through mechanisms such as negotiating lower pricing with vendors and providing an enhanced repository for educational materials.

Initiatives in Other States to Reduce Costs to Students

Supplementing face-to-face courses with online courses shortens a student's time to degree, as shown in Table 5, thereby reducing the student's overall cost for a degree. Promoting degree planning and use of the Florida Virtual Campus distance learning catalog to provide students with additional options for taking online courses will allow more students the opportunity to shorten their time to degree.

Free Textbooks, Low Tuition, Prior Learning Assessment: As described above, the University System of Georgia offers free textbooks and low tuition for its eCore courses. Tuition per credit hour is capped for USG's eMajors programs, which require use of Prior Learning Assessment to ensure students are awarded appropriate credit for prior learning experiences.

Flat Tuition and Block Tuition Models: Many states are experimenting with different approaches to tuition and fees to provide students with faster pathways to completion of a degree through flat tuition approaches and flexible scheduling:

- **University System of Georgia** maintains a flat rate tuition model for both part-time and full-time students at identified institutions in Georgia. Several institutions have opted for a flat rate model, while others maintain a more traditional tuition and fees approach. A flat rate encourages full time students to take 15 credit hours a semester to promote graduation in four years.

- **University of Wisconsin Flexible Option** was implemented through the University of Wisconsin Extension system to fully support competency-based education through a series of shared programs and experiences. This flat tuition model is geared toward adult learners and has positive cost implications for students. http://flex.wisconsin.edu.

- **Kentucky Community and Technical College System** has implemented a competency-based model for students where students pay a monthly subscription price and are allowed to accelerate as quickly as possible to complete a degree.

Courses start every week, prior education credit is considered, and there are options for students to work continuously to reduce time to degree. http://www.kctcs.edu/KCTCS_Online.aspx

- **Oklahoma State University** implemented block tuition to help students graduate more quickly, while potentially reducing the total cost of an OSU degree. A block rate has been implemented that includes tuition and University-wide fees for students taking 12 to 18 credit hours. The "block" rate serves as one of OSU's strategies to help students stay on target and finish college in 4 years.

RECOMMENDATIONS

1. **Sharing Courses and Programs Across Institutions**. The SUS *2025 Strategic Plan for Online Education* advocates innovative models to create instructional efficiencies, such as with master courses, shared courses, and shared programs. Such models will provide a larger portfolio of online courses for all students, while allowing institutions to avoid duplicative costs that would otherwise be incurred for development and/or delivery of online courses. It is recommended that workgroups continue developing and operationalizing these innovative models, with priority being given to assessing the efficiencies that may be gained with a shared general education core and other shared high demand courses.
2. **Sharing services.** Currently the Florida Virtual Campus provides shared services for the online course catalog, transient application process, open educational resources including 100 free textbooks for use in Florida, and career education planning. In partnership with the SUS Council of Academic Vice Presidents, FLVC invested this year in developing a shared train-the-trainer Professional Development program for staff who are responsible for training faculty who teach online courses in SUS and FCS institutions. In addition, the Board and SUS led the effort to select a common, opt-in learning management system, negotiating a Master Agreement that could be used by institutions in both the SUS and FCS. It is recommended that additional items for sharing be explored and subsequently operationalized, as appropriate, with priority for exploration being given to establishing a proctoring network and a tutoring network, and expanding the Florida Orange Grove's shared resources.
3. **Identify and develop common institutional dashboards** to more effectively manage online educational initiatives. These dashboards will provide critical information about the current state of online education across institutions in an easy to understand and shared format.
4. **Alternative Cost Model:** It is recommended that a new cost model be considered that would further encourage students to graduate in a timely manner. Options that could be considered by a system wide workgroup include, but aren't limited to, reduced fees (e.g., activity and service, health, and athletics), block tuition and fees, partial block tuition and fees, subscription pricing, and flat rate.

APPENDIX A

AFFORDABILITY WORKGROUP

Dr. Pam Northrup, Chair UWF/FLVC; Senior Associate Provost, Innovation Institute

Dr. Cynthia DeLuca, Associate Vice President, Innovative Education, USF

Dr. Brian Harfe, Associate Dean/Assistant Provost for Teaching & Learning, UF

Dr. Rick Harper, Assistant Vice President, Office of Economic Development and Engagement, UWF

Kristie Harris, Director, University Budgets, Board of Governors, State University System of Florida

Dr. Joel Hartman, Vice President for Information Technologies & Resources and CIO, UCF

Dr. Chula King, Chairperson, Department of Accounting, UWF

Dr. Jana Kooi, Campus President, FSCJ

Dr. W. Andrew McCollough, Associate Provost for Teaching & Technology, UF

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Evangelia Prevolis, Associate Director of Operations, FIU

EXTENDED MEMBERSHIP OF AFFORDABILITY WORKGROUP

Dr. Vicki Brown, Assistant Provost & Associate Professor, FAU

Dr. Cathy Duff, Associate Vice President, Academic/Curriculum

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Dr. Karen Rasmussen, Assistant Provost/Chief Academic Strategist, UWF

BOARD OF GOVERNORS

Dr. Nancy McKee, Associate Vice Chancellor, Innovation and Online Education

APPENDIX B

DEVELOPMENT AND DELIVERY COST CATEGORIES

Distance Learning Cost Model Major Categories/Functional Areas (for FY 15-16)								
Categories/Functional Areas	**Expense Type & Details**							
	Expense Details	**Development**	**Delivery**	**Common**	**Unique**	**Prorated**	**Incremental**	**Total Costs**
Online Course and Faculty Development								
Accessibility/Captioning	Includes ADA Services	●		●			●	●
Content Purchased	Purchased Content, Media Developed, Supplemental Library Materials, Educational Supplies, Non-Library Pub/Book Expendable, Equip Audio/Visual Expendable	●		●			●	●
Instructional Designers	Staff or student assistants involved in course design/development	●		●			●	●
Media Developers		●		●			●	●
Faculty Stipends	Includes Instructional Content Developed, Quality Matters stipends, Professional Development	●		●			●	●
Faculty Development Staff Salaries		●		●			●	●
Technology & Infrastructure								
Learning Management System			●	●		●		●
Collaboration / Web Conferencing tools			●	●		●		●
Classroom Capture System			●	●		●		●

Distance Learning Cost Model Major Categories/Functional Areas (for FY 15-16)								
Categories/Functional Areas	**Expense Type & Details**							
	Expense Details	**Development**	**Delivery**	**Common**	**Unique**	**Prorated**	**Incremental**	**Total Costs**
Network/Server Infrastructure and Support	Hosting/Data Storage/Data Backup/Business Continuity/Disaster Management, Repairs & Maintenance, Network Bandwidth		●	●		●		●
Identity Management			●	●		●		●
Analytics for Online Learning			●	●			●	●
Other Technology Hardware - Development	Computer Equipment for staff, Media Production Equipment, Instructional Technology (AV Equipment/Services), Miscellaneous Technology (Hardware; Computer Equipment/Services)	●		●			●	●
Other Technology Hardware - Delivery	Computer Equipment for staff, Media Production Equipment, Instructional Technology (AV Equipment/Services), Miscellaneous Technology (Hardware; Computer Equipment/Services)		●	●			●	●
Other Software - Development	Specialized Software; Software Maintenance, LMS Modules, Building Blocks, Add-Ons, Plagiarism app, Conversion Tool kits, Course Management System/Scheduling, Mobile Devices Service and Support	●		●			●	●
Other Software - Delivery	Specialized Software; Software Maintenance, LMS Modules, Building Blocks, Add-Ons, Plagiarism app, Conversion Tool kits, Course Management System/Scheduling, Mobile Devices Service and Support		●	●			●	●
Telephony System/Call Center Software	Networking/Communications		●		●	●		●

Distance Learning Cost Model Major Categories/Functional Areas (for FY 15-16)								
Categories/Functional Areas	**Expense Type & Details**							
	Expense Details	**Development**	**Delivery**	**Common**	**Unique**	**Prorated**	**Incremental**	**Total Costs**
Campus Based Infrastructure			●		●	●		●
Technology and Infrastructure Salaries	LMS/Network Administration, System Support and Development		●	●			●	●
Support Services								
Library Allocation	Unique Resources for Online Learners		●		●		●	●
Supplemental Online Student Support	Academic Coaches, Grad Student Assistants, Success Coaches, Testing Center Staff and other Support Staff Salaries		●	●			●	●
Help Desk Support	Prorated for Extended Hours		●	●		●		●
Call Center Support			●	●	●		●	●
Proctoring	Expenses not salaries		●	●			●	●
Tutoring			●		●		●	●
Administrative Services								
Operational Costs - Development	Expenditures for staff, professional services, material and supplies, and related consulting services	●		●			●	●
Operational Costs - Delivery	Outreach and related consulting services		●	●			●	●

Distance Learning Cost Model Major Categories/Functional Areas (for FY 15-16)								
Categories/Functional Areas	**Expense Type & Details**							
	Expense Details	**Development**	**Delivery**	**Common**	**Unique**	**Prorated**	**Incremental**	**Total Costs**
Travel & Professional Development - Development		●					●	●
Travel & Professional Development - Delivery			●				●	●
Memberships - Development	Individual and Institutional	●					●	●
Memberships - Delivery	Individual and Institutional		●				●	●
Quality Assurance	Quality Matters Fees for Reviews and other related expenditures	●					●	●
State Authorization Fees			●	●			●	●
University Auxiliary Overhead Fee - Development	Overall Development Cost based on % charged. (Determined by % of Development Costs)	●		●			●	●
University Auxiliary Overhead Fee - Delivery	Overall Delivery Cost based on % charged. (Determined by % of Delivery Costs)		●	●			●	●
Administrative Salaries - Development	Administration, Director, Administrative support, IT Support, Program Development Management	●		●			●	●
Administrative Salaries - Delivery	Administration, Director, Administrative Support		●	●			●	●

APPENDIX C

TOTAL TUITION AND FEES ASSESSED TO STUDENTS ENROLLED IN FACE-TO-FACE COURSES, BOTH FACE-TO-FACE AND ONLINE COURSES, AND ONLY ONLINE COURSES, IN 2015-16

UNIVERSITY OF FLORIDA

TUITION AND FEE FINANCIAL REPORTING TEMPLATE

	*Students enrolled in face-to-face courses only		*Students enrolled in both face-to-face and online courses		Students enrolled in UF Online	
Per Credit Hour (Fee Type)	**Resident Charge**	**Non-Resident Charge**	**Resident Charge**	**Non-Resident Charge**	**Resident Charge**	**Non-Resident Charge**
Undergraduate Tuition	$ 105.07	$ 105.07	$ 105.07	$ 105.07	$ 78.80	$ 78.80
Tuition Differential	$ 44.17	$ 44.17	$ 44.17	$ 44.17	$ 33.12	$ 33.12
Out-of-State Fee		$ 707.21		$ 707.21		$ 388.08
Financial Aid	$ 5.25	$ 5.25	$ 5.25	$ 5.25	$ 5.25	$ 5.25
Out-of-State Financial Aid		$ 35.36		$ 35.36		$ 35.36
Capital Improvement Trust Fund	$ 6.76	$ 6.76	$ 6.76	$ 6.76	$ 6.76	$ 6.76
Activity and Service	$ 19.06	$ 19.06	$ 19.06	$ 19.06		
Athletic	$ 1.90	$ 1.90	$ 1.90	$ 1.90		
Health	$ 15.81	$ 15.81	$ 15.81	$ 15.81		
Transportation	$ 9.44	$ 9.44	$ 9.44	$ 9.44		
Technology	$ 5.25	$ 5.25	$ 5.25	$ 5.25	$ 5.25	$ 5.25
Total Tuition and Associated Fees	$ 212.71	$ 955.28	$ 212.71	$ 955.28	$ 129.18	$ 552.62
Distance Learning Fee*						
Total Per Credit Hour			*$ 212.71*	*$ 955.28*	*$ 129.18*	*$ 552.62*
Total for a 3-Credit Course			*$ 638.13*	*$ 2,865.84*	*$ 387.54*	*$ 1,657.86*

Source: 2015-2016 SUS Tuition and Fee Survey

**What is your institution's policy for calculating and charging distance learning fee rates?
The University of Florida does not have one set of distance learning fees. The fee is determined by the course or program being taught and is based on the additional cost of the services provided which are attributable to the development and delivery of the distance learning course. The average distance learning course fee for UF, 2015-16, was $22.01.

FLORIDA STATE UNIVERSITY
TUITION AND FEE FINANCIAL REPORTING TEMPLATE

	*Students enrolled in face-to-face courses only		*Students enrolled in both face-to-face and online courses		*Students enrolled in online courses only	
Per Credit Hour (Fee Type)	**Resident Charge**	**Non-Resident Charge**	**Resident Charge**	**Non-Resident Charge**	**Resident Charge**	**Non-Resident Charge**
Undergraduate Tuition	$ 105.07	$ 105.07	$ 105.07	$ 105.07	$ 105.07	$ 105.07
Tuition Differential	$ 49.59	$ 49.59	$ 49.59	$ 49.59	$ 49.59	$ 49.59
Out-of-State Fee		$ 481.48		$ 481.48		$ 481.48
Financial Aid	$ 5.25	$ 5.25	$ 5.25	$ 5.25	$ 5.25	$ 5.25
Out-of-State Financial Aid		$ 24.07		$ 24.07		$ 24.07
Capital Improvement Trust Fund	$ 4.76	$ 4.76	$ 4.76	$ 4.76	$ 4.76	$ 4.76
Activity and Service	$ 12.86	$ 12.86	$ 12.86	$ 12.86	$ 9.88	$ 9.88
Athletic	$ 7.90	$ 7.90	$ 7.90	$ 7.90	$ 0.69	$ 0.69
Health	$ 13.97	$ 13.97	$ 13.97	$ 13.97		
Transportation	$ 8.90	$ 8.90	$ 8.90	$ 8.90		
Technology	$ 5.25	$ 5.25	$ 5.25	$ 5.25	$ 5.25	$ 5.25
Student Affairs Facility Use	$ 2.00	$ 2.00	$ 2.00	$ 2.00		
Total Main Campus Tuition & Associated Fees	**$ 215.55**	**$ 721.10**	**$ 215.55**	**$ 721.10**	**$ 180.49**	**$ 686.04**
Total Off Main Campus Tuition & Assoc Fees			**$ 180.49**	**$ 686.04**		
Distance Learning Fee*						
A & S Calculus (Off MC)***	$0.00	$0.00	$65.00	$65.00		
Total Per Credit Hour	$ 215.55	$ 721.10	$ 245.49	$ 751.04		
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 736.47	$ 2,253.12		
A & S Calculus (MC)***	$0.00	$0.00	$65.00	$65.00		
Total Per Credit Hour	$ 215.55	$ 721.10	$ 280.55	$ 786.10		
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 841.65	$ 2,358.30		

Art Department (Off MC)***	$0.00	$0.00	$69.00	$69.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 249.49	$ 755.04
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 748.47	$ 2,265.12
Art Department (MC)***	$0.00	$0.00	$69.00	$69.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 284.55	$ 790.10
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 853.65	$ 2,370.30
Art History (Off MC)***	$0.00	$0.00	$69.00	$69.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 249.49	$ 755.04
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 748.47	$ 2,265.12
Art History (MC)***	$0.00	$0.00	$69.00	$69.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 284.55	$ 790.10
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 853.65	$ 2,370.30
Askew School Electives (Off MC)***	$0.00	$0.00	$70.00	$70.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 250.49	$ 756.04
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 751.47	$ 2,268.12
Askew School Electives (MC)***	$0.00	$0.00	$70.00	$70.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 285.55	$ 791.10
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 856.65	$ 2,373.30
CCI/Comm Electives (Off MC)***	$0.00	$0.00	$67.00	$67.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 247.49	$ 753.04
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 742.47	$ 2,259.12
CCI/Comm Electives (MC)***	$0.00	$0.00	$67.00	$67.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 282.55	$ 788.10
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 847.65	$ 2,364.30
Classics Undergraduate (Off MC)***	$0.00	$0.00	$49.00	$49.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 229.49	$ 735.04
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 688.47	$ 2,205.12

Classics Undergraduate (MC)***	$0.00	$0.00	$49.00	$49.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 264.55	$ 770.10
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 793.65	$ 2,310.30
COB Minor & Electives (Off MC)***	$0.00	$0.00	$70.00	$70.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 250.49	$ 756.04
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 751.47	$ 2,268.12
COB Minor & Electives (MC)***	$0.00	$0.00	$70.00	$70.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 285.55	$ 791.10
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 856.65	$ 2,373.30
College of Comm, School of Info-F (Off MC)***	$0.00	$0.00	$75.00	$75.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 255.49	$ 761.04
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 766.47	$ 2,283.12
College of Comm, School of Info-F (MC)***	$0.00	$0.00	$75.00	$75.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 290.55	$ 796.10
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 871.65	$ 2,388.30
Communications Elec (Off MC)***	$0.00	$0.00	$70.00	$70.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 250.49	$ 756.04
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 751.47	$ 2,268.12
Communications Elec (MC)***	$0.00	$0.00	$70.00	$70.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 285.55	$ 791.10
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 856.65	$ 2,373.30
Computer Science PCC (Off MC)***	$0.00	$0.00	$90.00	$90.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 270.49	$ 776.04
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 811.47	$ 2,328.12
Computer Science PCC (MC)***	$0.00	$0.00	$90.00	$90.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 305.55	$ 811.10

Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 916.65	$ 2,433.30
Criminology (Off MC)***	$0.00	$0.00	$65.00	$65.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 245.49	$ 751.04
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 736.47	$ 2,253.12
Criminology (MC)***	$0.00	$0.00	$65.00	$65.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 280.55	$ 786.10
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 841.65	$ 2,358.30
Ed Psychology Elec (Off MC)***	$0.00	$0.00	$70.00	$70.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 250.49	$ 756.04
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 751.47	$ 2,268.12
Ed Psychology Elec (MC)***	$0.00	$0.00	$70.00	$70.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 285.55	$ 791.10
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 856.65	$ 2,373.30
EOAS (Earth, Ocean, Met, Geo) (Off MC)***	$0.00	$0.00	$78.00	$78.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 258.49	$ 764.04
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 775.47	$ 2,292.12
EOAS (Earth, Ocean, Met, Geo) (MC)***	$0.00	$0.00	$78.00	$78.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 293.55	$ 799.10
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 880.65	$ 2,397.30
Family & Child Sciences Elec (Off MC)***	$0.00	$0.00	$88.00	$88.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 268.49	$ 774.04
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 805.47	$ 2,322.12
Family & Child Sciences Elec (MC)***	$0.00	$0.00	$88.00	$88.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 303.55	$ 809.10
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 910.65	$ 2,427.30
Florida Public History Elec (Off MC)***	$0.00	$0.00	$50.00	$50.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 230.49	$ 736.04

Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 691.47	$ 2,208.12
Florida Public History Elec (MC)***	$0.00	$0.00	$50.00	$50.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 265.55	$ 771.10
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 796.65	$ 2,313.30
Hosp & Tourism Mgmt (Off MC)***	$0.00	$0.00	$70.00	$70.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 250.49	$ 756.04
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 751.47	$ 2,268.12
Hosp & Tourism Mgmt (MC)***	$0.00	$0.00	$70.00	$70.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 285.55	$ 791.10
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 856.65	$ 2,373.30
Humanities UG (Off MC)***	$0.00	$0.00	$26.00	$26.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 206.49	$ 712.04
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 619.47	$ 2,136.12
Humanities UG (MC)***	$0.00	$0.00	$26.00	$26.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 241.55	$ 747.10
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 724.65	$ 2,241.30
Mechanical Engineering UG (Off MC)***	$0.00	$0.00	$70.00	$70.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 250.49	$ 756.04
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 751.47	$ 2,268.12
Mechanical Engineering UG (MC)***	$0.00	$0.00	$70.00	$70.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 285.55	$ 791.10
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 856.65	$ 2,373.30
Music UG (Off MC)***	$0.00	$0.00	$70.00	$70.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 250.49	$ 756.04
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 751.47	$ 2,268.12
Music (MC)***	$0.00	$0.00	$70.00	$70.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 285.55	$ 791.10

Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 856.65	$ 2,373.30
Nursing Baccalaureate Clinicals (Off MC)***	$0.00	$0.00	$100.00	$100.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 280.49	$ 786.04
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 841.47	$ 2,358.12
Nursing Baccalaureate Clinicals (MC)***	$0.00	$0.00	$100.00	$100.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 315.55	$ 821.10
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 946.65	$ 2,463.30
Nutrition (Off MC)***	$0.00	$0.00	$65.00	$65.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 245.49	$ 751.04
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 736.47	$ 2,253.12
Nutrition (MC)***	$0.00	$0.00	$65.00	$65.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 280.55	$ 786.10
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 841.65	$ 2,358.30
Philosophy (Off MC)***	$0.00	$0.00	$71.00	$71.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 251.49	$ 757.04
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 754.47	$ 2,271.12
Philosophy (MC)***	$0.00	$0.00	$71.00	$71.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 286.55	$ 792.10
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 859.65	$ 2,376.30
Program in Interdisc Comp (Off MC)***	$0.00	$0.00	$65.00	$65.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 245.49	$ 751.04
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 736.47	$ 2,253.12
Program in Interdisc Comp (MC)***	$0.00	$0.00	$65.00	$65.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 280.55	$ 786.10
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 841.65	$ 2,358.30
Public Safety & Security (Off MC)***	$0.00	$0.00	$59.00	$59.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 239.49	$ 745.04

Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 718.47	$ 2,235.12
Public Safety & Security (MC)***	$0.00	$0.00	$59.00	$59.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 274.55	$ 780.10
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 823.65	$ 2,340.30
Recreation, Tourism & Events PCC UG (Off MC)***	$0.00	$0.00	$39.00	$39.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 219.49	$ 725.04
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 658.47	$ 2,175.12
Recreation, Tourism & Events PCC UG (MC)***	$0.00	$0.00	$39.00	$39.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 254.55	$ 760.10
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 763.65	$ 2,280.30
Religion (Off MC)***	$0.00	$0.00	$42.00	$42.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 222.49	$ 728.04
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 667.47	$ 2,184.12
Religion (MC)***	$0.00	$0.00	$42.00	$42.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 257.55	$ 763.10
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 772.65	$ 2,289.30
School of Teacher Ed (Off MC)***	$0.00	$0.00	$40.00	$40.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 220.49	$ 726.04
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 661.47	$ 2,178.12
School of Teacher Ed (MC)***	$0.00	$0.00	$40.00	$40.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 255.55	$ 761.10
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 766.65	$ 2,283.30
Sport Management (Off MC)***	$0.00	$0.00	$40.00	$40.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 220.49	$ 726.04
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 661.47	$ 2,178.12
Sport Management (MC)***	$0.00	$0.00	$40.00	$40.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 255.55	$ 761.10

Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 766.65	$ 2,283.30
UG Cert in Leadership Studies (Off MC)***	$0.00	$0.00	$50.00	$50.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 230.49	$ 736.04
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 691.47	$ 2,208.12
UG Cert in Leadership Studies (MC)***	$0.00	$0.00	$50.00	$50.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 265.55	$ 771.10
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 796.65	$ 2,313.30
Urban & Reg Planning Elec (Off MC)***	$0.00	$0.00	$100.00	$100.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 280.49	$ 786.04
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 841.47	$ 2,358.12
Urban & reg Planning Elec (MC)***	$0.00	$0.00	$100.00	$100.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 315.55	$ 821.10
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 946.65	$ 2,463.30
Visual Dis & Special Ed (Off MC)***	$0.00	$0.00	$10.00	$10.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 190.49	$ 696.04
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 571.47	$ 2,088.12
Visual Dis & Special Ed (MC)***	$0.00	$0.00	$10.00	$10.00
Total Per Credit Hour	$ 215.55	$ 721.10	$ 225.55	$ 731.10
Total for a 3-Credit Course	$ 646.65	$ 2,163.30	$ 676.65	$ 2,193.30
Semester (block fees)				
Health				
Athletic				
Parking (Fall & Spring)				
Parking (Summer)				
Transportation				
Student Affairs Facility Use**	$20.00	$20.00	$20.00	$20.00

Annual					
Photo ID	$10.00	$10.00		$10.00	$10.00

*Source: 2015-2016 SUS
Tuition and Fee Survey

**What is your institution's policy for calculating and charging distance learning fee rates?

*** Rate Codes: Off MC = DL Students and Panama City Campus; MC = Main Campus.
Florida State University
follows state statute.

FLORIDA A&M UNIVERSITY

TUITION AND FEE FINANCIAL REPORTING TEMPLATE

	**Students enrolled in face-to-face courses only*		**Students enrolled in both face-to-face and online courses*		*Students enrolled in online courses only*	
Per Credit Hour (Fee Type)	**Resident Charge**	**Non-Resident Charge**	**Resident Charge**	**Non-Resident Charge**	**Resident Charge**	**Non-Resident Charge**
Undergraduate Tuition	$ 105.07	$ 105.07	$ 105.07	$ 105.07		
Tuition Differential	$ 36.38	$ 36.38	$ 36.38	$ 36.38		
Out-of-State Fee		$ 379.07		$ 379.07		
Financial Aid	$ 5.16	$ 5.16	$ 5.16	$ 5.16		
Out-of-State Financial Aid		$ 18.95		$ 18.95		
Capital Improvement Trust Fund	$ 6.76	$ 6.76	$ 6.76	$ 6.76		
Activity and Service	$ 10.50	$ 10.50	$ 10.50	$ 10.50		
Athletic	$ 13.97	$ 13.97	$ 13.97	$ 13.97		
Health	$ 6.91	$ 6.91	$ 6.91	$ 6.91		
Technology	$ 5.16	$ 5.16	$ 5.16	$ 5.16		
Total Tuition and Associated Fees	$ 189.91	$ 587.93	$ 189.91	$ 587.93	$ -	$ -
Distance Learning Fee*						
Total Per Credit Hour	*$ 189.91*	*$ 587.93*	*$ 189.91*	*$ 587.93*		
Total for a 3-Credit Course	*$ 569.73*	*$ 1,763.79*	*$ 569.73*	*$ 1,763.79*		
MBA Total Per Credit Hour					*$ 792.00*	*$ 792.00*
MBA Total for a 3-Credit Course					*$ 2,376.00*	*$ 2,376.00*
Nursing Total Per Credit Hour					*$ 732.00*	*$ 732.00*
Nursing Total for a 3-Credit Course					*$ 2,196.00*	*$ 2,196.00*

MPH Total Per Credit Hour						*$ 650.00*	*$ 650.00*
MPH Total for a 3-Credit Course						*$ 1,950.00*	*$ 1,950.00*
Semester (block fees)							
Health							
Athletic							
Parking (Fall & Spring)	$ 65.00	$ 65.00		$ 65.00	$ 65.00		
Parking (Summer)	$ 33.00	$ 33.00		$ 33.00	$ 33.00		
Transportation							
Annual	$ 98.00	$ 98.00		$ 98.00	$ 98.00		
Photo ID	$ 10.00	$ 10.00		$ 10.00	$ 10.00		

**Source: 2015-2016 SUS Tuition and Fee Survey*

**What is your institution's policy for calculating and charging distance learning fee rates?

Nursing

Total cost for the program	$2,952,000
Projected Number of Students	96
Total hours to complete the Program	42

$2,952,000/96/42 = $$732/credit hour

Public Health

Total cost for the program	$2,437,500
Projected Number of Students	75
Total hours to complete the Program	50

$2,437,500/75/50 = $650/credit hour

School of Business and Industry	
Total cost for the program	$3,485,000
Projected Number of Students	100
Total hours to complete the Program	44

UNIVERSITY OF SOUTH FLORIDA - TAMPA
TUITION AND FEE FINANCIAL REPORTING TEMPLATE

	*Students enrolled in face-to-face courses only		*Students enrolled in both face-to-face and online courses		*Students enrolled in online courses only	
Per Credit Hour (Fee Type)	**Resident Charge**	**Non-Resident Charge**	**Resident Charge**	**Non-Resident Charge**	**Resident Charge**	**Non-Resident Charge**
Undergraduate Tuition	$ 105.07	$ 105.07	$ 105.07	$ 105.07	$ 105.07	$ 105.07
Tuition Differential	$ 46.88	$ 46.88	$ 46.88	$ 46.88	$ 46.88	$ 46.88
Out-of-State Fee		$ 346.50		$ 346.50		$ 346.50
Financial Aid	$ 5.25	$ 5.25	$ 5.25	$ 5.25	$ 5.25	$ 5.25
Out-of-State Financial Aid		$ 17.32		$ 17.32		$ 17.32
Capital Improvement Trust Fund	$ 6.76	$ 6.76	$ 6.76	$ 6.76	$ 6.76	$ 6.76
Activity and Service	$ 12.08	$ 12.08	$ 12.08	$ 12.08	$ 12.08	$ 12.08
Athletic	$ 14.46	$ 14.46	$ 14.46	$ 14.46	$ 14.46	$ 14.46
Health	$ 9.94	$ 9.94	$ 9.94	$ 9.94	$ 9.94	$ 9.94
Transportation	$ 3.00	$ 3.00	$ 3.00	$ 3.00	$ 3.00	$ 3.00
Green Fee	$ 1.00	$ 1.00	$ 1.00	$ 1.00	$ 1.00	$ 1.00
Technology	$ 5.25	$ 5.25	$ 5.25	$ 5.25	$ 5.25	$ 5.25
Marshall Center Use-TPA campus only	$ 1.50	$ 1.50	$ 1.50	$ 1.50	$ 1.50	$ 1.50
Total Tuition and Associated Fees	$ 211.19	$ 575.01	$ 211.19	$ 575.01	$ 211.19	$ 575.01
Distance Learning Fee*			*$ 50.00*	*$ 50.00*	*$ 50.00*	*$ 50.00*
Total Per Credit Hour	*$ 211.19*	*$ 575.01*	*$ 261.19*	*$ 625.01*	*$ 261.19*	*$ 625.01*
Total for a 3-Credit Course	*$ 633.57*	*$ 1,725.03*	*$ 783.57*	*$ 1,875.03*	*$ 783.57*	*$ 1,875.03*

Semester (block fees)												
Athletic	$	10.00	$	10.00		$	10.00	$	10.00		$	10.00	$	10.00
Parking(On-campus housing)-Annual	$	226.00	$	226.00		$	226.00	$	226.00		$	226.00	$	226.00
Parking(On-campus housing)-Semester	$	113.00	$	183.00		$	183.00	$	183.00		$	183.00	$	183.00
Parking(Commuter)-Annual	$	183.00	$	113.00		$	113.00	$	113.00		$	113.00	$	113.00
Parking(Commuter)-Semester	$	91.00	$	91.00		$	91.00	$	91.00		$	91.00	$	91.00
Activity and Service	$	7.00	$	7.00		$	7.00	$	7.00		$	7.00	$	7.00
Marshall Center Use	$	20.00	$	20.00		$	20.00	$	20.00		$	20.00	$	20.00
Annual												
Photo ID (one-time fee)	$	10.00	$	10.00		$	10.00	$	10.00		$	10.00	$	10.00

**Source: 2015-2016 SUS Tuition and Fee Survey*

**What is your institution's policy for calculating and charging distance learning fee rates?

(29) **Distance Learning Course User Fee** – A per credit hour distance learning course fee will be assessed to students who enroll in courses listed in the Distance Learning Catalog. This fee will be established in an amount sufficient to cover the additional costs of the services provided they are attributable to the development and delivery of the distance learning course. The fee will be in addition to the regular Student Credit Hour fees charged to students enrolled in distance learning courses.

UNIVERSITY OF SOUTH FLORIDA - ST. PETERSBURG
TUITION AND FEE FINANCIAL REPORTING TEMPLATE

	*Students enrolled in face-to-face courses only		*Students enrolled in both face-to-face and online courses		*Students enrolled in online courses only	
Per Credit Hour (Fee Type)	**Resident Charge**	**Non-Resident Charge**	**Resident Charge**	**Non-Resident Charge**	**Resident Charge**	**Non-Resident Charge**
Undergraduate Tuition	$ 105.07	$ 105.07	$ 105.07	$ 105.07	$ 105.07	$ 105.07
Tuition Differential	$ 35.14	$ 35.14	$ 35.14	$ 35.14	$ 35.14	$ 35.14
Out-of-State Fee		$ 346.50		$ 346.50		$ 346.50
Financial Aid	$ 5.25	$ 5.25	$ 5.25	$ 5.25	$ 5.25	$ 5.25
Out-of-State Financial Aid		$ 17.32		$ 17.32		$ 17.32
Capital Improvement Trust Fund	$ 6.76	$ 6.76	$ 6.76	$ 6.76	$ 6.76	$ 6.76
Activity and Service	$ 25.63	$ 25.63	$ 25.63	$ 25.63	$ 25.63	$ 25.63
Athletic	$ 2.45	$ 2.45	$ 2.45	$ 2.45	$ 2.45	$ 2.45
Health	$ 4.90	$ 4.90	$ 4.90	$ 4.90	$ 4.90	$ 4.90
Transportation	$ 2.25	$ 2.25	$ 2.25	$ 2.25	$ 2.25	$ 2.25
Green Fee	$ 1.00	$ 1.00	$ 1.00	$ 1.00	$ 1.00	$ 1.00
Technology	$ 5.25	$ 5.25	$ 5.25	$ 5.25	$ 5.25	$ 5.25
Total Tuition and Associated Fees	$ 193.70	$ 557.52	$ 193.70	$ 557.52	$ 193.70	$ 557.52
Distance Learning Fee*			*$ 50.00*	*$ 50.00*	*$ 50.00*	*$ 50.00*
Total Per Credit Hour	*$ 193.70*	*$ 557.52*	*$ 243.70*	*$ 607.52*	*$ 243.70*	*$ 607.52*
Total for a 3-Credit Course	*$ 581.10*	*$ 1,672.56*	*$ 731.10*	*$ 1,822.56*	*$ 731.10*	*$ 1,822.56*
Semester (block fees)						
Athletic	$ 5.00	$ 5.00	$ 5.00	$ 5.00	$ 5.00	$ 5.00
Parking(On-campus housing)-Annual	$ 232.00	$ 232.00	$ 232.00	$ 232.00	$ 232.00	$ 232.00

Parking(On-campus housing)-Semester	$ 118.00	$ 118.00	$ 118.00	$ 118.00	$ 118.00	$ 118.00
Parking(Commuter)-Annual	$ 173.00	$ 173.00	$ 173.00	$ 173.00	$ 173.00	$ 173.00
Parking(Commuter)-Semester	$ 88.00	$ 88.00	$ 88.00	$ 88.00	$ 88.00	$ 88.00
Annual						
Photo ID (one-time fee)	$ 10.00	$ 10.00	$ 10.00	$ 10.00	$ 10.00	$ 10.00

**Source: 2015-2016 SUS Tuition and Fee Survey*

**What is your institution's policy for calculating and charging distance learning fee rates?

(29) **Distance Learning Course User Fee** – A per credit hour distance learning course fee will be assessed to students who enroll in courses listed in the Distance Learning Catalog. This fee will be established in an amount sufficient to cover the additional costs of the services provided they are attributable to the development and delivery of the distance learning course. The fee will be in addition to the regular Student Credit Hour fees charged to students enrolled in distance learning courses.

UNIVERSITY OF NORTH FLORIDA

TUITION AND FEE FINANCIAL REPORTING TEMPLATE

	*Students enrolled in face-to-face courses only		*Students enrolled in both face-to-face and online courses		*Students enrolled in online courses only	
Per Credit Hour (Fee Type)	**Resident Charge**	**Non-Resident Charge**	**Resident Charge**	**Non-Resident Charge**	**Resident Charge**	**Non-Resident Charge**
Undergraduate Tuition	$ 105.07	$ 105.07	$ 105.07	$ 105.07	$ 105.07	$ 105.07
Tuition Differential	$ 37.63	$ 37.63	$ 37.63	$ 37.63	$ 37.63	$ 37.63
Out-of-State Fee		$ 457.27		$ 457.27		$ 457.27
Financial Aid	$ 5.25	$ 5.25	$ 5.25	$ 5.25	$ 5.25	$ 5.25
Out-of-State Financial Aid		$ 28.11		$ 28.11		$ 28.11
Capital Improvement Trust Fund	$ 6.76	$ 6.76	$ 6.76	$ 6.76	$ 6.76	$ 6.76
Activity and Service	$ 14.47	$ 14.47	$ 14.47	$ 14.47	$ 14.47	$ 14.47
Athletic	$ 17.12	$ 17.12	$ 17.12	$ 17.12	$ 17.12	$ 17.12
Changing NCAA Divisions	$ 2.00	$ 2.00	$ 2.00	$ 2.00	$ 2.00	$ 2.00
Health	$ 10.25	$ 10.25	$ 10.25	$ 10.25	$ 10.25	$ 10.25
Transportation	$ 4.08	$ 4.08	$ 4.08	$ 4.08	$ 4.08	$ 4.08
Student Life Fee	$ 5.25	$ 5.25	$ 5.25	$ 5.25	$ 5.25	$ 5.25
Technology	$ 5.25	$ 5.25	$ 5.25	$ 5.25	$ 5.25	$ 5.25
Total Tuition and Associated Fees	$ 213.13	$ 698.51	$ 213.13	$ 698.51	$ 213.13	$ 698.51
Distance Learning Fee **			*$ 35.00*	*$ 35.00*	*$ 35.00*	*$ 35.00*
Total Per Credit Hour	*$ 213.13*	*$ 698.51*	*$ 248.13*	*$ 733.51*	*$ 248.13*	*$ 733.51*
Total for a 3-Credit Course	*$ 639.39*	*$ 2,095.53*	*$ 744.39*	*$ 2,200.53*	*$ 744.39*	*$ 2,200.53*

**Source: 2015-2016 SUS Tuition and Fee Survey*

**What is your institution's policy for calculating and charging distance learning fee rates?

The office of Academic Technology and Innovation re-evaluates the Distance Learning Fee at least every three years. Input is solicited from the Distance Learning
Committee and other stakeholders relative to the needs associated with the development and delivery of distance learning courses and programs. A Distance Learning Fee Budget
is then developed and the budgeted expenses and projected student credit hours associated with the Distance Learning Fee will be used to determine the Distance Learning Fee.

FLORIDA ATLANTIC UNIVERSITY
TUITION AND FEE FINANCIAL REPORTING TEMPLATE

	*Students enrolled in face-to-face courses only		*Students enrolled in both face-to-face and online courses		*Students enrolled in online courses only	
Per Credit Hour (Fee Type)	**Resident Charge**	**Non-Resident Charge**	**Resident Charge**	**Non-Resident Charge**	**Resident Charge**	**Non-Resident Charge**
Undergraduate Tuition	$ 105.07	$ 105.07	$ 105.07	$ 105.07	$ 105.07	$ 105.07
Tuition Differential	$ 40.13	$ 40.13	$ 40.13	$ 40.13	$ 40.13	$ 40.13
Out-of-State Fee		$ 493.86		$ 493.86		$ 493.86
Financial Aid	$ 5.16	$ 5.16	$ 5.16	$ 5.16	$ 5.16	$ 5.16
Out-of-State Financial Aid		$ 24.69		$ 24.69		$ 24.69
Capital Improvement Trust Fund	$ 6.76	$ 6.76	$ 6.76	$ 6.76	$ 6.76	$ 6.76
Activity and Service	$ 12.32	$ 12.32	$ 12.32	$ 12.32	$ 12.32	$ 12.32
Athletic	$ 17.27	$ 17.27	$ 17.27	$ 17.27	$ 17.27	$ 17.27
Health	$ 9.42	$ 9.42	$ 9.42	$ 9.42	$ 9.42	$ 9.42
Technology	$ 5.16	$ 5.16	$ 5.16	$ 5.16	$ 5.16	$ 5.16
Total Tuition and Associated Fees	$ 201.29	$ 719.84	$ 201.29	$ 719.84	$ 201.29	$ 719.84
Distance Learning Fee*			*$ 30.00*	*$ 30.00*	*$ 30.00*	*$ 30.00*
Total Per Credit Hour	*$ 201.29*	*$ 719.84*	*$ 231.29*	*$ 749.84*	*$ 231.29*	*$ 749.84*
Total for a 3-Credit Course	*$ 603.87*	*$ 2,159.52*	*$ 693.87*	*$ 2,249.52*	*$ 693.87*	*$2,249.52*
Semester (block fees)						
Transportation Access Fee (Fall)	$ 76.90	$ 76.90	$ 76.90	$ 76.90	$ 76.90	$ 76.90
Transportation Access Fee (Spring)	$ 76.90	$ 76.90	$ 76.90	$ 76.90	$ 76.90	$ 76.90
Transportation Access Fee (Summer)	$ 32.04	$ 32.04	$ 32.04	$ 32.04	$ 32.04	$ 32.04

Source: 2015-2016 SUS Tuition and Fee Survey
**What is your institution's policy for calculating and charging distance learning fee rates?

The Center for eLearning (CeL) follows state statute.

NEW COLLEGE OF FLORIDA
TUITION AND FEE FINANCIAL REPORTING TEMPLATE

	*Students enrolled in face-to-face courses only	
Per Credit Hour (Fee Type)	**Resident Charge**	**Non-Resident Charge**
Undergraduate Tuition	$ 105.07	$ 105.07
Tuition Differential	$ 40.13	$ 40.13
Out-of-State Fee		$ 609.23
Financial Aid	$ 5.25	$ 5.25
Out-of-State Financial Aid		$ 30.46
Capital Improvement Trust Fund	$ 6.14	$ 6.14
Activity and Service	$ 14.94	$ 14.94
Athletic	$ 8.71	$ 8.71
Health	$ 5.61	$ 5.61
Green Fee	$ 1.00	$ 1.00
Technology	$ 5.25	$ 5.25
Total Tuition and Associated Fees	$ 192.10	$ 831.79
Distance Learning Fee*		
Total Per Credit Hour	*$ 192.10*	*$ 831.79*
Total for a 3-Credit Course	*$ 576.30*	*$ 2,495.37*
Annual		
Photo ID (one-time fee)	$ 10.00	$ 10.00

**Source: 2015-2016 SUS Tuition and Fee Survey*

**What is your institution's policy for calculating and charging distance learning fee rates?

New College of Florida does not have distance learning courses or fees at this time.

New College does not have any on-line courses at this time.

New College does not charge a transportation fee nor parking fee on a per credit hour or semester basis.

Parking Permits are sold to those persons wishing to register and bring a vehicle on campus.

FLORIDA POLYTECHNIC UNIVERSITY

TUITION AND FEE FINANCIAL REPORTING TEMPLATE

	***Students enrolled in face-to-face courses only**			***Students enrolled in both face-to-face and online courses**	
Per Credit Hour (Fee Type)	**Resident Charge**	**Non-Resident Charge**		**Resident Charge**	**Non-Resident Charge**
Undergraduate Tuition	$ 105.07	$ 105.07		$ 105.07	$ 105.07
Out-of-State Fee		$ 510.00			$ 510.00
Financial Aid	$ 5.25	$ 5.25		$ 5.25	$ 5.25
Out-of-State Financial Aid		$ 25.50			$ 25.50
Capital Improvement Trust Fund	$ 4.76	$ 4.76		$ 4.76	$ 4.76
Activity and Service	$ 17.62	$ 17.62		$ 17.62	$ 17.62
Athletic	$ 14.12	$ 14.12		$ 14.12	$ 14.12
Health	$ 9.58	$ 9.58		$ 9.58	$ 9.58
Transportation	$ 3.00	$ 3.00		$ 3.00	$ 3.00
Technology	$ 5.25	$ 5.25		$ 5.25	$ 5.25
Total Tuition and Associated Fees	$ 164.65	$ 700.15		$ 164.65	$ 700.15
Distance Learning Fee*					
Total Per Credit Hour	*$ 164.65*	*$ 700.15*		*$ 164.65*	*$ 700.15*
Total for a 3-Credit Course	*$ 493.95*	*$ 2,100.45*		*$ 493.95*	*$ 2,100.45*

**Source: 2015-2016 SUS Tuition and Fee Survey*

FLORIDA GULF COAST UNIVERSITY
TUITION AND FEE FINANCIAL REPORTING TEMPLATE

	**Students enrolled in face-to-face courses only*		**Students enrolled in both face-to-face and online courses*		**Students enrolled in Complete Florida Online Program*		*Students enrolled in a fully online course other than Complete Florida*	
Per Credit Hour (Fee Type)	**Resident Charge**	**Non-Resident Charge**	**Resident Charge**	**Non-Resident Charge**	**Resident Charge**	**Non-Resident Charge**	**Resident Charge**	**Non-Resident Charge**
Undergraduate Tuition	$ 105.07	$ 105.07	$ 105.07	$ 105.07	$ 105.07	$ 105.07	$ 105.07	$ 105.07
Tuition Differential	$ 36.38	$ 36.38	$ 36.38	$ 36.38	$ 36.38	$ 36.38	$ 36.38	$ 36.38
Out-of-State Fee		$ 604.58		$ 604.58		$ 604.58		$ 604.58
Financial Aid	$ 5.25	$ 5.25	$ 5.25	$ 5.25	$ 5.25	$ 5.25	$ 5.25	$ 5.25
Out-of-State Financial Aid		$ 30.21		$ 30.21		$ 30.21		$ 30.21
Capital Improvement Trust Fund	$ 6.76	$ 6.76	$ 6.76	$ 6.76	$ 6.76	$ 6.76	$ 6.76	$ 6.76
Activity and Service	$ 11.50	$ 11.50	$ 11.50	$ 11.50	$ 11.50	$ 11.50	$ 11.50	$ 11.50
Athletic	$ 13.54	$ 13.54	$ 13.54	$ 13.54	$ 13.54	$ 13.54	$ 13.54	$ 13.54
Changing NCAA Divisions	$ 4.00	$ 4.00	$ 4.00	$ 4.00	$ 4.00	$ 4.00	$ 4.00	$ 4.00
Health	$ 9.24	$ 9.24	$ 9.24	$ 9.24	$ 9.24	$ 9.24	$ 9.24	$ 9.24
Transportation	$ 8.70	$ 8.70	$ 8.70	$ 8.70	$ 8.70	$ 8.70	$ 8.70	$ 8.70
Total Tuition and Associated Fees	$ 205.69	$ 840.48	$ 205.69	$ 840.48	$ 205.69	$ 840.48	$ 205.69	$ 840.48

Distance Learning Fee*												
Total Per Credit Hour	*$ 205.69*	*$ 840.48*		*$ 205.69*	*$ 840.48*		*$ 205.69*	*$ 840.48*		*$ 205.69*	*$ 840.48*	
Total for a 3-Credit Course	*$ 617.07*	*$ 2,521.44*		*$ 617.07*	*$ 2,521.44*		*$ 617.07*	*$ 2,521.44*		*$ 617.07*	*$ 2,521.44*	

**Source: 2015-2016 SUS Tuition and Fee Survey*

**What is your institution's policy for calculating and charging distance learning fee rates?

FGCU does not charge a distance learning fee to online distance learning students.

FLORIDA INTERNATIONAL UNIVERSITY

TUITION AND FEE FINANCIAL REPORTING TEMPLATE

	*Students enrolled in face-to-face courses only		*Students enrolled in both face-to-face and online courses		*Students enrolled in Complete Florida Online Program		Students enrolled in a fully online course other than Complete Florida	
Per Credit Hour (Fee Type)	**Resident Charge**	**Non-Resident Charge**	**Resident Charge**	**Non-Resident Charge**	**Resident Charge**	**Non-Resident Charge**	**Resident Charge**	**Non-Resident Charge**
Undergraduate Tuition	$ 105.07	$ 105.07	$ 105.07	$ 105.07	$ 105.07	$ 105.07	$ 105.07	$ 105.07
Tuition Differential	$ 52.29	$ 52.29	$ 52.29	$ 52.29	$ 52.29	$ 52.29	$ 52.29	$ 52.29
Out-of-State Fee		$ 393.62		$ 393.62		$ 111.49		$ 111.49
Financial Aid	$ 5.25	$ 5.25	$ 5.25	$ 5.25	$ 5.25	$ 5.25	$ 5.25	$ 5.25
Out-of-State Financial Aid		$ 19.68		$ 19.68		$ 5.57		$ 5.57
Capital Improvement Trust Fund	$ 6.76	$ 6.76	$ 6.76	$ 6.76				
Activity and Service	$ 14.85	$ 14.85	$ 14.85	$ 14.85				
Athletic	$ 14.10	$ 14.10	$ 14.10	$ 14.10				
Changing NCAA Divisions	$ 2.00	$ 2.00	$ 2.00	$ 2.00				
Technology	$ 5.25	$ 5.25	$ 5.25	$ 5.25				
Total Tuition and Associated Fees	$ 205.57	$ 618.87	$ 205.57	$ 618.87	$ 162.61	$ 279.67	$ 162.61	$ 279.67
Distance Learning Fee*			*$ 53.33*	*$ 53.33*	*$ 53.33*	*$ 53.33*	*53.33*	*53.33*
Total Per Credit Hour	*$ 205.57*	*$ 618.87*	*$ 258.90*	*$ 672.20*	*$ 215.94*	*$ 333.00*	*$ 215.94*	*$ 333.00*
Total for a 3-Credit	*$ 616.71*	*$ 1,856.61*	*$ 776.70*	*$ 2,016.60*	*$ 647.82*	*$*	*$ 647.82*	*$*

Course								*999.00*			*999.00*
Semester (block fees)											
Health	$ 93.69	$ 93.69		$ 93.69	$ 93.69						
Athletic	$ 10.00	$ 10.00		$ 10.00	$ 10.00						
Parking (Fall & Spring)	$ 90.70	$ 90.70		$ 90.70	$ 90.70						
Parking (Summer)	$ 84.58	$ 84.58		$ 84.58	$ 84.58						
Transportation											
Annual											
Photo ID	$ 10.00	$ 10.00		$ 10.00	$ 10.00						

**Source: 2015-2016 SUS Tuition and Fee Survey*

**What is your institution's policy for calculating and charging distance learning fee rates?

All distance learning courses are charged the same distance learning fee and is based on the additional costs of the services provided which are attributable to the development and delivery of the distance learning course.

UNIVERSITY OF CENTRAL FLORIDA
TUITION AND FEE FINANCIAL REPORTING TEMPLATE

	*Students enrolled in face-to-face courses only		*Students enrolled in both face-to-face and online courses		*Students enrolled in Complete Florida Online Program		Students enrolled in a fully online course other than Complete Florida	
Per Credit Hour (Fee Type)	**Resident Charge**	**Non-Resident Charge**	**Resident Charge**	**Non-Resident Charge**	**Resident Charge**	**Non-Resident Charge**	**Resident Charge**	**Non-Resident Charge**
Undergraduate Tuition	$ 105.07	$ 105.07	$ 105.07	$ 105.07	$ 105.07	$ 105.07	$ 105.07	$105.07
Tuition Differential	$ 44.20	$ 44.20	$ 44.20	$ 44.20	$ 44.20	$ 44.20	$ 44.20	$ 44.20
Out-of-State Fee		$ 511.06		$ 511.06		$ 511.06		$511.06
Financial Aid	$ 5.16	$ 5.16	$ 5.16	$ 5.16	$ 5.16	$ 5.16	$ 5.16	$ 5.16
Out-of-State Financial Aid		$ 25.55		$ 25.55		$ 25.55		$ 25.55
Capital Improvement Trust Fund	$ 6.76	$ 6.76	$ 6.76	$ 6.76	$ 6.76	$ 6.76	$ 6.76	$ 6.76
Activity and Service	$ 11.67	$ 11.67	$ 11.67	$ 11.67	$ 11.67	$ 11.67	$ 11.67	$ 11.67
Athletic	$ 14.32	$ 14.32	$ 14.32	$ 14.32	$ 14.32	$ 14.32	$ 14.32	$ 14.32
Health	$ 10.84	$ 10.84	$ 10.84	$ 10.84	$ 10.84	$ 10.84	$ 10.84	$ 10.84
Transportation	$ 9.10	$ 9.10	$ 9.10	$ 9.10	$ 9.10	$ 9.10	$ 9.10	$ 9.10
Technology	$ 5.16	$ 5.16	$ 5.16	$ 5.16	$ 5.16	$ 5.16	$ 5.16	$ 5.16
Total Tuition and Associated Fees	$ 212.28	$ 748.89	$ 212.28	$ 748.89	$ 212.28	$ 748.89	$ 212.28	$748.89
Distance Learning Fee*			*$ 18.00*	*$ 18.00*	*$ 18.00*	*$ 18.00*	*$ 18.00*	*$ 18.00*
Total Per Credit Hour	*$ 212.28*	*$ 748.89*	*$ 230.28*	*$ 766.89*	*$ 230.28*	*$ 766.89*	*$ 230.28*	*$766.89*

Total for a 3-Credit Course	*$ 636.84*	*$2,246.67*		*$ 690.84*	*$2,300.67*		*$ 690.84*	*$2,300.67*		*$ 690.84*	*$2,300.67*

**Source: 2015-2016 SUS Tuition and Fee Survey*

**What is your institution's policy for calculating and charging distance learning fee rates?
All distance learning courses are charged the same distance learning fee and is based on the additional costs of the services provided which are attributable to the development and delivery of the distance learning course.

UNIVERSITY OF WEST FLORIDA
TUITION AND FEE FINANCIAL REPORTING TEMPLATE

	**Students enrolled in face-to-face courses only*		**Students enrolled in Complete Florida Online Program*		*Students enrolled in a fully online course other than Complete Florida*	
Per Credit Hour (Fee Type)	**Resident Charge**	**Non-Resident Charge**	**Resident Charge**	**Non-Resident Charge**	**Resident Charge**	**Non-Resident Charge**
Undergraduate Tuition	$ 105.07	$ 105.07	$ 105.07	$ 105.07	$ 105.07	$ 105.07
Tuition Differential	$ 38.88	$ 38.88	$ 38.88	$ 38.88	$ 38.88	$ 38.88
Out-of-State Fee		$ 408.94		$ 408.94		$ 408.94
Financial Aid	$ 5.25		$ 5.25		$ 5.25	
Out-of-State Financial Aid		$ 25.70		$ 25.70		$ 25.70
Capital Improvement Trust Fund	$ 6.76	$ 6.76	$ 6.76	$ 6.76	$ 6.76	$ 6.76
Activity and Service	$ 13.57	$ 13.57	$ 13.57	$ 13.57	$ 13.57	$ 13.57
Athletic	$ 20.93	$ 20.93	$ 20.93	$ 20.93	$ 20.93	$ 20.93
Health	$ 7.52	$ 7.52	$ 7.52	$ 7.52	$ 7.52	$ 7.52
Transportation	$ 8.00	$ 8.00				
Green Fee	$ 0.75	$ 0.75	$ 0.75	$ 0.75	$ 0.75	$ 0.75
Technology	$ 5.25	$ 5.25	$ 5.25	$ 5.25	$ 5.25	$ 5.25
Total Tuition and Associated Fees	$ 211.98	$ 641.37	$ 203.98	$ 633.37	$ 203.98	$ 633.37
Distance Learning Fee*			*$ 15.00*	*$ 15.00*	*$ 15.00*	*$ 15.00*
Total Per Credit Hour	*$ 211.98*	*$ 641.37*	*$ 218.98*	*$ 648.37*	*$ 218.98*	*$ 648.37*
Total for a 3-Credit Course	*$ 635.94*	*$ 1,924.11*	*$ 656.94*	*$ 1,945.11*	*$ 656.94*	*$ 1,945.11*

**Source: 2015-2016 SUS Tuition and Fee Survey*

**What is your institution's policy for calculating and charging distance learning fee rates?

All distance learning courses are charged the same distance learning fee and is based on the additional costs of the services provided which are attributable to the development and delivery of the distance learning course.

Note: The $8.00 transportation fee applies to students enrolled in face-to-face courses only.

COST OF ONLINE EDUCATION SUMMARY	
SUS MEDIAN	43.46
SUS AVERAGE*	41.48
FGCU	24.85
UCF	21.60
UF (UF Online not included)	25.45
UWF	28.94
FAU	42.42
USF (excludes USF Health)	44.50
FIU	46.32
UNF	47.27
FSU	47.29
FAMU	57.55

*SUS AVERAGE excludes zero values

SUS Summary
Costs of Distance Learning
September 16, 2016 (revised September 27)

TERMS & INFO

TERMS TO USE FOR STUDENT CREDIT HOURS:	
15-16 Major Categories/ Functional Areas	**SUMMER 15, FALL 15, SPRING 16**
14-15 Institutional Student Services MODEL	**SUMMER 14, FALL 14, SPRING 15**
FISCAL YEAR TO BE USED FOR EXPENSES:	
15-16 Major Categories/ Functional Areas	**FY 16 (July 1, 2015 - June 30, 2016)**
14-15 Institutional Student Services MODEL	**FY 15 (July 1, 2014 - June 30, 2015)**
HOW TO PRORATE:	**PRORATED AMOUNT = TOTAL EXPENSE AMOUNT *(% DISTANCE LEARNING FUNDABLE STUDENT CREDIT HOURS)**

TOTAL UNIVERSITY FUNDABLE STUDENT CREDIT HOURS:
DISTANCE LEARNING FUNDABLE STUDENT CREDIT HOURS:
% DISTANCE LEARNING FUNDABLE STUDENT CREDIT HOURS:

TOTAL UNIVERSITY FUNDABLE STUDENT CREDIT HOURS:
DISTANCE LEARNING FUNDABLE STUDENT CREDIT HOURS:
% DISTANCE LEARNING FUNDABLE STUDENT CREDIT HOURS:

15-16 Major Categories/ Functional Areas		Expense Type & Details					
Online Course and Faculty Development	**Expense Details**	**Development**	**Delivery**	**Common**	**Unique**	**Prorated**	**Incremental**
Accessibility/Captioning	Includes ADA Services	Yes		Yes			Yes
Content Purchased	Purchased Content, Media Developed, Supplemental Library Materials, Educational Supplies, Non-Library Pub/Book Exp, Equip Audio/Visual Expendable	Yes		Yes			Yes
Instructional Designers	Staff or student assitants involved in course design/development	Yes		Yes			Yes
Media Developers		Yes		Yes			Yes
Faculty Stipends	Includes Instructional Content Developed, Quality Matters stipends, Professional Development	Yes		Yes			Yes
Faculty Development Staff Salaries	Staff responsible for faculty training and development as it relates to distance learning	Yes		Yes			Yes
TOTAL CONTENT							
TOTAL CONTENT/ONLINE SCH							
Technology & Infrastructure	**Expense Details**	**Development**	**Delivery**	**Common**	**Unique**	**Prorated**	**Incremental**
Learning Management System			Yes	Yes		Yes	
Collaboration / Web Conferencing tools			Yes	Yes		Yes	
Classroom Capture System	Technology/software to record or capture course lectures/content		Yes	Yes		Yes	
Network/Server Infrastructure and Support	Hosting/Data Storage/Data Back up/Business Continuity/Disaster Management,Repairs & Maintenance, Network Bandwidth		Yes	Yes		Yes	
Identity Management	Identity and access management solutions (management of individual identities, their authentication, authorization, roles and privileges)		Yes	Yes		Yes	
Analytics for Online Learning			Yes	Yes			Yes
Other Technology Hardware - Development	Computer Equipment for staff, Media Production Equipment, Instructional Technology (AV Equipment/Services), Miscellaneous Technology (Hardware; Computer Equipment/Services)	Yes		Yes			Yes
Other Technology Hardware - Delivery	Computer Equipment for staff, Media Production Equipment, Instructional Technology (AV Equipment/Services), Miscellaneous Technology (Hardware; Computer Equipment/Services)		Yes	Yes			Yes
Other Software - Development	Specialized Software; Software Maintenance, LMS Modules, Building Blocks, Add-Ons, Plagiarism app, Conversion Tool kits, Course Management System/Scheduling, Mobile Devices Service and Support	Yes		Yes			Yes
Other Software - Delivery	Specialized Software; Software Maintenance, LMS Modules, Building Blocks, Add-Ons, Plagiarism app, Conversion Tool kits, Course Management System/Scheduling, Mobile Devices Service and Support		Yes	Yes			Yes
Telephony System/Call Center Software	Networking/Communications		Yes		Yes	Yes	
Campus Based Infrastructure			Yes		Yes	Yes	
Technology and Infrastructure Salaries	LMS/Network Administration, System Support and Development		Yes	Yes			Yes
TOTAL TECH & INFRASTRUCTURE							
TOTAL TECH & INFRASTRUCTURE/ONLINE SCH							

SUS Summary
Costs of Distance Learning
September 16, 2016 (revised September 27)

TERMS & INFO

TERMS TO USE FOR STUDENT CREDIT HOURS:	SUS AVERAGE	UF (UF Online not included)	UCF	FIU	UWF	USF	UNF	FSU	FGCU	FAU	FAMU
15-16 Major Categories/ Functional Areas	14-15	14-15	14-15	14-15	14-15	14-15	14-15	14-15	14-15	14-15	14-15
14-15 Institutional Student Services MODEL	791,879	1,206,287	1,473,848	1,183,065	267,202	1,031,226	393,768	1,061,241	358,748	677,096	266,311
FISCAL YEAR TO BE USED FOR EXPENSES:	166,281	295,188	433,337	280,332	78,187	222,458	56,341	104,210	69,396	119,146	4,218
15-16 Major Categories/ Functional Areas	21%	24%	29%	24%	29%	22%	14%	10%	19%	18%	2%
14-15 Institutional Student Services MODEL	15-16	15-16	15-16	15-16	15-16	15-16	15-16	15-16	15-16	15-16	15-16
	799,604	1,221,672	1,514,823	1,190,235	263,948	1,050,757	381,578	1,056,133	367,233	688,350	261,313
HOW TO PRORATE:	180,823	314,406	465,061	306,597	78,290	254,963	59,851	120,731	74,098	128,849	5,388
	23%	26%	31%	26%	30%	24%	16%	11%	20%	19%	2%

15-16 Major Categories/ Functional Areas	SUS AVERAGE (excluding zero values)	UF (UF Online not included)	UCF	FIU	UWF	USF	UNF	FSU	FGCU	FAU	FAMU
Online Course and Faculty Development	**Expense Amount**	**Expense Amount**	**Expense Amount**	**Expense Amount**	**Expense Amount**	**Expense Amount**	**Expense Amount**	**Expense Amount**	**Expense Amount**	**Expense Amount**	**Expense Amount**
Accessibility/Captioning	28,377.85	79,260.00	27,675.00	36,222.86	8,000.00	65,331.00	555.64	3,500.00	22,976.00	32,258.00	8,000.00
Content Purchased	61,488.85		-	257,960.45	-	14,615.00	9,077.74	45,754.89		16,525.00	25,000.00
Instructional Designers	836,473.83	567,528.00	1,231,288.00	3,108,768.45	204,401.00	1,770,031.00	413,022.83	424,201.00	117,561.00	477,437.00	50,500.00
Media Developers	349,136.40	281,360.00	1,176,415.18	265,227.42	112,779.00	834,654.00	117,741.98	194,518.00	22,867.00	136,665.00	
Faculty Stipends	414,537.15	1,250,000.00	211,500.00	296,806.01	79,990.00	582,240.39	274,297.97	500,000.00		500,000.00	36,000.00
Faculty Development Staff Salaries	141,545.85		354,649.30	159,821.93	12,860.00	335,867.00	60,424.56		85,562.00	72,682.00	50,500.00
TOTAL CONTENT	**1,831,559.92**	**2,178,148.00**	**3,001,527.48**	**4,124,807.12**	**418,030.00**	**3,602,738.39**	**875,120.72**	**1,167,973.89**	**248,966.00**	**1,235,567.00**	**170,000.00**
TOTAL CONTENT/ONLINE SCH	**10.13**	**6.93**	**6.45**	**13.45**	**5.34**	**14.13**	**14.62**	**9.67**	**3.36**	**9.59**	**31.55**
Technology & Infrastructure	**Expense Amount**	**Expense Amount**	**Expense Amount**	**Expense Amount**	**Expense Amount**	**Expense Amount**	**Expense Amount**	**Expense Amount**	**Expense Amount**	**Expense Amount**	**Expense Amount**
Learning Management System	94,414.42	159,734.00	389,988.65	176,345.51	39,045.53	57,016.08	18,313.33	40,494.98	26,275.17	30,731.00	6,200.00
Collaboration / Web Conferencing tools	20,019.74		-	22,602.56	34,480.00	29,045.00	4,915.63	23,518.54	5,046.21	8,550.00	32,000.00
Classroom Capture System	257,810.00	75,000.00	208,258.33	38,233.00	21,600.81	116,725.00	-	14,831.83		1,330,021.00	
Network/Server Infrastructure and Support	433,527.31	1,875,620.00	30,606.00	207,662.46	214,692.41	961,431.36	18,521.15	178,941.88	358,505.57	55,765.00	
Identity Management	76,884.35		261,145.00		3,000.00	250,962.76	767.00	6,276.58	8,141.22	7,897.92	
Analytics for Online Learning	75,627.60	30,000.00	214,934.98	127,373.00			-			1,300.00	4,530.00
Other Technology Hardware - Development	97,537.17	108,000.00	20,234.24		12,850.00	449,301.65	66,318.22	33,593.28		85,000.00	5,000.00
Other Technology Hardware - Delivery	105,680.51		163,048.23	265,763.06	1,500.00	171,295.35	157,244.14	33,593.28		33,000.00	20,000.00
Other Software - Development	27,701.99	125,000.00	2,992.00		2,060.00	23,525.00	11,520.70	19,922.92	8,893.33		
Other Software - Delivery	79,097.08		145,348.21	100,601.62	62,489.58	68,058.00	223,509.21	19,922.92	6,847.07	6,000.00	
Telephony System/Call Center Software	26,547.60		9,281.00	114,055.29		3,315.00		5,086.70			1,000.00
Campus Based Infrastructure	1,837.98		-	-	1,837.98	-					
Technology and Infrastructure Salaries	464,452.87		1,214,935.01	1,498,398.44	91,178.00	94,737.00	325,787.81	57,975.92	378,055.75	54,555.00	
TOTAL TECH & INFRASTRUCTURE	**1,761,138.62**	**2,373,354.00**	**2,660,771.65**	**2,551,034.93**	**484,734.31**	**2,225,412.20**	**826,897.20**	**434,158.82**	**791,764.32**	**1,612,819.92**	**68,730.00**
TOTAL TECH & INFRASTRUCTURE/ONLINE SCH	**9.74**	**7.55**	**5.72**	**8.32**	**6.19**	**8.73**	**13.82**	**3.60**	**10.69**	**12.52**	**12.76**

Support Services	Expense Details	Development	Delivery	Common	Unique	Prorated	Incremental
Library Allocation	Unique Resources for Online Learners		Yes		Yes		Yes
Supplemental Online Student Support	Academic Coaches, Grad Student Assistants, Success Coaches, Testing Center Staff and other Support Staff Salaries		Yes	Yes			Yes
Help Desk Support	Prorated for Extended Hours		Yes	Yes		Yes	
Call Center Support			Yes		Yes		Yes
Proctoring	Expenses not salaries		Yes	Yes			Yes
Tutoring			Yes		Yes		Yes
TOTAL SUPPORT SERVICES							
TOTAL SUPPORT SERVICES/ONLINE SCH							
Administrative Services	**Expense Details**	**Development**	**Delivery**	**Common**	**Unique**	**Prorated**	**Incremental**
Operational Costs - Development	Expenditures for staff, professional services, material and supplies, and related consulting services	Yes		Yes			Yes
Operational Costs - Delivery	Outreach and related consulting services		Yes	Yes			Yes
Travel & Professional Development - Development		Yes					Yes
Travel & Professional Development - Delivery			Yes				Yes
Memberships - Development	Individual and Institutional	Yes					Yes
Memberships - Delivery	Individual and Institutional		Yes				Yes
Quality Assurance	Quality Matters Fees for Reviews and other related expenditures	Yes					Yes
State Authorization Fees			Yes	Yes			Yes
University Auxiliary Overhead Fee - Development	Overall Development Cost based on % charged. **For this amount the % Development calculated (CELL: L71) is applied to the total expense amount for this category. The % is based on expenses and the predetermined expense type.**	**Yes**		Yes			Yes
University Auxiliary Overhead Fee - Delivery	Overall Delivery Cost based on % charged. **For this amount the % Delivery calculated (CELL: L71) is applied to the total expense amount for this category. The % is based on expenses and the predetermined expense type.**		**Yes**	Yes			Yes
Administrative Salaries - Development	Administration, Director, Administrative support, IT Support, Program Development Management	Yes		Yes			Yes
Administrative Salaries - Delivery	Administration, Director, Administrative Support		Yes	Yes			Yes
TOTAL ADMIN SERVICES							
TOTAL ADMIN SERVICES/ONLINE SCH							

15-16 Major Categories/ Functional Areas SUMMARY							
TOTAL INCREMENTAL AMOUNT							
TOTAL INCREMENTAL AMOUNT/ONLINE STUDENT CREDIT HOUR							
% DEVELOPMENT							
% DELIVERY							
DEVELOPMENT EXPENSE AMOUNT							
DELIVERY EXPENSE AMOUNT							
TOTAL PRORATED AMOUNT							
TOTAL PRORATED AMOUNT/ONLINE STUDENT CREDIT HOUR							
% DEVELOPMENT							
% DELIVERY							
DEVELOPMENT EXPENSE AMOUNT							
DELIVERY EXPENSE AMOUNT							
TOTAL EXPENSE AMOUNT							
TOTAL EXPENSE AMOUNT/ONLINE STUDENT CREDIT HOUR							
% DEVELOPMENT							
% DELIVERY							
DEVELOPMENT EXPENSE AMOUNT							
DELIVERY EXPENSE AMOUNT							

Support Services	Expense Amount	Expense Amount	Expense Amount	Expense Amount	Expense Amount	Expense Amount	Expense Amount	Expense Amount	Expense Amount	Expense Amount	Expense Amount
Library Allocation	117,719.80	267,207.00			72,326.00		39,888.00	24,073.25	294,824.55		8,000.00
Supplemental Online Student Support	1,342,885.02	2,423,041.00	1,295,576.60	2,987,709.41		1,395,616.32	291,391.63	3,368,971.20	83,359.00	200,300.00	40,000.00
Help Desk Support	194,279.68		419,637.50	149,637.10	158,725.32	338,760.60	94,968.24	24,541.66	166,934.00	201,033.00	
Call Center Support	61,682.80		36,665.00		86,700.60						
Proctoring	109,634.27	519,714.00	1,016.47	108,252.50	4,399.00	248,420.00	14,300.00	24,250.75	11,990.00	160,000.00	4,000.00
Tutoring	73,937.50								5,875.00	142,000.00	
TOTAL SUPPORT SERVICES	**1,900,139.07**	**3,209,962.00**	**1,752,895.57**	**3,245,599.01**	**322,150.92**	**1,982,796.92**	**440,547.87**	**3,441,836.86**	**562,982.55**	**703,333.00**	**52,000.00**
TOTAL SUPPORT SERVICES/ONLINE SCH	**10.51**	**10.21**	**3.77**	**10.59**	**4.11**	**7.78**	**7.36**	**28.51**	**7.60**	**5.46**	**9.65**
Administrative Services	**Expense Amount**	**Expense Amount**	**Expense Amount**	**Expense Amount**	**Expense Amount**	**Expense Amount**	**Expense Amount**	**Expense Amount**	**Expense Amount**	**Expense Amount**	**Expense Amount**
Operational Costs - Development	124,173.49		275,449.97		105,442.10	70,597.97	90,273.44	12,471.94	79,979.00	235,000.00	
Operational Costs - Delivery	279,872.15		379,938.98	368,034.05		840,026.70	27,576.73	656.42		63,000.00	
Travel & Professional Development - Development	112,225.44	25,000.00	111,874.44	529,961.39	10,027.00	66,126.34	9,299.45	198,044.37	39,696.00	20,000.00	
Travel & Professional Development - Delivery	37,844.06			65,479.76	6,088.00	101,875.42	37,197.79	10,423.39		6,000.00	
Memberships - Development	7,499.95	10,000.00			1,594.00	30,199.63	9,915.00	481.00	2,260.00	4,500.00	1,050.00
Memberships - Delivery	29,542.72		12,170.18	71,013.21		5,444.77					
Quality Assurance	31,541.24	5,000.00	192,091.44	30,450.00	39,271.00	13,025.00	10,925.00	1,650.00	1,700.00	18,000.00	3,300.00
State Authorization Fees	13,895.79		33,339.27		28,808.00	5,527.97	2,700.00	10,999.52		2,000.00	
University Auxiliary Overhead Fee - Development	207,728.10			320,388.41	370,691.64	268,536.51	29,552.32	49,471.64			
University Auxiliary Overhead Fee - Delivery	264,429.08			588,693.75	45,787.93	286,454.81	118,209.28	282,999.63			
Administrative Salaries - Development	426,400.76	100,000.00	877,050.92		280,594.00	993,576.21	70,216.38	48,872.32	57,297.00	1,400,000.00	10,000.00
Administrative Salaries - Delivery	471,681.59	100,000.00	747,312.39	2,307,636.29	152,280.00	853,323.39	280,865.50	48,872.32	56,526.00	165,000.00	5,000.00
TOTAL ADMIN SERVICES	**2,006,834.38**	**240,000.00**	**2,629,227.59**	**4,281,656.86**	**1,040,583.67**	**3,534,714.72**	**686,730.89**	**664,942.55**	**237,458.00**	**1,913,500.00**	**19,350.00**
TOTAL ADMIN SERVICES/ONLINE SCH	**11.10**	**0.76**	**5.65**	**13.97**	**13.29**	**13.86**	**11.47**	**5.51**	**3.20**	**14.85**	**3.59**

15-16 Major Categories/ Functional Areas SUMMARY	Expense Amount	Expense Amount	Expense Amount	Expense Amount	Expense Amount	Expense Amount	Expense Amount	Expense Amount	Expense Amount	Expense Amount	Expense Amount
TOTAL INCREMENTAL AMOUNT	6,394,350.91	6,360,013.00	8,725,505.81	13,494,562.01	1,792,116.85	9,588,406.43	2,691,811.32	5,415,219.94	1,276,268.71	3,831,222.00	270,880.00
TOTAL INCREMENTAL AMOUNT/ONLINE STUDENT CREDIT HOUR	35.36	20.23	18.76	44.01	22.89	37.61	44.98	44.85	17.22	29.73	50.27
% DEVELOPMENT	51%	40%	51%	37%	69%	58%	44%	28%	34%	78%	70%
% DELIVERY	49%	60%	49%	63%	31%	42%	56%	72%	66%	22%	30%
DEVELOPMENT EXPENSE AMOUNT	3,259,513.81	2,551,148.00	4,481,220.49	5,005,606.92	1,240,559.74	5,517,626.70	1,173,141.22	1,532,481.35	438,791.33	2,998,067.00	189,350.00
DELIVERY EXPENSE AMOUNT	3,134,837.10	3,808,865.00	4,244,285.32	8,488,955.09	551,557.11	4,070,779.73	1,518,670.10	3,882,738.59	837,477.38	833,155.00	81,530.00
TOTAL PRORATED AMOUNT	1,105,321.09	1,641,451.00	1,318,916.48	708,535.91	473,382.05	1,757,255.80	137,485.35	293,692.18	564,902.17	1,633,997.92	39,200.00
TOTAL PRORATED AMOUNT/ONLINE STUDENT CREDIT HOUR	6.11	5.22	2.84	2.31	6.05	6.89	2.30	2.43	7.62	12.68	7.28
% DEVELOPMENT		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
% DELIVERY	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
DEVELOPMENT EXPENSE AMOUNT	-	-	-	-	-	-	-	-	-	-	-
DELIVERY EXPENSE AMOUNT	1,105,321.09	1,641,451.00	1,318,916.48	708,535.91	473,382.05	1,757,255.80	137,485.35	293,692.18	564,902.17	1,633,997.92	39,200.00
TOTAL EXPENSE AMOUNT	**7,499,671.99**	**8,001,464.00**	**10,044,422.29**	**14,203,097.92**	**2,265,498.90**	**11,345,662.23**	**2,829,296.68**	**5,708,912.12**	**1,841,170.87**	**5,465,219.92**	**310,080.00**
TOTAL EXPENSE AMOUNT/ONLINE STUDENT CREDIT HOUR	**41.48**	**25.45**	**21.60**	**46.32**	**28.94**	**44.50**	**47.27**	**47.29**	**24.85**	**42.42**	**57.55**
% DEVELOPMENT	**42%**	**32%**	**45%**	**35%**	**55%**	**49%**	**41%**	**27%**	**24%**	**55%**	**61%**
% DELIVERY	**58%**	**68%**	**55%**	**65%**	**45%**	**51%**	**59%**	**73%**	**76%**	**45%**	**39%**
DEVELOPMENT EXPENSE AMOUNT	**3,173,811.93**	**2,551,148.00**	**4,481,220.49**	**5,005,606.92**	**1,240,559.74**	**5,517,626.70**	**1,173,141.22**	**1,532,481.35**	**438,791.33**	**2,998,067.00**	**189,350.00**
DELIVERY EXPENSE AMOUNT	**4,325,860.06**	**5,450,316.00**	**5,563,201.80**	**9,197,491.00**	**1,024,939.16**	**5,828,035.53**	**1,656,155.45**	**4,176,430.76**	**1,402,379.55**	**2,467,152.92**	**120,730.00**

14-15 Institutional Student Services MODEL		Expense Type & Details					
Institutional Student Services	**Expense Details**	**Development**	**Delivery**	**Common**	**Unique**	**Prorated**	**Incremental**
Other Student Services	Line items from expenditure analysis, Admissions, Transfer and Transition/Placement Services, Orientation, Student Engagement, Enrollment/Retention Services		Yes	Yes		NEEDS TO BE PRORATED BASED ON SCHs (ONLINE VS OTHER) 14-15 ACTUALS FOR THESE CATEGOIRES	
Financial Aid (Student Aid/[GA] Waiver Grad In State)	Line items from expenditure analysis		Yes	Yes		NEEDS TO BE PRORATED BASED ON SCHs (ONLINE VS OTHER) 14-15 ACTUALS FOR THESE CATEGOIRES	
Academic Advising	Line items from expenditure analysis		Yes	Yes		NEEDS TO BE PRORATED BASED ON SCHs (ONLINE VS OTHER) 14-15 ACTUALS FOR THESE CATEGOIRES	
TOTAL INSTUTITIONAL STUDENT SERVICES EXPENDITURES							
TOTAL INSTUTITIONAL STUDENT SERVICES EXPENDITURES/ONLINE SCH							

14-15 Institutional Student Services MODEL SUMMARY							
TOTAL EXPENSE AMOUNT							
TOTAL EXPENSE AMOUNT/ONLINE STUDENT CREDIT HOUR							
% DEVELOPMENT							
% DELIVERY							
DEVELOPMENT EXPENSE AMOUNT							
DELIVERY EXPENSE AMOUNT							

OVERALL SUMMARY

OVERALL SUMMARY							
TOTAL INCREMENTAL AMOUNT							
TOTAL INCREMENTAL AMOUNT/ONLINE STUDENT CREDIT HOUR							
% DEVELOPMENT							
% DELIVERY							
DEVELOPMENT EXPENSE AMOUNT							
DELIVERY EXPENSE AMOUNT							
TOTAL PRORATED AMOUNT							
TOTAL PRORATED AMOUNT/ONLINE STUDENT CREDIT HOUR							
% DEVELOPMENT							
% DELIVERY							
DEVELOPMENT EXPENSE AMOUNT							
DELIVERY EXPENSE AMOUNT							
TOTAL EXPENSE AMOUNT							
TOTAL EXPENSE AMOUNT/ONLINE STUDENT CREDIT HOUR							
% DEVELOPMENT							
% DELIVERY							
DEVELOPMENT EXPENSE AMOUNT							
DELIVERY EXPENSE AMOUNT							

14-15 Institutional Student Services MODEL	SUS AVERAGE	UF (UF Online not included)	UCF	FIU	UWF	USF	UNF	FSU	FGCU	FAU	FAMU
Institutional Student Services	**Expense Amount**	**Expense Amount**	**Expense Amount**	**Expense Amount**	**Expense Amount**	**Expense Amount**	**Expense Amount**	**Expense Amount**	**Expense Amount**	**Expense Amount**	**Expense Amount**
Other Student Services	3,313,056.59	6,808,756.75	5,297,354.36	5,072,723.84	2,418,473.48	5,602,651.58	2,236,077.29	1,773,452.38	1,602,428.08	2,099,917.63	218,730.49
Financial Aid (Student Aid/[GA] Waiver Grad In State)	2,505,558.56	2,040,223.28	10,751,718.14	5,665,701.50	895,335.99	172,872.60	746,350.42	1,881,152.52	555,834.11	2,336,507.16	9,889.91
Academic Advising	1,001,783.65	1,184,455.17	1,202,446.02	4,633,970.08	189,808.93	1,055,392.49	156,897.25	852,648.01	150,418.59	514,226.51	77,573.40
TOTAL INSTUTITIONAL STUDENT SERVICES EXPENDITURES	**6,820,398.80**	**10,033,435.19**	**17,251,518.53**	**15,372,395.42**	**3,503,618.40**	**6,830,916.68**	**3,139,324.96**	**4,507,252.91**	**2,308,680.78**	**4,950,651.30**	**306,193.80**
TOTAL INSTUTITIONAL STUDENT SERVICES EXPENDITURES/ONLINE SCH	**41.02**	**33.99**	**39.81**	**54.84**	**44.81**	**30.71**	**55.72**	**43.25**	**33.27**	**41.55**	**72.59**

14-15 Institutional Student Services MODEL SUMMARY	Expense Amount	Expense Amount	Expense Amount	Expense Amount	Expense Amount	Expense Amount	Expense Amount	Expense Amount	Expense Amount	Expense Amount	Expense Amount
TOTAL EXPENSE AMOUNT	**6,820,398.80**	**10,033,435.19**	**17,251,518.53**	**15,372,395.42**	**3,503,618.40**	**6,830,916.68**	**3,139,324.96**	**4,507,252.91**	**2,308,680.78**	**4,950,651.30**	**306,193.80**
TOTAL EXPENSE AMOUNT/ONLINE STUDENT CREDIT HOUR	**41.02**	**33.99**	**39.81**	**54.84**	**44.81**	**30.71**	**55.72**	**43.25**	**33.27**	**41.55**	**72.59**
% DEVELOPMENT		**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**
% DELIVERY	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
DEVELOPMENT EXPENSE AMOUNT		-	-	-	-	-	-	-	-	-	-
DELIVERY EXPENSE AMOUNT	**6,820,398.80**	**10,033,435.19**	**17,251,518.53**	**15,372,395.42**	**3,503,618.40**	**6,830,916.68**	**3,139,324.96**	**4,507,252.91**	**2,308,680.78**	**4,950,651.30**	**306,193.80**

OVERALL SUMMARY	SUS AVERAGE	UF (UF Online not included)	UCF	FIU	UWF	USF	UNF	FSU	FGCU	FAU	FAMU

OVERALL SUMMARY	Expense Amount	Expense Amount	Expense Amount	Expense Amount	Expense Amount	Expense Amount	Expense Amount	Expense Amount	Expense Amount	Expense Amount	Expense Amount
TOTAL INCREMENTAL AMOUNT	6,394,350.91	6,360,013.00	8,725,505.81	13,494,562.01	1,792,116.85	9,588,406.43	2,691,811.32	5,415,219.94	1,276,268.71	3,831,222.00	270,880.00
TOTAL INCREMENTAL AMOUNT/ONLINE STUDENT CREDIT HOUR	35.36	20.23	18.76	44.01	22.89	37.61	44.98	44.85	17.22	29.73	50.27
% DEVELOPMENT	51%	40%	51%	37%	69%	58%	44%	28%	34%	78%	70%
% DELIVERY	49%	60%	49%	63%	31%	42%	56%	72%	66%	22%	30%
DEVELOPMENT EXPENSE AMOUNT	3,259,513.81	2,551,148.00	4,481,220.49	5,005,606.92	1,240,559.74	5,517,626.70	1,173,141.22	1,532,481.35	438,791.33	2,998,067.00	189,350.00
DELIVERY EXPENSE AMOUNT	3,134,837.10	3,808,865.00	4,244,285.32	8,488,955.09	551,557.11	4,070,779.73	1,518,670.10	3,882,738.59	837,477.38	833,155.00	81,530.00
TOTAL PRORATED AMOUNT	7,925,719.88	11,674,886.19	18,570,435.01	16,080,931.33	3,977,000.45	8,588,172.48	3,276,810.32	4,800,945.08	2,873,582.95	6,584,649.22	345,393.80
TOTAL PRORATED AMOUNT/ONLINE STUDENT CREDIT HOUR	47.13	39.21	42.65	57.15	50.86	37.60	58.02	45.68	40.89	54.23	79.87
% DEVELOPMENT		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
% DELIVERY	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
DEVELOPMENT EXPENSE AMOUNT	-	-	-	-	-	-	-	-	-	-	-
DELIVERY EXPENSE AMOUNT	7,925,719.88	11,674,886.19	18,570,435.01	16,080,931.33	3,977,000.45	8,588,172.48	3,276,810.32	4,800,945.08	2,873,582.95	6,584,649.22	345,393.80
TOTAL EXPENSE AMOUNT	**14,320,070.79**	**18,034,899.19**	**27,295,940.82**	**29,575,493.34**	**5,769,117.29**	**18,176,578.91**	**5,968,621.64**	**10,216,165.03**	**4,149,851.65**	**10,415,871.22**	**616,273.80**
TOTAL EXPENSE AMOUNT/ONLINE STUDENT CREDIT HOUR	**82.50**	**59.44**	**61.41**	**101.16**	**73.75**	**75.21**	**102.99**	**90.54**	**58.12**	**83.97**	**130.14**
% DEVELOPMENT	**22%**	**14%**	**16%**	**17%**	**22%**	**30%**	**20%**	**15%**	**11%**	**29%**	**31%**
% DELIVERY	**78%**	**86%**	**84%**	**83%**	**78%**	**70%**	**80%**	**85%**	**89%**	**71%**	**69%**
DEVELOPMENT EXPENSE AMOUNT	**3,173,811.93**	**2,551,148.00**	**4,481,220.49**	**5,005,606.92**	**1,240,559.74**	**5,517,626.70**	**1,173,141.22**	**1,532,481.35**	**438,791.33**	**2,998,067.00**	**189,350.00**
DELIVERY EXPENSE AMOUNT	**11,146,258.86**	**15,483,751.19**	**22,814,720.33**	**24,569,886.42**	**4,528,557.55**	**12,658,952.21**	**4,795,480.41**	**8,683,683.67**	**3,711,060.33**	**7,417,804.22**	**426,923.80**

AGENDA
Budget and Finance Committee
Ballroom
Marshall Student Union
4103 USF Cedar Circle
University of South Florida
Tampa, Florida 33620
October 18, 2016
3:15 p.m. - 5:15 p.m.
or
Upon Adjournment of Previous Meetings

Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Alan Levine
Members: Colson, Doyle, Hebert, Huizenga, Kuntz, Tripp

1.	**Call to Order and Opening Remarks**	**Governor Ned Lautenbach**
2.	**Prioritization of Legislative Budget Issues**	**Governor Lautenbach**
3.	**Performance Based Funding Model**	**Governor Lautenbach** **Board Staff**
4.	**Concluding Remarks and Adjournment**	**Governor Lautenbach**

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
October 17, 2016

SUBJECT: Prioritization of Legislative Budget Issues

PROPOSED COMMITTEE ACTION

The Committee will review and consider a prioritization for various budget issues recommended by other Board Committees.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Committee will review a number of budget issues recommended by the Academic and Student Affairs Committee, Health Initiatives Committee and Budget and Finance Committee during the September meeting. These issues all address a specific need that would benefit the State and students. Given the limited resources that are available to fund these issues, the Budget and Finance Committee will review and prioritize these issues.

Supporting Documentation Included: 1. Long-Range Financial Outlook
2. Issues to be prioritized
3. Budget issue narratives

Facilitators/Presenters: Governor Lautenbach

2017-18 Projections

	Recurring	Non-recurring	Total
Available GR (in millions)	$30,808.0	$1,387.7	$32,195.7
Base Budget	$25,507.2	$0.0	$29,507.2
Trnsfr to Budget Stabilization Fund	$0.0	$31.9	$31.9
Critical Needs	$439.9	$45.0	$484.9
Other High Priority Needs	$631.3	$513.8	$1,145.1
Reserve	$0.0	$1,000.0	$1,000.0
Total Expenditures	$30,578.4	$1,590.7	$32,169.1
Revenue Adjustments	($254.0)	$234.9	($19.1)
Ending Balance	($24.4)	$31.9	$7.5

Source: Long-range financial outlook

State of Florida

Long-Range Financial Outlook

Fiscal Years 2017-18 through 2019-20

Fall 2016 Report
As Adopted by the Legislative Budget Commission

Jointly prepared by the following:

The Senate Committee on Appropriations

The House Appropriations Committee

The Legislative Office of Economic and Demographic Research

Key Budget Driver Worksheet

Long-Range Financial Outlook Issues Summary Fiscal Year 2017-18 through Fiscal Year 2019-20	Fiscal Year 2017-18		Fiscal Year 2018-19		Fiscal Year 2019-20	
	Total GR	Total Major TF	Total GR	Total Major TF	Total GR	Total Major TF
Critical Needs (Includes Mandatory Increases Based on Estimating Conferences and Other Essential Needs)						
PRE K - 12 EDUCATION						
1 Maintain Current Budget - Florida Education Finance Program	27.9	169.2	102.3	(102.3)	6.5	(6.5)
2 Workload and Enrollment - Florida Education Finance Program	619.0	0.0	599.1	0.0	615.5	0.0
3 Adjustment to Offset Tax Roll Changes - Florida Education Finance Program	(494.4)	0.0	(506.7)	0.0	(515.4)	0.0
4 Workload and Enrollment - Voluntary Prekindergarten Education Program	6.4	0.0	6.9	0.0	7.8	0.0
HIGHER EDUCATION						
5 Workload and Enrollment - Bright Futures and Children and Spouses of Deceased / Disabled Veterans	0.7	(5.3)	0.9	4.8	0.8	8.5
6 Educational Enhancement Trust Fund Adjustment	(137.9)	164.4	100.9	(100.9)	7.4	(7.4)
HUMAN SERVICES						
7 Medicaid Program	269.1	466.2	1,043.3	1,225.9	718.5	1,370.9
8 Kidcare Program	1.8	58.7	1.3	43.9	93.8	(43.9)
9 Temporary Assistance for Needy Families Cash Assistance	(10.6)	0.0	(0.4)	0.0	0.1	0.0
10 Tobacco Settlement Trust Fund Adjustment	(28.2)	28.2	(2.2)	2.2	(2.2)	2.2
11 Tobacco Awareness Constitutional Amendment	0.0	0.8	0.0	1.7	0.0	1.7
CRIMINAL JUSTICE						
12 Criminal Justice Estimating Conference Adjustment	1.0	0.0	1.1	0.0	5.5	0.0
TRANSPORTATION AND ECONOMIC DEVELOPMENT						
13 State Match for Federal Emergency Management Agency Funding - State Disaster Funding (Declared Disasters)	20.5	0.0	17.4	0.0	11.4	0.0
GENERAL GOVERNMENT						
14 Non-Florida Retirement System Pensions and Benefits	(0.5)	0.0	0.2	0.0	0.2	0.0
15 Fiscally Constrained Counties - Property Tax	24.5	0.0	25.7	0.0	23.0	0.0
ADMINISTERED FUNDS AND STATEWIDE ISSUES						
16 Risk Management Insurance	0.0	0.0	0.0	0.0	4.2	2.4
17 Division of Administrative Hearings Assessments	(0.1)	0.1	0.0	0.0	0.0	0.0
18 Increases in Employer-Paid Benefits for State Employees	185.7	53.2	103.2	67.0	110.0	71.3
Subtotal Critical Needs	**484.9**	**935.5**	**1,493.0**	**1,142.3**	**1,087.1**	**1,399.2**

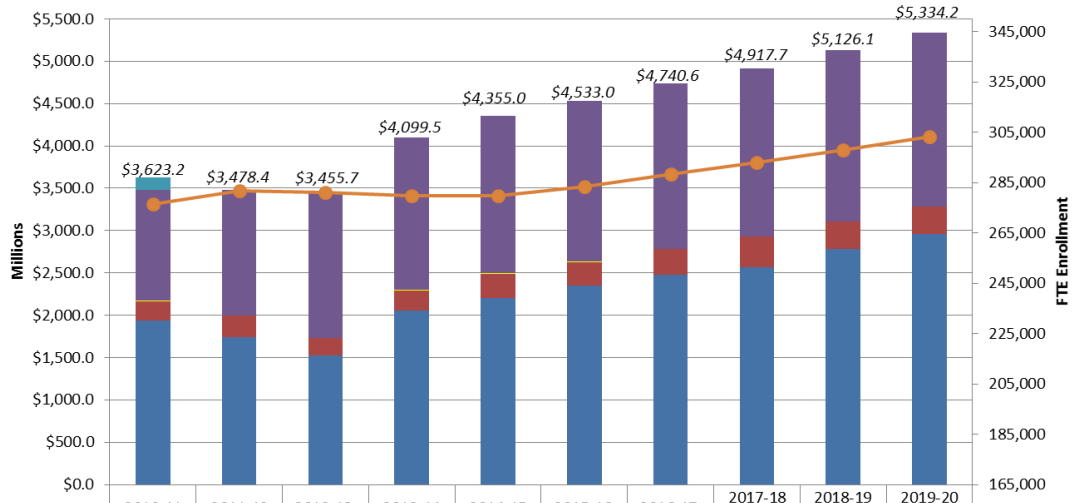
Long-Range Financial Outlook Issues Summary Fiscal Year 2017-18 through Fiscal Year 2019-20	Fiscal Year 2017-18		Fiscal Year 2018-19		Fiscal Year 2019-20	
	Total GR	Total Major TF	Total GR	Total Major TF	Total GR	Total Major TF
Other High Priority Needs (Includes Other Historically Funded Issues)						
PRE K - 12 EDUCATION						
19 Workload and Enrollment - Florida Education Finance Program	153.7	0.0	141.3	0.0	164.1	0.0
20 Workload and Enrollment - Other Pre K-12 Programs	50.1	0.0	50.2	0.0	50.4	0.0
HIGHER EDUCATION						
21 Workload - Florida Colleges	50.4	0.0	50.4	0.0	50.4	0.0
22 Workload - State Universities	172.4	0.0	172.4	0.0	172.4	0.0
23 Workload - Other Higher Education Programs	29.1	0.0	16.5	0.0	15.5	0.0
24 Anticipated New Space Costs for Colleges and Universities	6.4	0.0	6.4	0.0	6.4	0.0
HUMAN SERVICES						
25 Medicaid Services	71.1	105.5	71.1	105.5	71.1	105.5
26 Children and Family Services	53.7	52.1	69.5	34.6	69.5	34.6
27 Health Services	24.5	3.5	24.5	3.5	24.5	3.5
28 Developmental Disabilities	18.7	28.2	18.7	28.2	18.7	28.2
29 Veterans' Services	1.5	0.0	1.5	0.0	1.5	0.0
30 Elderly Services	8.1	0.0	5.4	0.0	5.4	0.0
31 Human Services Information Technology/Infrastructure	2.9	9.1	2.9	7.8	0.0	6.0
CRIMINAL JUSTICE						
32 Justice Administration Commission - Due Process Increases	3.0	0.0	3.0	0.0	3.0	0.0
33 Department of Corrections - Fleet Replacement of Vans, Buses, and Vehicles	2.0	0.0	2.0	0.0	2.0	0.0
34 Department of Corrections - Inmate Health Services	5.9	0.0	5.9	0.0	5.9	0.0
35 Department of Juvenile Justice - Prevention and Intervention Programs	7.2	0.0	7.2	0.0	7.2	0.0
36 Department of Juvenile Justice - Shared Detention Cost	0.0	0.0	0.3	0.0	0.5	0.0
JUDICIAL BRANCH						
37 State Courts Revenue Trust Fund Shortfall	0.5	0.0	0.2	0.0	0.5	0.0
38 Small County Courthouses	4.5	0.0	4.5	0.0	4.5	0.0
TRANSPORTATION AND ECONOMIC DEVELOPMENT						
39 Department of Transportation Adopted Work Program (Fiscal Years 2017-2020)	0.0	7,840.7	0.0	7,824.5	0.0	7,045.1
40 Economic Development and Workforce Programs	2.7	63.4	2.7	63.4	2.7	63.4
41 National Guard Armories and Military Affairs Priorities	7.9	0.0	1.9	0.0	1.9	0.0
42 Library, Cultural, Historical, and Election Priorities	69.0	0.0	69.4	0.0	69.0	0.0
NATURAL RESOURCES						
43 Water and Land Conservation	140.4	141.2	72.6	208.9	42.0	239.5
44 Other Agriculture and Environmental Programs	156.6	0.0	157.2	0.0	149.8	7.6
GENERAL GOVERNMENT						
45 Other General Government Priorities	27.5	21.2	21.9	21.7	11.9	22.1
46 State Building Pool - General Repairs and Maintenance	18.6	9.8	18.6	9.8	18.6	9.8
ADMINISTERED FUNDS AND STATEWIDE ISSUES						
47 State Employee Pay Issues	7.2	7.1	7.2	7.1	7.2	7.1
48 Maintenance, Repairs, and Capital Improvements - Statewide Buildings - Critical	49.5	43.6	58.7	23.6	33.0	23.6
Subtotal Other High Priority Needs	**1,145.1**	**8,325.4**	**1,064.1**	**8,338.6**	**1,009.6**	**7,596.0**
Total Tier 1 - Critical Needs	484.9	935.5	1,493.0	1,142.3	1,087.1	1,399.2
Total - Other High Priority Needs	1,145.1	8,325.4	1,064.1	8,338.6	1,009.6	7,596.0
Total Tier 2 - Critical Needs Plus Other High Priority Needs	1,630.0	9,260.9	2,557.1	9,480.9	2,096.7	8,995.2

22. Workload – State Universities

Other High Priority Needs funding includes workload increases for the State University System (SUS) based on the three-year average appropriation increase of $172.4 million for each year of the Outlook. This average increase consists of approximately a $161.1 million workload increase for Education and General activities, an $8.7 million workload increase for the Institute of Food and Agricultural Sciences (IFAS) at the University of Florida, and a $2.7 million workload increase for the Florida Postsecondary Comprehensive Transition Program (FPCTP). FPCTP is a new program that expands and enhances postsecondary education opportunities for individuals with unique abilities, including scholarships for eligible students. Administration and statewide coordination of information regarding programs and services for students is provided by the Florida Center for Students with Unique Abilities at the University of Central Florida.

The calculated average appropriations increases do not include FRS adjustments or costs pertaining to the operation of new facilities expected to come on-line between Fiscal Years 2017-18 and 2019-20. These issues are accounted for as separate drivers in the Outlook. The three-year average appropriations increase includes only the incremental increases related to new funding issues for each of the three prior fiscal years. The chart below provides historical funding and enrollment data for the State University System, as well as funding projections for the 2017-18, 2018-19, and 2019-20 fiscal years. The enrollment projections are provided by the Board of Governors, and the estimated tuition revenues are based on these projections.

State University System
Funding & Enrollment History and Forecast



	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18 Forecast	2018-19 Forecast	2019-20 Forecast
Stimulus	$146.9									
Tuition	$1,303.7	$1,480.4	$1,724.4	$1,802.6	$1,861.2	$1,902.3	$1,957.5	$1,988.1	$2,019.3	$2,050.1
Phosphate TF	$7.3	$7.3	$5.0	$5.1	$5.1	$5.1	$5.1	$5.1	$5.1	$5.1
EETF	$230.7	$253.9	$199.9	$234.8	$284.8	$273.6	$304.4	$361.3	$319.6	$316.6
General Revenue	$1,934.6	$1,736.8	$1,526.4	$2,057.0	$2,203.9	$2,352.0	$2,473.6	$2,563.2	$2,782.1	$2,962.4
FTE Enrollment	276,376	281,785	280,971	279,742	279,890	283,377	288,180	293,070	298,050	303,110

Note: General Revenue amounts for the forecast years include the funds provided in Driver #24. The FTE enrollment reflects a new methodology for calculating enrollment. Two factors have changed: (1) state employees receiving waivers are consistently included in the FTE for all universities; and (2) total credit hours required to equate to a full-time equivalent (FTE) has changed from 40 to 30. Historical FTE counts have been converted to reflect these changes.

23. Workload – Other Higher Education Programs

Other High Priority Needs funding includes General Revenue increases for merit and need-based student financial assistance, and other tuition assistance programs for students attending Florida's public and private colleges and universities.

Specifically, the plan includes annual General Revenue increases of approximately $4.9 million for Florida Student Assistance Grants (FSAG), a need-based financial assistance program for students attending public and private postsecondary institutions, and $9.1 million for Florida Resident Access Grants (FRAG) and Access to Better Learning and Education (ABLE) Grants, which are tuition assistance programs for students attending eligible private colleges and universities. The increased funding estimates, included in each year of the Outlook, are based on the three-year average appropriations increase for these programs.

The plan also includes $9.7 million in recurring General Revenue in Fiscal Year 2017-18 to replace $9.7 million currently appropriated from the Student Loan Operating Trust Fund for the FSAG program. Revenues for the trust fund have diminished over recent years and can no longer be leveraged to fund FSAG. Replacing the trust fund appropriation with General Revenue is necessary to maintain Fiscal Year 2016-17 funding levels for FSAG.

Other High Priority Needs funding also includes General Revenue increases for the Benacquisto Scholarship Program of $5.3 million in Fiscal Year 2017-18, $2.4 million in Fiscal Year 2018-19, and $1.4 million in Fiscal Year 2019-20. An additional 472 students are projected to be eligible for funding over the next three years. The Benacquisto Scholarship Program is a merit scholarship program for high school graduates who earn recognition as a National Merit or National Achievement Scholar. The scholarship is equal to the cost of attendance (including tuition and fees, room and board, and other expenses) at a public postsecondary educational institution, minus the amount of the student's Bright Futures Scholarship and National Merit Scholarship or National Achievement Scholarship. The funding levels are based on increased enrollment projections adopted by the July 2016 Student Financial Aid Estimating Conference.

24. Anticipated New Space Costs for Colleges and Universities

General Revenue funds are provided in Other High Priority Needs for operational costs associated with the phase-in of new physical space operations, which include costs related to utilities and janitorial services. Facility construction projects approved by the Legislature through the education capital outlay process are anticipated to come on-line during the Outlook period. An estimated $6.4 million, including $1.6 million for Florida colleges, and $4.8 million for state universities, is included for each year of the Outlook based on a three-year appropriations average.

State University System of Florida
Education and General
2017-2018 Other System or Special Initiatives

	Research/System Initiatives	Recurring	Non-Recurring	Total Request
2	FAMU/FSU College of Engineering - Budget and Finance	$6,600,000	$0	$6,600,000
3	Support Small Business Development Center - Academic and Student Affairs	$4,000,000	$0	$4,000,000
4	Florida Institute of Oceanography - Academic and Student Affairs	$800,000	$1,000,000	$1,800,000
5	Advancing Discovery and Innovation in Florida - Task Force			
6	a. Strategic Cluster Hires	$40,000,000	$40,000,000	$80,000,000
7	b. Research Infrastructure	$0	$15,000,000	$15,000,000
8	c. Sunshine State Education & Research Computing Alliance (SSERCA)	$1,000,000	$6,000,000	$7,000,000
9	d. Laboratory Renovations	$0	$12,000,000	$12,000,000
10	e. Undergraduate Research Scholar Grant Program	$2,500,000	$0	$2,500,000
11	f. Institutional Undergraduate Research Programs	$5,000,000	$0	$5,000,000
12	g. Statewide Matching Grant Program for Industry-Sponsored Research	$12,000,000	$0	$12,000,000
13	h. Research Commercialization Activities through I-Corps™	$2,500,000	$0	$2,500,000
14	**Medical Education Initiatives**			
15	Nursing Faculty Recruitment and Retention Program - Health	$0	$15,000,000	$15,000,000
16	Graduate Medical Education Expansion Program - Health	$0	$80,000,000	$80,000,000
17	Total	$74,400,000	$169,000,000	$243,400,000

Operating Budget

State University System
Education and General
2017-2018 Legislative Operating Budget Issue
Form I

University(s):	**Florida A&M University and Florida State University**
Issue Title:	**Integrated Advancement for the Joint College of Engineering**
Priority Number	
Recurring Funds Requested:	**6,600,000**
Non-Recurring Funds Requested:	
Total Funds Requested:	**6,600,000**
Please check the issue type below:	
Shared Services/System-Wide Issue	☐
2016-2017 Non-Recurring Issue	☐
New Issue for 2017-2018	☒

I. Description:

In the 2016-2017 academic year a new foundation was laid for the FAMU-FSU Joint College of Engineering (JCOE). University Presidents Elmira Mangum and John Thrasher committed to a

common vision of excellence and innovation, and to investing available resources to supporting that success. To that end, the Joint Management Council brought together the Presidents, Chancellor, the academic and business leadership of both universities and the Board of Governors staff to review and renew collegiate functions, policies and processes related to student success, faculty vitality and operations. The culmination of this process was the appointment of our new Dean, J. Murray Gibson.

With a new structure and leadership in place, the JCOE is poised to assume a unique role in the Florida SUS and nationally, by building its research reputation in key areas of strength, and contributing a well-prepared, diverse pool of graduates that advance innovation in technology and engineering in the state and beyond. The JCOE is uniquely poised to develop research centers that support key areas of technological emphasis, including health technology, materials, aerospace, biomedical engineering and energy sustainability. These research centers will in turn allow the JCOE to expand the size and diversity of its student body.

To meaningfully advance goals related to research, academic quality, 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 $125,000 = $625,000**

The recruitment of researchers of the highest quality are essential for the College of Engineering to deliver the education and impact needed by the state of Florida, while increasing its reputation to the benefit of graduates and the region.

a. Faculty line in sensors for healthy aging: "aging in place" will require technology for medical devices and sensors that would leverage existing strengths at the college.
b. Faculty line in materials for aerospace: ultra-light and strong materials are critical to the development of a growing commercial aerospace industry, and to entrepreneurial approaches for efficient high speed transportation.
c. Faculty line in robotics: robotics has growing applications to improve manufacturing efficiency, assist loss of function in people and expand the "internet of things". We will build new strength through hiring in the area of controls expertise within mechanical and electrical engineering.
d. Faculty line in biomedical engineering: tissue engineering and synthetic biology are areas that address human health and manufacturing technology. Growing numbers of Florida undergraduates are excited by the potential of biomedical engineering.
e. Faculty line in energy sustainability: the development of sustainable energy is vitally important to the state, and beyond. We would expand on our strength in power systems to design a robust renewable energy "microgrid" and enhance the systems side of renewable energy capture, storage and transportation.

2) **Start-up funds for new faculty** **$3 Million**

a. Universities must provide "start-up" packages to attract outstanding researchers, give them what they need to succeed in their research, and add to the capabilities of the college in research and education.
b. Faculty hired in the College of Engineering embrace the interconnected missions of teaching, research and service. New faculty and capabilities expand the learning and career opportunities for students, and add to entrepreneurial capabilities in the community and the state.
c. Research activity is essential to the mission of a leading engineering school, and benefits the students who need access to state of the art tools and ideas. The state benefits from the best trained students, and from the entrepreneurial culture that is fostered.

Packages include funds for equipment, laboratory renovation and for technician support.

3) **Support for (undergraduate) student success** **$1,225,000**

a. Retention: To improve the retention rate of students we must provide bridge programs and peer-based tutoring to prepare students for pre-engineering science and math needs and ensure their success.
b. Successful transfer into major: Almost 50% of incoming undergraduates fail to continue on to the major, and transfer to other majors or drop out. Enriching the pre-engineering experience with major-based projects and activities will increase the motivation of students and the successful transfer rate.
c. Reduce time to degree: After transferring from pre-engineering the graduation rate is over 70% but the time to graduation on average exceeds 4 years.
Flexibility through the provision of more courses in each semester, and online courses, will reduce the average time to degree.
d. Recruiting: additional resources for recruiting will encourage talented and well-prepared students to enroll in the College of Engineering. In addition, we aim to connect with talented high-school students in their junior year to secure their interest and guide them to make full use of their senior year for pre-engineering preparation.
e. Internships: internships and co-ops are very attractive to students and employers, and the experiential learning helps students place in better higher-paid positions and gives employers better calibration of potential employee's skills. Strengthening experiential learning will increase the graduation rate.

These activities require the hiring of five dedicated staff members for advising and mentoring, the renovation and equipping of three new laboratories for design projects, and the expansion of online distance learning capabilities.

4) **Strengthen graduate student programs** **$750,000**

a. Graduate students provide the highly-skilled labor for engineering firms in Florida, provide a backbone for in-house research efforts, and leverage the opportunities for undergraduates to engage in research activities. In turn, undergraduate research, a best

practice at top engineering schools, exposes engineering undergraduates to exciting "beyond the textbook" experiences that will strengthen their abilities and marketability. Funds will support student fellowships to recruit the best talent.

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5) **Market equity adjustments** **$1 Million**

a. Faculty are the life blood of a college. In order to retain the best and brightest faculty some faculty salaries must be adjusted upwards to be competitive with the market. Using the Oklahoma State University survey of 114 public research universities, the College of Engineering salaries are below the market level for the disciplines.
b. The cost to the state of Florida to replace lost faculty leaders is much higher than correcting market inequities, since new faculty also require significant start-up investments and their productivity takes a few years to reach full potential because of the disruption in establishing a new research laboratory.
c. Because of the unique joint nature of the college of engineering there are some inequities between faculty at the two institutions that must be addressed in order to improve morale.
d. Salary adjustments would not be across the board – adjustments would be made based on a review of performance of faculty in teaching and research relative to peers at other institutions.

II. Return on Investment:

These additional resources will allow each of the two universities to improve on several key performance metrics: academic progress rates, graduation rates, production of undergraduate and graduate degrees in areas of strategic emphasis, employment and salary outcomes for students, and metrics related to research and grant production. Specifically:

a. Increase (by 100 students annually) the number of bachelors and advanced degree graduates in the strategic STEM research areas of energy, biomedical engineering, environmental sustainability, transportation and energy, with graduates better prepared for success in industry due to improvements in advanced training.
b. Significant increases (by 1000 graduates over five years) 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 fit to 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, aerospace and robotics.
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 medical devices fields

g. Retaining engineers produced in Florida to stay and work for Florida's growing field of technology based companies.
h. Support for the state's leading tourism and agricultural industries through additional research and connections to companies doing business in Florida, by supporting sustainable infrastructure, aging in place, medical devices and aerospace.

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.				
2.				

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State University System
Education and General
2017-2018 Legislative Budget Request
Form I

University(s):	University of West Florida (Lead) **Current Program Participants:** Florida A&M University Florida Gulf Coast University Florida International University University of Central Florida University of North Florida University of South Florida
Issue Title:	**Expand Capacity in the Florida SBDC Network for the Creation, Retention and Expansion of Florida's Small Businesses**
Priority Number	
Recurring Funds Requested:	**$4,000,000**
Non-Recurring Funds Requested:	
Total Funds Requested:	**$4,000,000**
Please check the issue type below:	
Shared Services/System-Wide Issue for Fiscal Year 2017-2018	☒
New Issue for Fiscal Year 2017-2018	☐

I. Background Information

As the only statewide provider of entrepreneurial and business development services targeted to create and expand small and medium-sized businesses, the Florida Small Business Development Center (SBDC) Network is designated as "the principal business assistance organization for small businesses in the state." [Fla. Stat. § 288.001] Due to its multi-institutional focus, the State University System Board of Governors designated the Florida SBDC Network as a State of Florida Center in August 2009. [BOG Regulation 10.015] Governed by Section 21 of the Small Business Act, 15 USC § 648, and federal regulations, 13 CFR Part 130, the Florida SBDC Network is sponsored and supported by federal, state and local (match) funding. In 2015, sources of program revenues included $7.4 million in federal funding, $4 million in state funding, and $6.3 million in local match funding. The University of West Florida (UWF), is requesting $4 million in recurring state appropriation to expand and enhance network program services to meet the critical needs of the state's principal job creators – small and medium sized businesses - and fulfill the State University System and network's shared vision to advance the State's economy. Additional funds will be used to expand program services and access to additional federal and local funding.

Network of Partners

Since 1976, the University of West Florida (UWF) has served as the designated recipient (Lead Center) for the Florida SBDC Network and its various funded programs. As the designated recipient, the UWF is responsible for 1) administering the network's programs and providing leadership, management, coordination and administrative direction, and 2) establishing a network of qualified partner organizations to administer program services. Today, UWF partners with six of its sister state universities, and various state colleges, chambers of commerce, and economic development organizations to operate a statewide network of 45 centers, consisting of nearly 250 employees throughout Florida.

Mission, Vision & Values

The Florida SBDC has committed itself to a culture based on the principles and practices of excellence, continuous improvement and innovation. The network utilizes the principles of Baldrige Performance Excellence Program, the basis of the ASBDC Accreditation Process, which the Florida SBDC is an accredited member, as its business model for improving organizational performance. Driven by

its strategic plan, the Florida SBDC ensures that network policies and programs align with the statewide goals of the State University System and the statewide strategic economic development plan as provided under Fla. Stat. § 20.60.

Key Services

SBDCs, under Section 21 of the Small Business Act [15 USC § 648], are required to provide business development consulting and access to educational programs to support businesses through all stages of the business development life cycle. To achieve its required purpose, the Florida SBDC Network offers access to business intelligence by providing no-cost professional business consulting to small and medium sized enterprises delivered by certified professional business consultants. SBDCs also provide access to low or no-cost business development education that builds the acumen of emerging and established business owners and managers, and access to information and research to foster business literacy and knowledge. SBDC key services (consulting, education and research) maximize value and satisfaction, and drive organizational success and sustainability, while enhancing the economic development goals and objectives of network funding partners.

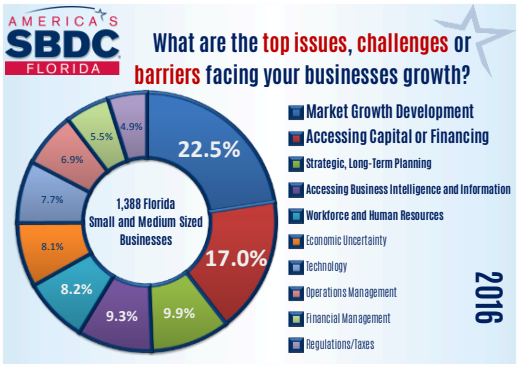
II. **Description –** *1. Describe the service or program to be provided and how this issue aligns with the goals and objectives of the strategic priorities and the 2016 Work Plan established by your institution (include whether this is a new or expanded service/program). If expanded, what has been accomplished with the current service/program?* 2. *Describe any projected impact on academic programs, student enrollments, and student services.*

Pursuant to the State University System's tripartite mission of fostering community and business engagement, the request for additional funds for the Florida SBDC Network will assist in the fulfilment of the Board of Governors' goals to strengthen the quality and recognition of commitment to community and business engagement and increase the level of community and business engagement.

Florida is home to 2.3 million small and medium sized businesses who create three out of every four new jobs. By 2030, six million more residents will call Florida home and two million more jobs will be needed to sustain current rates of employment. To prepare for this continued growth, and ensure Florida remains economically competitive, Florida's job creators - new and existing businesses - will need access to professional guidance to address growth challenges and opportunities. As Florida's principal business assistance organization [Fla. Stat. § 288.001], the

Florida SBDC Network, and its network of State University System partners will be expected to be on the forefront of ensuring and securing Florida's future.

The Florida SBDC Network proposes and seeks approval for additional recurring state appropriation for the following purposes:



- Enhance Participation in the Florida SBDC Network. The University of West Florida would use additional appropriations to expand service capacity in areas of strategic importance and assessed business need at existing regional host partners. As one example, access to capital continues to be one of the primary challenges that Florida small and medium businesses face. Banks and other institutions have shifted to a more conservative lending model since the recession, which has negatively impacted the ability for small businesses to obtain the capital necessary to expand and grow. Additional appropriations will be invested to enable existing network partners to expand capacity by hiring additional personnel (consultants) who specialize in capital access. These Capital Access Specialists will focus on helping Florida's small businesses and entrepreneurs navigate the challenging lending environment and obtain the capital necessary to grow.
- Establish a Florida Business Information Center. The University of West Florida would use additional appropriations to establish a statewide call center, Florida Business Information Center, as part of the Florida SBDC Network Lead Center. The Florida Business Information Center would be a centralized source for general business information, inquiries and referral to business resources. Professional personnel will be available by phone and online access (chat and email) to assist in answering general business questions and directing inquiries to sources of assistance, including government, institutions of higher education, and private sector resources.
- Investigate Opportunities to Fill Market Gaps in the Florida SBDC Network. Currently, six state universities and three state colleges partner with the University of West Florida as regional host partners for the Florida SBDC Network. If needed, the University of West Florida would utilize some of the additional appropriations to investigate opportunities to expand partner participation in the network where service market gaps exist. The Florida SBDC Network State Director would seek the counsel of the network's existing host partner institutions before enactment.

III. 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.*

Return-On-Investment (ROI) is a key measure of the Florida SBDC Network. Measuring ROI helps our funding partners understand how the network's programs and services benefit the state and institutional objectives. Further, it enables policy makers to make informed decisions

and conclusions concerning public sector investment and program effectiveness. Measuring and trending ROI assists the network to evaluate performance relative to strategy, evaluate effectiveness in comparison to competitors and peers, and learn from and improve results.

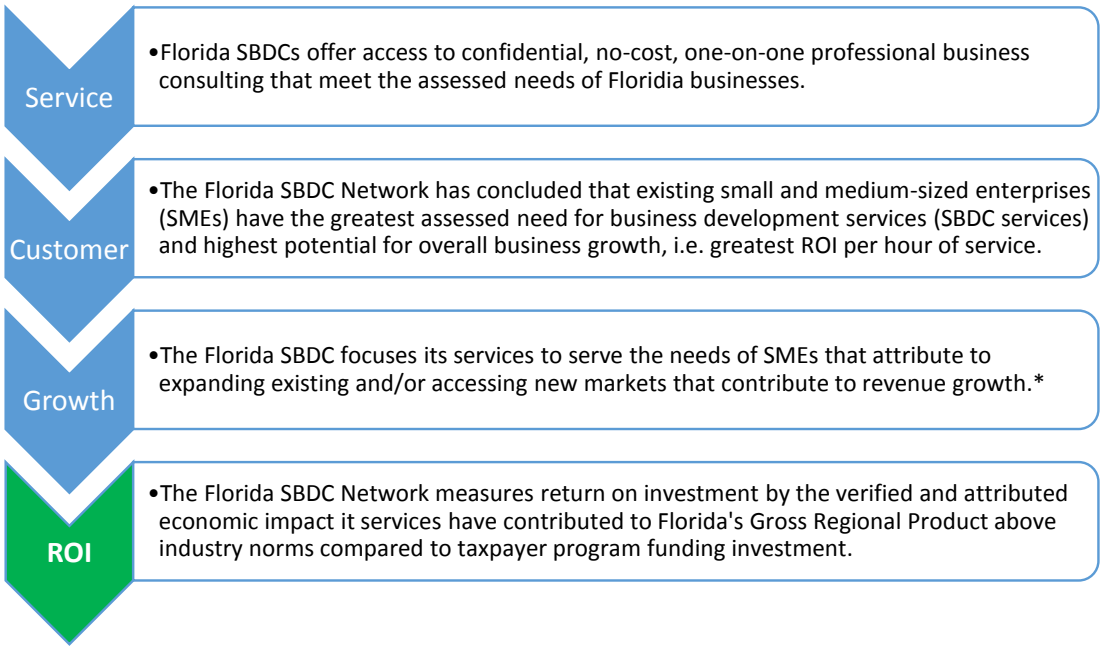
The Florida SBDC defines ROI as the net impact its services contribute to the growth of Florida's economy, i.e. the net effect of client businesses' impact on Florida's Gross Regional Product (GRP) divided by tax payer investment above client industry norms. The source of contribution is defined as the level program services impact client business revenue growth as verified and attributed by client businesses. The Florida SBDC Network conducts an annual survey to collect this data.

In 2014, Florida SBDCs delivered 98,000 consulting hours to nearly 12,000 emerging and established businesses, resulting in $3.4 Billion in value added to Florida's economy, including the following outcomes (Florida SBDC KPIs):

- 42,664 jobs created, retained and saved
- $5.8 billion in sales growth
- $140.2 million in capital accessed
- $210.2 million in government contract awards, and
- 952 new businesses started.

Click here for a copy of the 2015 Florida SBDC Network Annual Report.

Following is an outline of how the Florida SBDC Network views the alignment between service delivery to generate ROI:



* The Florida SBDC has assessed that by assisting client businesses to expand revenue growth that client businesses must hire additional employees (create jobs) to produce additional products or services for sale.

Conservatively, an additional $4 million to expand service capacity will result in an increase of impact by a project 30 percent or estimated $1.0 Billion in additional value added to Florida's economy.

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.				

2017-2018 Legislative Budget Request
Education and General
Position and Fiscal Summary
Operating Budget Form II
(to be completed for each issue)

University: **University of West Florida**
Issue Title: **Expand Florida SBDC Capacity**

	RECURRING	NON-RECURRING	TOTAL
Positions			
Faculty	0.00	0.00	0.00
Other (A&P/USPS)	20.00	0.00	20.00
Total	20.00	0.00	20.00
Salary Rate (for all positions noted above)			
Faculty	$0	$0	$0
Other (A&P/USPS)	$1,700,000	$0	$1,700,000
Total	$1,700,000	$0	$1,700,000
Salaries and Benefits	$2,380,000	$0	$2,380,000
Other Personal Services	$705,000	$0	$705,000
Expenses	$315,000	$0	$315,000
Operating Capital Outlay	$0	$0	$0
Electronic Data Processing	$0	$0	$0
Special Category (Specific)	$0	$0	$0
Florida Business Info Center	$600,000	$0	$600,000
	$0	$0	$0
	$0	$0	$0
Total All Categories	$4,000,000	$0	$4,000,000

State University System
Education and General
2017-2018 Legislative Budget Request
Form I

University(s):	**Florida Institute of Oceanography (FIO) and AISO for the State University System/hosted by the University of South Florida (USF)**
Issue Title:	**Support for FIO's Keys Marine Laboratory (KML)**
Priority Number	
Recurring Funds Requested:	**$800,000**
Non-Recurring Funds Requested:	**$1,000,000**
Total Funds Requested:	**$1,800,000**
Please check the issue type below:	
Shared Services/System-Wide Issue for Fiscal Year 2017-2018	☒
New Issue for Fiscal Year 2017-2018	☒

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 2016 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 the two (2) sea going research vessels, Keys Marine Laboratory (KML), equipment, and other shared-use facilities and services. Shared-use of resources, expertise and infrastructure maintains Florida's status as a leader in supporting excellence in marine science, technology and education.

The KML is located in the middle of the Florida Keys, in Layton, FL. This valuable platform provides unique opportunities for short and long term field and laboratory experiences/research for undergraduate and graduate students, faculty and scientists from across Florida, the U.S. and even globally.

The KML is nestled in one of the few tropical environments that is available in the U.S., as well as the one of the few laboratories that provides access to a new state-of-the-

art seawater in-house circulation system perfect for conducting mesoam studies. KML also provides support for existing and new degree/certificate programs in the SUS to support undergraduates and graduates interests in marine science programs. In return, the availability of well-trained students will also attract potential employers to Florida, producing high-technology, high-wage jobs the SUS seeks for its graduates and for the benefit of the State's economy.

Consistent with FIO's mission to support *Excellence in Marine Science, Technology and Education*, the KML provides the necessary platforms to develop the marine scientists of tomorrow with the ever changing tools through unlimited field, classroom and laboratory access. The KML also participates in the State-Subsidized Program (SUS). This program through an annual competitive process meets the goal of optimizing the BOG's expectation of FIO as an AISO to support overarching education and research goals. The program is STEM-focused and offers students a once-in-a-lifetime opportunity, which is often the only way many students experience working at a marine laboratory. In addition to providing support under the SUS program, the KML is the field station used by Florida Atlantic University (FAU) during the "Field Studies in Marine Biology" summer course. This station focuses on coral reefs and related sub-tropical coastal habitats which allows students to connect to different habitats as they circulate around Florida's ecosystems. The highly successful course created collaborations and garnered knowledge among five (5) different SUS institutions (UNF, UWF, USFSP, FGCU, FAU) faculties and students.

The KML through a National Science Foundation (NSF) federal grant, recently installed the most advanced seawater circulation system to expand the capacity to conduct laboratory experiments and manipulate water quality and hence allow on-site research not previously possible. This state-of-the-art system can reconstruct historical, present and future ocean conditions allowing never before research to be conducted at KML. Since January 2016, the seawater system has been integrated into the Florida Wildlife Research Institute (FWRI) and National Oceanic and Atmospheric Administration's (NOAA's) efforts to rescue and restore the Pillar corals in the Florida Keys, while developing tools that are transferred globally.

The acquisition of research dollars is becoming more competitive, especially as the federal dollars for biological/physical research efforts are decreasing. Unfortunately, the research dollars that are available from the Deepwater Horizon Oil spill **cannot be used** to operate FIO/KML day-to-day activities. The Resources and Ecosystem Sustainability, Tourist, Opportunities and Revived Economies (RESTORE Act of 2012) funds can only be accessed for research operations for the RESTORE Act Centers of Excellence Grants Program, defined in 31 CFR Part 34.

The Florida Keys are intrinsically dependent on a reliable and healthy marine ecosystem for tourism, and commercial and recreational fisheries. It is critical for Florida to have the infrastructure that monitors this delicate and important ecosystem, while providing teaching and research resources for faculty and students across the State.

The receipt of requesting recurring funds will allow KML to:

- FIO as the sole operator of the KML, the need for critical personnel to support not only the increasing demands, and usage of the facility, but also to maintain the upkeep of all operational systems at the laboratory.
- Support and expand marine education programs (i.e. State-Subsidized Program (often awarded to Florida State University for use of the KML) and as a field station for the Florida Atlantic University during the "*Field Studies in Marine Biology*" summer course) through a centrally maintained marine laboratory.
- Assist in the development of research mechanisms/activities to control the invasive lionfish population threatening Florida's native species, as well as developing a method of commercial utilization of lionfish. The KML is the ideal location to launch these types of research as there is a large lobster fishing industry that currently uses 'traps' to harvest lobsters. This research could potentially modify these traps to effectively harvest lionfish without damaging our local habitat.
- Create a new education and outreach coordinator position at KML to work with the 30 members to initiate and implement new programs directed at expanding and enhancing STEM education focusing on K-12 and postsecondary teacher certification. Teachers will be exposed to the newest field and laboratory technologies in research and innovative strategies in education across all oceanographic disciplines.
- Develop and offer partnerships with industry to offer beginner, intermediate and advance scientific diving courses/skills that are American Academy of Underwater Sciences (AAUS) certified to graduate and undergraduate students who upon graduation have accrued the practical experience often lacking and sought after by employers in federal and state agencies and industry.
- Develop a STEM undergraduate education program through an on-site intern program integrating students with day to day operations of the laboratory with ongoing research conducted by KML staff scientists, and SUS scientists conducting their research at KML.

The receipt of requesting non-recurring funds will allow FIO to:

- Introduce an advanced video and satellite-enabled communication (e.g. Mondo pads for Skyping abilities) and IT systems for both research and education. An advanced system will enable students to follow daily updates from their faculty remotely, as well as being able to interact directly with classmates from ship to shore or remotely from the Keys Marine Lab to classrooms. This capability will enhance the faculty and students experience conducting courses or research and allow staff to participate in classes offered elsewhere, seminars, workshops and symposia. In this way, staff will be able to keep current with research results, methods and tools. Lectures can be archived on the KML website for access to anyone for incorporation into their curricula. Establishment of KML as a distance learning facility while being recognized as a world class site to conduct sub-tropical and tropical system research.
- With the new unique salt water system at the KML, demand is increasing to conduct controlled experiments on various marine 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.

- Maintain state-of-the-art marine laboratory at a reduced cost to member institutions, and other research institutions. In order to continue to support top-notch research and educational laboratory for Florida, essential upgrades of scientific equipment, additional marine fleet is needed to provide fundamental data on Florida's environmental water conditions of the Keys.
- Allow for modification of existing infrastructures. The additional funding will allow FIO to provide on-going maintenance, system upgrades and expansion of infrastructure (wet and dry lab capabilities, divisible classroom space), tools to insure that academic and research standards are achieved at the marine laboratory and ensure safety standards meet local and state hurricane code(s).

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.*

It can be said that no aspect of Florida's economic health goes untouched by the ocean. We must be prepared for future activities that could have dramatic impacts on Florida's economy. Florida has an ever-growing coastal population, record setting tourism, and the largest recreational fisheries in the U.S., along with its viable commercial industry supplying fresh seafood serving our locals as well as millions of tourists each year. In fact:

- Florida's largest gross domestic product component is agriculture, fishing and hunting, all of which continue to grow. Florida's commercial and recreational fisheries economic value together contribute more than $30B to Florida's economy, more than the citrus, cattle, ranching and space industries combined. Tourism which depends on clean, healthy beaches and viable fish populations continues to dominate economic driver for the State of Florida.
- Sustainable oceans and coastal ecosystems are the foundation for the quality of life of Florida residents, not only necessary to attract tourists to the Sunshine State, but also integrally important to economic recovery and sustainable growth. FIO's presence enables the SUS researchers, faculty and students the opportunity to survey the ocean and coastal ecosystems to determine the future of Florida's various industries such as: recreational and commercial fisheries, recreational boating and diving, beach-related recreation, tourism, nature observation and a myriad of other natural and societal values that are collectively worth hundreds of billions of dollars a year to the state's economy and creating thousands of jobs in Florida.
- Faculty members and graduate students have utilized the KML over the past 5 years with support from over 30 federal, state, and private agencies and organizations. Almost 50 Masters and Doctorate degrees have been awarded to students who conducted research from and at the KML.
- According to NOAA, the coral reefs of the Florida Keys and southeast Florida alone have an asset value of $8.5 B producing $4.4 B in local sales, $2 B in local income and over 70,000 full and part time jobs.

- The Gulf of Mexico contains the world's third largest oil and gas reserves. Regardless of whether drilling takes place in Florida's water or Mexico or Cuba, the impact of drilling could seriously impact the multi-billion dollars tourist and fishing industries of Florida. Additional permits are being granted for deep-water drilling and Cuba will drill: Both of these activities could have dramatic impacts on Florida's economy, especially in the Florida Keys, should a disaster occurs.
- Most importantly, the FIO will significantly strengthen the SUS' competitive position in securing higher levels of R&D investment from the federal government, foundations and industry.

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.				

2017-2018 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) an AISO for the State University System/ hosted by the University of South Florida (USF)**

Issue Title: **Support for FIO's Keys Marine Laboratory (KML)**

	RECURRING	NON-RECURRING	TOTAL
Positions			
Faculty	0.00	0.00	0.00
Other (A&P/USPS)	3.00	0.00	3.00
Total	3.00	0.00	3.00
Salary Rate (for all positions noted above)			
Faculty	$0	$0	$0
Other (A&P/USPS)	$180,000	$0	$180,000
Total	$180,000	$0	$180,000
Salaries and Benefits	$240,000	$0	$240,000
Other Personal Services	$0	$0	$0
Operating Expenses	$200,000	$0	$200,000
Operating Capital Outlay	$0	$0	$0
Electronic Data Processing	$0	$0	$0
Special Category (Specific)	$0	$0	$0
Seawater Maintenance/upgrade systems	$360,000	$150,000	$510,000
Specialized Marine laboratory equipment	$0	$250,000	$250,000
New Satellite Communication System/Equipment	$0	$200,000	$200,000
Holding Tanks for seawater system	$0	$150,000	$150,000
Development education/research programs	$0	$50,000	$50,000
Mod./Upgrades current infrastructure to safety standar	$0	$200,000	$200,000
Total All Categories	$800,000	$1,000,000	$1,800,000

State University System
Education and General
2017-2018 Legislative Budget Request
Form I

University(s):	**All SUS Institutions**
Issue Title:	**Advancing Discovery and Innovation in Florida (ADIF) – A Proposal to Accelerate Research Competitiveness in Florida**
Priority Number	
Recurring Funds Requested:	**$63,000,000**
Non-Recurring Funds Requested:	**$73,000,000**
Total Funds Requested:	**$136,000,000**
Please check the issue type below:	
Shared Services/System-Wide Issue for Fiscal Year 2017-2018	☒
New Issue for Fiscal Year 2017-2018	☒

The public research universities within Florida strive to make a difference, to positively impact our state, the nation, and the world by creating new knowledge, translating knowledge into relevant impact, creating the next generation of thinkers, doers, and discoverers, and in so doing, become recognized leaders among research institutions. A commitment to being externally recognized leaders in discovery through research and to translate that knowledge to relevant impact is critically important if our state is to be a leader in the emerging innovation economy. Growing and attracting innovation industries will lead to economic opportunity for our citizens and change the world for the better.

For the state of Florida to secure its place as a national leader in the 21st century, it must prove competitive in discovery and innovation. The stronger the universities and the state are in R&D performance and reputation, the more competitive we become in attracting and retaining the best and most promising faculty, students, staff, and companies. In this regard, Florida lags. In a recent NSF survey of R&D spending across the US, the state of Florida ranked 14th in total R&D expenditures, just ahead of Connecticut, Indiana, and Minnesota, but trailing North Carolina. Fact is, Florida, the 3rd largest state by population, has twice the population of North Carolina, more than triple that of Connecticut, Indiana, or Minnesota, yet we rank, 14th. In research intensity, determined by the percentage of state GDP that is spent on R&D, we rank 36th. We are below average. The state of Florida, its citizens, and future Floridians deserve better.

States with strong and competitive research enterprises ranked ahead of Florida have taken steps previously to support their research infrastructure with a wide range of statewide grant programs that continue today in a drive to make their institutions of higher education more competitive for federal grant opportunities.

In 2015, the Texas legislature restructured previously existing state programs for research enhancement and created a number of new grant programs designed to make its institutions more competitive nationally. These include the Texas Research University Fund, the Core Research Support Fund, the Texas Comprehensive Research Fund, and the Governor's University Research Initiative – a continuum of statewide research enhancement programs. Also, in 2007 Texas voters authorized $3 billion in bonds to fund cancer research -- $1.575 billion in competitive research has been funded to date.

In Pennsylvania, the legislature commissioned a working group analysis that led to the creation in 2001 of a two-tier grant program in clinical and biomedical sciences to provide research enhancement awards within the state for the purpose of making Pennsylvania institutions more competitive for federal grants.

Massachusetts established a 10-year, $1 billion research enhancement initiative in the life sciences beginning in 2008. The Massachusetts Life Sciences Center provides financial investments in public and private institutions in the state to advance research and development and commercialization.

In New York, the Empire State Development's Division of Science, Technology and Innovation (NYSTAR) provides program funding to accelerate innovative technology

and new businesses through five separate programs supporting university research. The state also created the New York State Stem Cell Science program in 2007, funding over $354 million in grants to New York institutions since then. The State University System of New York Research Foundation maintains five newly created Networks of Excellence to increase research collaboration and spur commercialization activities.

California voters in 2004 authorized a new program providing $3 billion for stem cell research by California universities and businesses, or those performing a certain portion of the research within the state. Grants support basic science, clinical trials, training grants, programs and building infrastructure, and research by new faculty members, and graduate and post-doctoral students.

The State of Florida needs to become a magnet for the best and brightest people on the planet who create the next generation of computing technology, discover cures to disease, and discover innovative technologies that yield a more secure society for our children. This is the path for future prosperity for our state, and the SUS institutions within Florida are fully committed to this objective.

To this end, the Vice Presidents for Research in all 12 SUS institution are proposing a bold new initiative entitled, “Advancing Discovery and Innovation in Florida (ADIF)”. This initiative is comprised of specific programs designed to achieve three specific objectives in advancing our competiveness and effectiveness in research, namely 1) increasing research capacity, output, and impact, 2) increasing and enhancing undergraduate participation in research, and 3) connecting university research to Florida industry and economic development.

Objective 1: Increase research capacity, output, and impact

The single most significant asset that the state has that will determine Florida’s future status in the industries of the future are its universities and their capacity to generate new ideas and innovations through research. We see that at every level of the university hierarchy. It is the availability of human and physical capital that precipitates new knowledge and technology. Recruiting and equipping talent is the most impactful element in competing in this landscape. To this end, the following programs are proposed.

1. Strategic Area Cluster Hires for Advancing Discovery and Innovation

Any effort to increase research capacity begins with increasing the talent pool within the state. While the SUS institutions have many talented researchers within it faculty ranks, we simply do not have sufficient numbers to compete. It is important that this state investment in new faculty research lines be strategically aligned with existing institutional, regional, and state strengths and needs, while aiming at opportunities at and beyond the horizon. This proposed program would solicit multiple proposals from each of the 12 SUS institutions in the state for research-centric cluster hires. Within the context of this initiative, “cluster” is defined as 3-5 faculty lines in a single research area. The specific persons to be recruited may or may not have preexisting collaborations but will have research activities that sit within a common research area. The objective is to create pinnacles of excellence within our institutions by creating critical mass of

expertise. Each of the proposed research cluster areas should have the following characteristics:

- Topic should be of local, national, and international importance, tackling issues and opportunities in areas such as health care, information technology, coastal and marine science, advanced manufacturing, and others that will shape our world and society going into the 21st century.
- The research topic should represent a pre-existing strength at the institution, or an area of significant importance to the institution for future growth
- Each proposal for a Discovery and Innovation Cluster should include a description of the topical area and its overall importance, justification for this area at the proposing institution including pre-existing strength in this area, a description of the number and rank (Assistant, Associate, Full) for faculty to be recruited, and the proposed budget.
- The budget should consist of two components: recurring funds for salary for the faculty hires, and one-time funds to offset startup costs. The requested one-time startup funding should not exceed the amount of annual salary costs. The institution will be responsible for any salary or startup costs that exceed these amounts.

In general, these faculty members will be tenure/tenure-track faculty, and as such will contribute to the teaching mission of our institutions at both the undergraduate and graduate levels. As such, the additional faculty will yield a decrease in the student/faculty ratio, thus enhancing the learning experience as well.

The performance metrics for return on investment for this particular program will include (in order of importance) research funding, publications, faculty awards, and patents for the specific cadre of hires within this program.

Requested funding: $40 million recurring for research faculty salary
$40 million non-recurring for associated startup

2. Strategic Investment into Research Infrastructure for Advancing Discovery and Innovation

Competitiveness in research requires infrastructure – laboratories, equipment, and infrastructure. For many areas of research in biotechnology, advanced manufacturing, and computing, new instruments and capabilities are enabling researchers to pursue challenges and opportunities that were not possible just in the recent past. University researchers, students and staff need access to these technologies in order to be competitive and at the cutting edge. Within this initiative, investments in research infrastructure are proposed, focusing on those investments that yield maximum impacts for research competitiveness.

1. Equipment and Instrumentation for Institutional Shared Facilities – Within our campuses, there are a variety of laboratory modalities ranging from the lab for a single investigator to facilities that are shared by multiple researcher groups. While there are significant equipment needs throughout the SUS system in all settings, the most efficient and effective institutional investments are in those facilities that are shared and accessible to researchers, staff and students across campus. Within this context, this initiative would include a program specifically aimed at improving the research instrumentation and facilities available to our researchers. Within this particular program, proposals would be solicited from the institutions for the purchase

of instrumentation and equipment for either existing or newly proposed Shared Instrumentation Facilities with an SUS institution. The proposal instrumentation request must have the following characteristics:

- The research areas supported by the Shared Facility should represent pre-existing strengths at the institution, or areas of significant importance to the institution for future growth
- The proposal must describe a mechanism by which researchers at other SUS institutions might gain access to the equipment
- The proposal must include a plan for sustaining operation and maintenance of the instrumentation and facility

The performance metrics for return on investment for this particular program will include research funding associated with the instrumentation and facility; new grants awarded due to instrumentation availability; faculty, student, and staff usage; publications attributable to the availability of these instruments.

Requested funding: $15 million non-recurring

2. SUS Shared infrastructure - Sunshine State Education and Research Computing Alliance (SSERCA) – The exponential growth of data and computation, and its increasing level of influence and importance, are providing for remarkable, new opportunities and challenges in nearly every sector of society, science, technology, and commerce. Nearly every aspect of modern society depends upon computational technology and data. Future research will heavily depend on access to computational infrastructure. Those who recognize and learn to leverage this capability will have a significant advantage not only in the high tech business of computation and communication, but in health care, engineering design, retail, scientific discovery, and a multitude of other fields where the effective leveraging to this data explosion will prove to be vital in global competition. The Sunshine State Education and Research Computing Alliance (SSERCA) is a proposed collaborative effort by six Florida public and one private universities to build a big-data research infrastructure for the state university system. This first-of-its-kind venture will provide the massive research computing power necessary to handle the challenges of sharing large data sets over large distances among multiple researchers. Creating a statewide network of computing infrastructure and expertise in our state university system will give the State of Florida significant advantage in innovative approaches to addressing these "big data" challenges.

   The performance metrics for return on investment for the SSERCA big-data infrastructure will include research funding associated with the computational network; new grants awarded due to instrumentation availability; faculty, student, and staff usage; publications attributable to the availability of SSERCA.

   Requested Funding: $6 million in non-recurring funds to be used to acquire data storage systems at each of the six public institutions that are part of SSERCA;

$1 million in recurring funds to ensure that SSERCA is sustained after it is built—with annual maintenance contracts and one expert at each institution.

3. Laboratory Renovations – In addition to human capital and instrumentation, competitive research requires up-to-date laboratories. Across each of our SUS institutions, there are numerous laboratories in need of renovation to enable the recruitment and retention of top talent. Within this initiative, funding for research laboratories is requested. Each institution would be asked to propose laboratory renovation projects with the following required criteria:

- The laboratory for renovation must be designated for research activities
- The research supported by this laboratory should represent a pre-existing strength at the institution, or an area of significant importance to the institution for future growth
- The total budget for the renovation must be disclosed, and must include the source of funds for costs that exceed that allocate from this budget request

The performance metrics for return on investment for the laboratory renovations will include research funding associated with the laboratory; new grants awarded due to instrumentation availability; faculty, student, and staff usage of the laboratory.

Requested Funding: $12 million in non-recurring

Objective 2: Increase and Enhance Undergraduate Participation in Research

Within the ecosystem of university research, the primary focus in on knowledge discovery translation to impact employing the efforts of faculty, staff, post-docs, and graduate students. That said, within the research mission is a remarkable opportunity to enhance the educational experience of all students, in particular the undergraduates. Multiple studies have shown that meaningful participation by undergraduates in research enhances retention and enriches their educational experience. Most undergraduate activity is in the form of coursework in a classroom setting. While highly valued, this does not fully prepare the student for the workplace where many issues and challenges are open ended, require teamwork, and often do not have a predetermined outcome. Providing undergraduates with meaningful research experience, be it at their home institution, another university, at a national laboratory or in industry, provides them with an experiential learning and growth experience that is of significant value. To that end, this initiative includes the following programs:

1. Undergraduate Research Scholar Grant Program

Many of our undergraduates are engaged in research at their home institution. While this provides the core of their undergraduate experience, there is significant value in providing opportunities to experience a research setting and culture outside their norm, be it at another SUS institution, within industry, or at a national laboratory. In most cases, the host institution, if willing to host the student, will provide for all research infrastructure needs. This proposed program would provide selected students the opportunity to engage in research away from the home institution, providing funds for travel, tuition, and a modest stipend for living expenses. The program administration

could reside within the SUS or within a host SUS institution. The program administrator would be required to:

- Advertise the program to prospective host participants
- Develop framework for expectations under the program
- Negotiate MOUs with various host entities
- Develop mechanism for matching students with research hosting opportunities
- Administer funds to selected student participants

Selected Undergraduate Research Scholars would use the awarded resources to engage in research at the hosting institution.

The performance metrics for return on investment for this program will be retention rate on the participating students, as well as publications and presentations resulting in student research.

Requested Funding: $0.5 million recurring for program administration
$2 million recurring for student travel, tuition, and stipend

2. Institutional Undergraduate Research Programs

As stated earlier, a student's primary opportunity for a meaningful research experience is with a mentor within her or his home institution. In this case, support is needed primarily for the research group at that institution. Within this context, the budget request includes funds specifically to support research at the undergraduate level. This program would provide resources for undergraduates to participate in immersive research experiences outside of the classroom. The funds could be used for faculty support for engaging undergraduates in their research as well as graduate assistantships to facilitate near-peer research mentoring. Proposals would be solicited for faculty initiated research of benefit to the state and beyond. It is anticipated that multiple undergraduates would be engaged for any given project. It is also anticipated that most of these programs would reside within SUS institutions with primarily undergraduate teaching missions.

The performance metric will be percentage of graduating seniors who participated in research outside of the classroom during their undergraduate careers.

Requested Funding: $5 million recurring

Objective 3: Connect University Research to Florida Industry and Economic Development

It is the objective of university research, particular that at the public universities, to translate knowledge to relevant impact on society. Front and center in this endeavor is in connecting and support private sector industry and economic development across the state. In many ways, the state of Florida is already a leader in this space through creation of intellectual property, startup, and innovative regional programs. That said, the institutions within the SUS need to do more to make an impact on the future growth of our economy. Specifically, this budget request includes two statewide programs.

1. Statewide Matching Grant Program for Industry-Sponsored Research at SUS Institutions

A significant opportunity for companies within the state, particularly those in high tech, to secure a strategic advantage in their respective market is to leverage the research expertise within the SUS institutions. Within this initiative, a statewide matching grant program would be created to incentivize industry-sponsored research projects at the SUS institutions. In particular, this program would provide matching funds to R&D projects sponsored by Florida-based companies for research at SUS institutions to develop commercially applicable emerging technologies. This new program builds on the foundation established by the remarkable success of the Florida High Tech Corridor Council (FHTCC), a nationally recognized program that has benefited central Florida businesses. In particular, this program would be extended to companies located anywhere within the state of Florida whereby they can accelerate innovation by leveraging the R&D expertise within the SUS. Opportunities for collaboration would include researchers from all academic disciplines across the universities – including health sciences, agribusiness, engineering, and the physical sciences. This program is particularly attractive for supporting small to midsize high tech companies in advancing their competitiveness in the innovation economy. Matching funds would be made available, subject to the specifics of the research proposal and a commitment from the company for both cash and in-kind contributions at least equal to the matching funds being sought. The overall objective of the program is to facilitate the growth of innovative industry throughout the state by connecting the innovative small, midsize, and large companies within the state with research expertise at the participating university. It is anticipated that promoting such collaborations to grow innovative technologies will retain talented students within the state and improve the tech economy in Florida. We also anticipate that many of these projects will be linked to federally funded SBIR/STTR programs, thus leveraging this investment to bring in more federal research dollars to the state, increase incubation of new start-up efforts, and broaden the opportunities for translational research thereby resulting in economic development.

The performance metrics for return on investment for this program will be matching funds from industry and private sector performance of industry partners.

Requested Funding: $12 million in recurring funds for the matching grant program

2. Increase Research Commercialization Activities through I-Corps™

One of the strategic priorities in the 2025 Florida State University System (SUS) Strategic Plan is to "Increase the number of patents, licenses and start-up companies created as a result of university research." This effort is targeted on capitalizing on the SUS' innovative strengths in order to increase its commercialization pipeline.

Over the past 4 years, the National Science Foundation (NSF) has been experimenting with a novel and effective training method, called Innovation Corps (I-Corps™), to accelerate the transition of basic research advances into startups and products, based upon time-tested methodology employed at Stanford University and UC Berkeley. The I-Corps program sits between basic research and startups and/or licensing. With over 800 teams trained nationally by this program, it has been to shown accelerate the technology transfer process. Other federal agencies, such as NIH and DoD, have already rolled out similar programs. More programs are on the way. States such as Ohio and Iowa have rolled out

their own I-Corps™ programs. The State of Florida is at a cusp of opportunity in this regard.

Florida is a leader in the national I-Corps™ program, ranking third in the nation after California and Texas in the number of active NSF I-Corps™ Teams. The region has two I-Corps Sites and seven academic institutions that have produced I-Corps Teams, including USF, UCF, FIU, FIT, FSU, FAMU, and UF. As is evident from the active grants in the state, there is enough capacity for more teams. The entrepreneurial climate in the state is right for these teams to move forward; the state is already able to sustain a significant number of SBIR grantees. An integrated effort in Florida will help catalyze the academic transformation that has already begun and provide an international gateway to the Caribbean and Latin America to bring academic innovations and business relationships to the U.S. Possible post I-Corps partners include angel and venture networks, Florida Institute for Commercialization of Public Research, Florida Venture Forum, and GrowFL; to name a few.

Florida Regional Innovation Network (FRIN) supports a strong partnership effort among the twelve public and private universities. Taking into consideration the $2.27 billion in research at Florida's universities, trained I-Corps instructors at UCF's and USF's I-Corps Sites, and mentor networks at research parks across the state, can be integrated and expanded to provide transformational I-Corps training open to all the Florida universities. The immediate output will be a new cadre of faculty and students who understand how to find a business behind an idea, which in the long term will result in licensing, and startups with external sources of funding such as SBIR/STTR and angel investments.

The performance metrics for return on investment for this program will be the number of newly trained I-Corps graduates, as well as the number of companies resulting from I-Corps trainees.

Requested Funding:
$1 million recurring in funding to regional I-Corp teams from SUS institutions
$1 million recurring for post I-Corps support towards SBIR capacity building
$0.5 million recurring for regional program delivery (instructors, teaching support) and administration

TOTAL REQUESTED FUNDING
$63 million recurring
$73 million non-recurring

State University System
Education and General
2017-2018 Legislative Budget Request
Form I

University(s):	**10 SUS institutions with nursing schools: University of West Florida, University of North Florida, Florida A&M University, Florida State University, University of Florida, University of Central Florida, University of South Florida, Florida Gulf Coast University, Florida Atlantic University, and Florida International University**
Issue Title:	**Nursing Faculty Recruitment and Retention Program**
Priority Number	
Recurring Funds Requested:	
Non-Recurring Funds Requested:	**$15,000,000**
Total Funds Requested:	**$15,000,000**
Please check the issue type below:	
Shared Services/System-Wide Issue for Fiscal Year 2017-2018	☒
New Issue for Fiscal Year 2017-2018	☒

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 2016 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 Nursing Faculty Recruitment and Retention Program was developed as a response to the findings from a year-long environmental scan of health topics undertaken by the Health Initiatives Committee of the Board of Governors. A scan of Florida's healthcare workforce, healthcare delivery and health-related research as they relate to the State University System (SUS) informed the Committee's development of a Health Strategic Plan. The Health Strategic Plan was unanimously approved by the Board of Governors in March 2016.

The priorities and strategies established in the Strategic Plan, which serve as the foundational work of this program, was guided by a collaboration between the Board of Governors and an advisory group to the Health Initiatives Committee consisting of representatives of the Florida Council of Medical School Deans, the Florida Department of Health, the Florida Medical Association, the Florida Center for Nursing, the Florida Hospital Association, and the SUS Vice Presidents for Research. The Deans and Directors of the SUS nursing programs also provided input on the barriers they face in increasing the capacity of the bachelors, masters, and doctoral nursing programs.

The first goal of the Health Strategic Plan is to meet the health workforce needs of Florida. In conducting a gap analysis of Florida's future workforce needs, the Committee found that Florida will definitely face a shortage of nurses. Currently the SUS nursing programs only contribute 11% of all new nurses licensed annually. The Committee also learned that the number one limitation to meeting the demand for nurses in Florida is a shortage of nursing faculty.

A strategic increase in the number of nursing faculty for the SUS would achieve two aims. First, it would move Florida forward on the percent of registered nurses with bachelor's degrees, as recommended in the 2010 Institute of Medicine report *The Future of Nursing: Leading Change, Advancing Health*. The report suggests 80% of registered nurses nationally should hold a baccalaureate degree by 2020. Currently, only 46% of working registered nurses in Florida hold a baccalaureate degree or higher. Despite the addition of RN-BSN completion programs across the state, Florida will not be able to reach the 80% goal by 2020 without expanding program capacity -- which requires more nursing faculty. Second, an increase in the number of faculty would also allow programs to increase capacity in the masters and doctoral programs. These programs prepare Ph.D. students to become faculty and fill leadership roles in clinical settings and prepare Advanced Practice Nurses who can teach as clinical faculty.

Recruiting and retaining faculty in the short-term and building up the nursing faculty pipeline in the long-term are critical steps in meeting student demand for SUS nursing programs and employer demand for nurses with advanced education. Faculty shortages are of particular concern with a national nursing faculty vacancy rate of 7.1% according to the most recent survey conducted by the American Association of Colleges of Nursing. This vacancy rate translates into 1,328 faculty vacancies across 741 nursing colleges and schools nationally (AACN, 2015). Nursing school who need to hire additional full-time faculty cited the following barriers: insufficient funds to hire new faculty (65.4%), unwillingness of administration to commit to additional full-time positions (53.1%), inability to recruit qualified faculty due to competition in other job markets (36.2%), and a critical shortage of qualified applicants (22.3%). AACN also reported that 90.7% of faculty vacancies require or prefer doctoral degree, however there is a critical shortage of nurses prepared at this level.

The SUS is seeking $15 million in state support for a program that will award funds to cover innovative strategies that target the recruitment and/or retention of nursing faculty. The nursing schools are expected to demonstrate how one-time funds will increase the number of nursing faculty in Florida, and how that will in turn lead to increases in SUS

nursing program capacity. Program funds will be used to cover direct expenses incurred in the recruitment or retention of nursing faculty.

Proposed activities may include:
a) one-time funds used for non-recurring strategies associated with the recruitment and hiring process such as sign-on bonuses, loan forgiveness, start-up packages for research, or partnership development for joint appointments and/or

b) multi-year, but short-term, funding for retention strategies (such as providing release time for mentoring, awarding pre- and post-doctoral researcher salaries, employing adjuncts to fill voids for low teaching loads, or creating professional development opportunities).

The SUS nursing schools will prepare project proposals that support the recruitment and/or retention of nursing faculty through innovative programs showing a clear return on investment and capacity-building for educating additional nurses in Florida. Each of the SUS nursing schools may apply for a grant by themselves or they may partner with other SUS nursing schools if a greater return on investment is expected. Funded projects will have three years to spend the one-time funds and will report on project outcomes for six years.

Projects that receive support from this program will be evaluated on the number of new faculty hired and the number of faculty retained. Participating nursing schools will also project and track additional program capacity in specific nursing programs that will result from increased numbers of nursing faculty. Projects that include a commitment of additional university support for nursing faculty salaries should be given priority.

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 following categories of benefits are expected from implementation of the competitive program:

1) Efficient Retention and Recruitment for the Nursing Faculty Pipeline

- Investment in the program is expected to increase the nurse faculty pipeline in both the short and long-term. The pipeline can be increased in the long-term if schools put new faculty efforts towards growth in Ph.D. programs or ARNP tracks that emphasize teaching.
- The program allows the SUS nursing schools to be competitive in a tight national market for nursing faculty.
- Where faculty salaries are increased with university funds under this program, the nursing schools are more likely to successfully recruit practicing clinical nurses with valuable skills who can educate the next generation of nurses and nursing faculty.

2) Better Healthcare Aims

- Increasing the education level of nurses has been demonstrated to improve health outcomes for patients. Several recent studies show that a 10% increase in the number of nurses with a BSN result in a 7-10% decrease in patient mortality.
- Research efforts of new and retained faculty will contribute to better teaching and better care in the field. Programs that put new faculty resources into graduate programs may enhance the research training of students as well. These students will go on to apply research skills in leadership positions within healthcare.

3) Economic Development and Workforce Aims

- Nurses with advanced education make higher salaries.
- A financial boost to the faculty recruitment and retention efforts of the SUS nursing programs will contribute to sustainable capacity growth across the System. The investment will create programs that can employ new faculty resources to meet student demand for high-quality and affordable nursing programs.
- The ultimate outcome expected from the investment is meeting the workforce demand and reducing shortages of nurses at all levels by expanding SUS program capacity.

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.	N/A			
2.				

State University System
Education and General
2017-2018 Legislative Budget Request
Form I

University(s):	**6 SUS institutions with medical schools: Florida State University, University of Florida, University of Central Florida, University of South Florida, Florida Atlantic University, and Florida International University**
Issue Title:	**Graduate Medical Education (GME) Expansion Program**
Priority Number	
Recurring Funds Requested:	
Non-Recurring Funds Requested:	**$80,000,000**
Total Funds Requested:	**$80,000,000**
Please check the issue type below:	
Shared Services/System-Wide Issue for Fiscal Year 2017-2018	☒
New Issue for Fiscal Year 2017-2018	☒

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 2016 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 Graduate Medical Education Expansion Program was developed as a response to the findings from a year-long environmental scan of health topics undertaken by the Health Initiatives Committee of the Board of Governors. A scan of Florida's healthcare workforce, healthcare delivery and health-related research as they relate to the State University System informed the Committee's development of a Health Strategic Plan. The priorities and strategies established in the Strategic Plan, which serve as the foundational work of this initiative, was guided by a collaboration between the Board of Governors and an advisory group to the Health Initiatives Committee consisting of representatives of the Florida Council of Medical School Deans, the Florida Department of Health, the Florida Medical Association, the Florida Center for Nursing, the Florida

Hospital Association, and the SUS Vice Presidents for Research. The Health Strategic Plan was unanimously approved by the Board of Governors in March 2016.

The first goal of the Health Strategic Plan is to meet the health workforce needs of Florida. The gap analysis of Florida's future workforce needs, conducted as part of the environmental scan, found that Florida will definitely face a shortage of physicians. The barrier to meeting the demand for physicians in Florida is based upon a lack of available residencies, which is a required and critical part of every physician's training. Closing the gaps in the physician workforce requires a strategic expansion of graduate medical education (GME) in Florida.

By the year 2020, it is projected that Florida will have approximately 500 more medical school graduates per year than the number of first year graduate medical education positions currently available. Unless the number of Florida GME positions is increased concomitantly, many Florida medical school graduates who want to complete GME training in Florida will be forced to leave the state -- and statistics show that most of them will never return to Florida to practice. Further, the supply of physicians in Florida has not kept pace with the growth in the state's population. Florida is far below the average number of residents in training per 100,000 population, with only 19.9 GME positions per 100,000 population compared to 36.9 nationally. Florida needs approximately 3,350 more allopathic residency positions just to meet the national average ratio of medical residents per 100,000 state population according to the Association of American Medical Colleges (AAMC).

A supply and demand analysis conducted in 2014 by IHS Global on behalf of the Safety Net Hospital Alliance of Florida found that shortfalls exist in specific medical specialties, including the primary care specialties, and for specific regions the gaps will not be filled completely and that gaps will remain in 2025. The report cites a shortfall of 4,620 physicians in 2013 that only decreases to a gap of 3,690 in 2025 if current workforce participation patterns and the number of new entrants to the workforce remain unchanged. Florida medical schools cannot meet the current or future needs and demands of the state.

To address this shortfall of physicians, the SUS Board of Governors has set a goal of increasing the number of first-year residency positions in Florida by 500-800 positions. When new or expanded GME programs are operating at full capacity and supported by sustainable funds, it is expected that support for this first-year position goal will be leveraged to add a total of roughly 3,000 residency positions to graduate medical education in Florida. These 3,000 positions represent multiple years within residency programs, which range from 3-7 years in length depending on the physician specialty area.

# of First-year Residents	Cost for Start-Up / Expansion	# Residents at Full Capacity
800	$80 million	3,200
500	$50 million	2,000

The State University System is seeking $80 million in state support for an initiative that will competitively award funds to Florida's medical schools to cover start-up and expansion costs that cannot be covered by federal and state graduate medical education programs. The medical schools are expected to demonstrate how one-time funds will lead to the development or expansion of residency programs, which will ultimately qualify for sustainable funds from other sources and also expand the overall GME capacity in Florida. The program is intended to meet the state's needs for more physicians by supporting Florida's medical schools leadership role in GME development.

With SUS medical schools serving as the sponsoring institutions for more than half of the current resident positions in Florida, they are leaders in developing innovative GME programs and incur significant costs developing, maintaining, and coordinating GME programs in affiliation with their hospital partners or communities. However, Medicare GME funding and Medicaid GME funding is primarily available to hospitals, and not directly available to the medical schools. Federal and state funds to support new residency positions are also only available to hospitals and some federally qualified health centers, and cannot be accessed by medical schools. Despite the recent, significant investments being made in GME, no funds are available to offset the substantial resources that medical schools incur in establishing and expanding GME programs.

Florida's medical schools will prepare project proposals to support the creation or expansion of graduate medical education residency programs in areas of well-documented, greatest need. All medical schools in Florida are eligible, as long as they partner with a medical school associated with a university that is a member of the State University System of Florida. The SUS medical schools may also develop projects by themselves. Eligible projects must address documented statewide, regional, or local needs. New or expanded residency programs will prepare physicians to practice in needed specialties, underserved areas, or in high-need settings in a manner that addresses current and projected needs for Florida's physician workforce. Projects that demonstrate the greatest potential for addressing multiple needs will be given priority.

The receipt of non-recurring funds will allow the State University System medical schools to leverage on-going partnerships and encourage the development of new partnerships between Florida's medical schools and GME providers so that they may ultimately secure sustainable funding for any newly developed program(s) or position(s). Examples of support include new allocations of Medicare funding for GME by establishing new programs in Medicare-naïve training sites, funding from the U.S. Department of Veterans Affairs, private funding, and funding opportunities of the Florida Statewide Medicaid Residency Program.

2017-2018 LBR

The majority of projects supported by these non-recurring funds will include some of the following types of activities, all of which are directly related to the creation of new residency programs or the expansion of existing programs:

- developing or expanding partnerships with providers of graduate medical education and/or developing consortia of providers,
- hiring and/or training additional faculty or staff to establish or expand the program,
- developing a curriculum for new programs or enhancing curricula in ways that allow for program expansion,
- addressing tasks related to accreditation application and coordination, and
- promoting the program to recruit residents.

The Graduate Medical Education Expansion Program should provide support for program start-up costs and the initial direct medical expenses, including first-year salary support for new residents, to ensure the viability of new programs until they receive accreditation and secure additional funding from other sources. Funded projects will have three years to spend the one-time funds and will report on project outcomes for six years. Projects that receive support from this program will be evaluated on the number of new residency positions created, how the new positions fill an unmet need in the state, and the likelihood that the program can be sustained. Where innovative training and quality-improvement projects can also be tied to a proposed increase in the number of residency positions, these projects will receive preference.

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 following categories of benefits are expected from implementation of the competitive program:

1) Efficient Retention and Recruitment for the Physician Pipeline

- Florida currently makes significant investments in undergraduate medical education and the training of medical students. An increased investment in graduate medical education would allow more of these medical school graduates to remain in Florida and continue their training to become Florida physicians. Other large states have set a ratio goal of maintaining 1:1 residency slots for every medical school graduate. Florida currently has more medical school graduates than available first-year allopathic residency positions, with a ratio of 0.9 allopathic residency positions per medical school graduate. By investing in a robust and high-quality physician education pipeline, Florida can address physician shortages through increased retention and recruitment opportunities and eliminate the current bottleneck of GME training.

- An increased number of high-quality residency positions would make Florida more attractive for retaining the best medical school graduates in Florida and competing for top graduates nationally.

2) Better Healthcare Aims

- By addressing physician shortages through an expanded GME pipeline, Florida's health care services can keep up with additional demands due to population growth and Florida's unique demographics.
- The program is designed to address documented, unmet needs in shortage specialties and regions. This strategic investment will increase the likelihood that physicians will fill current gaps in care across Florida.
- Florida's public and private medical schools are leaders in developing innovative curricula and incorporating changing models of healthcare delivery into physician training. There is a beneficial role for medical schools to work with their GME partners to develop quality curricula and increase the chances of successful accreditation of innovative programs. Better-prepared doctors will provide higher quality care in a healthcare landscape that continues to change.

3) Economic Development and Workforce Aims

- Florida can expect additional economic development through long-term gains in healthcare innovation and the training of high-wage professionals who stay in Florida to practice. An economic impact study conducted for the American Medical Association showed that in 2012, Florida's 43,000 physicians generated an estimated $76.4 billion in direct and indirect sales revenues and approximately $2.3 billion in state and local tax revenue. They also supported, directly or indirectly, more than a half a million jobs that provided $40 billion in wages and benefits for Floridians. Florida physicians lead those in Texas, New York, Virginia, and Georgia on all of the above metrics with the exception of state and local taxes.
- The design of the program focuses on physician shortages in areas of documented need and reports on outcomes, thereby coordinating wider GME needs in Florida rather than solely responding to individual hospital or provider needs. This approach also increases accountability for the state investment and provides a basis for statewide physician workforce efforts.

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.	N/A			
2.				

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
October 17, 2016

SUBJECT: Performance Based Funding Model

PROPOSED COMMITTEE ACTION

For Discussion

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Board adopted a performance funding model in January 2014 based on 10 metrics.

The Committee has been clear that the model will be reviewed annually to determine if any changes need to be made. On March 29, 2016, a workshop was held at the University of South Florida in which six proposals were presented on enhancing metric 3, Cost per Degree. In addition to having discussion regarding metric 3, the Committee will consider possible benchmark changes to metric 1, a data change to metric 2, and the process for changing metrics 9 and 10.

A list of the metrics are attached and further information will be provided during the meeting.

Supporting Documentation Included:
1. Performance Funding Model Overview
2. Metric Definitions
3. Discussion Items

Facilitators/Presenters: Governor Lautenbach, Board Staff

Board of Governors
Performance Funding Model Overview

The Performance Funding Model includes 10 metrics that evaluate the institutions on a range of issues. Two of the 10 metrics are Choice metrics; one picked by the Board and one by the university boards of trustees. These metrics were chosen after reviewing over 40 metrics identified in the University Work Plans.

The model has four guiding principles: 1) use metrics that align with SUS Strategic Plan goals, 2) reward Excellence or Improvement, 3) have a few clear, simple metrics, and 4) acknowledge the unique mission of the different institutions.

Key components of the model:

- Institutions will be evaluated on either Excellence or Improvement for each metric.
- Data is based on one-year data.
- The benchmarks for Excellence were based on the Board of Governors 2025 System Strategic Plan goals and analysis of relevant data trends, whereas the benchmarks for Improvement were determined after reviewing data trends for each metric.
- The Florida Legislature and Governor determine the amount of new state funding and an amount of institutional funding that would come from each university's recurring state base appropriation.

Metrics Common to all Institutions:
Seven metrics apply to all eleven institutions. The eighth metric, graduate degrees awarded in areas of strategic emphasis (8a), applies to all institutions except New College. The alternative metric for New College (8b) is "freshman in the top 10% of graduating high school class."

Metrics Common to all Institutions	
1. Percent of Bachelor's Graduates Employed and/or Continuing their Education	**6.** Bachelor's Degrees Awarded in Areas of Strategic Emphasis
2. Median Wages of Bachelor's Graduates Employed Full-time in Florida	**7.** University Access Rate (Percent of Undergraduates with a Pell-grant)
3. Average Cost per Bachelor's Degree	**8a.** Graduate Degrees Awarded in Areas of Strategic Emphasis **8b.** Freshman in Top 10% of Graduating High School Class – for NCF only
4. Six Year Graduation Rate (Full-time and Part-time FTIC)	**9.** Board of Governors Choice
5. Academic Progress Rate (2nd Year Retention with GPA Above 2.0)	**10.** Board of Trustees Choice

Board Choice Metric - The Board has approved metrics that focuses on areas of improvement and the distinct missions of each university. UF and FSU have a metric measuring faculty awards to represent the research focus of these institutions. New College has "national ranking for institutional and program achievement." The remaining eight institutions all have the "percentage of students graduating without excess hours".

Board of Trustees Choice Metric – Each Board of Trustees has chosen a metric from the remaining metrics in the University Work Plans that are applicable to the mission of that university and have not been previously chosen for the model.

Board of Governors
Performance Funding Model Overview

How will the funding component of the model work?
To ensure each university is striving to excel and improve on key metrics, there must be a financial incentive. That financial incentive will not only be new state funding, but an amount of the base state funding reallocated.

State Investment versus Institutional Base Funding:
The amount of the state investment appropriated by the Legislature and Governor for performance funding will be matched by an amount reallocated from the university system base budget. These "institutional base" funds are the cumulative recurring state appropriations the Legislature has appropriated to each institution. Any state investment funding appropriated would be allocated as follows:

State Investment Funding Allocation

1. Each university metric is evaluated based on Excellence or Improvement and has ten benchmarks ranging from low to high. The lowest benchmark receives one point, while the highest receives ten points. The higher point value for Excellence or Improvement on each metric are counted in the university's total score.
2. The state investment will be allocated based on points earned, with a maximum of 100 points possible.
3. A university is required to earn more than 50 points in order to be eligible to receive the state investment.
4. A university not meeting the required point threshold or the three lowest scoring universities will not receive any of the state investment.
5. A university that is not one of the three lowest scoring institutions and has earned more than the required point threshold will receive the state investment funds proportional to their existing base funds with the highest scoring universities eligible for additional state investment funds.
6. All ties within the scoring will be broken using the Board's approved tiebreaker procedure:
    a. Compare the total of Excellence and Improvement scores
    b. Give advantage to higher points earned through Excellence
    c. Score metric by metric giving a point to the school with the higher score
    d. If tied after three levels of tiebreakers, the tie will go to the benefit of the institutions

Institutional Base Funding Allocation

1. A prorated amount will be deducted from each university's base recurring state appropriation.
2. A university earning more than 50 points will have their institutional investment funding restored.
3. A university scoring 50 points or less will have to submit an improvement plan to the Board of Governors and show improvement according to that approved plan in order to have their institutional investment funding restored.

PERFORMANCE BASED FUNDING
2016 METRIC DEFINITIONS

1. Percent of Bachelor's Graduates Enrolled or Employed ($25,000+) 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 enrolled or employed (earning at least $25,000) 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: Accountability Report (Table 4O). 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).
2. 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: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.
3. Average Cost per Bachelor's Degree *Costs to the university*	For each of the last four years of data, the annual undergraduate total full expenditures (includes direct and indirect 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.
4. 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. Source: Accountability Report (Table 4D).
5. 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: Accountability Report (Table 4B).
6. Bachelor's Degrees within Programs of Strategic Emphasis	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: Accountability Report (Table 4H).
7. 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: Accountability Report (Table 3E).
8a. Graduate Degrees within Programs of Strategic Emphasis	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: Accountability Report (Table 5C).
8b. Freshmen in Top 10% of High School Class 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 as reported to the Common Data Set (C10).

PERFORMANCE BASED FUNDING METRIC DEFINITIONS

BOG Choice Metrics

9a. Percent of Bachelor's Degrees Without Excess Hours FAMU, FAU, FGCU, FIU, UCF, UNF, USF, UWF	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. Source: Accountability Report (Table 4J). 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 (eg, 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).
9b. Number of Faculty Awards FSU, UF	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).
9c. National Ranking for University NCF	This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: Princeton Review: Top 50 Colleges That Pay You Back, 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.

PERFORMANCE BASED FUNDING METRIC DEFINITIONS

BOT Choice Metrics

10a. 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).
10b. 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).
10c. 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.
10d. 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.
10e. 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).
10f. 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).
10g. 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).
10h. 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 Postdoctorates in Science and Engineering (GSS).
10i. 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).

Performance Funding Model
Discussion Items
October 17, 2016

1. **Metric 1 – Percent of Bachelor's Graduates Employed and/or Continuing their Education Further 1 Year after Graduation –** In January, 2016 the Board approved increasing the wage threshold from minimum wage to $25,000 when determining if a bachelor' degree recipient is included in the data set. The Board determined this change would go into effect with the Year 4 (2017) performance model.
    a. **Decision –** Determine the correct benchmarks that will be used to calculate points.

2. **Metric 2 – Median Wages of Bachelor's Graduates Employed Full-time in Florida One Year After Graduation –** Currently this metric only includes wages from bachelor's recipients that work in Florida. Data is now available from 42 states, District of Columbia, and Puerto Rico.
    a. **Decision –** Should the data set be expanded to include wages from the U.S. and if so, determine the correct benchmarks.

3. **Metric 3 – Average Cost per Bachelor's Degree –** Currently this metric consists of the last four years of expenditure data divided by the number of credit hours for that year to create a cost per credit hour for each year. This cost per credit hour for each year is multiplied by 30 to derive an annual cost. The average annual cost for each year is summed to provide an average cost for a baccalaureate degree that requires 120 credit hours.
    a. **Decision –** This metric has two primary concerns; 1) as long as the appropriations to the universities increase, there will not be any improvement on this metric; and 2) the allocation of faculty effort can significantly impact expenditures.

       Florida statute passed in 2016 and Board Regulation 5.001 adopted September 22, 2016 requires an affordability metric.

       The proposal is to replace this metric with a metric that determines a student's net tuition and fee cost for a 120 hour baccalaureate degree. This metric will have four entry points for the universities to impact; 1) although undergraduate tuition is set by the legislature, the university controls fees and will have an incentive to keep fees low; 2) inclusion of

textbooks as an to reduce the cost; 3) universities can increase institutional financial aid to lower a student's cost; and 4) universities will be incentivized to ensure that students take only the courses needed to obtain their baccalaureate degree in 120 hours.

4. **Metric 9 and 10 – Board of Governors and Board of Trustees Choice Metrics –** These choice metrics and benchmarks are determined by the respective Boards. These metrics have not changed since the implementation of the model in 2014.
    a. **Decision** - UNF and UF are proposing modifications to the Board of Trustee choice metric.
        i. UNF is requesting to change the BOT Choice Metric from *Percentage of Course Sections Offered via Distance and Blended Learning* to *Percentage of SUS Undergraduate FTE Enrollments in Online Courses*. This change aligns UNF's metric with the revised SUS Online Education Strategic Plan Goal.
        ii. UF is requesting to change the BOT Choice Metric from *Total Research Expenditures* (benchmarked against AAU institutions) to *Licenses & Options Completed with Companies Commercializing Researcher Discoveries*. This change would remove the "stretch" from UF's metric and create a metric and benchmarks that result in a higher Excellence score.
    b. **Decision** – How often and what will be the process for reviewing these metrics?

STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

AGENDA
Facilities Committee
Ballroom
Marshall Student Union
University of South Florida
4103 USF Cedar Circle
Tampa, Florida 33620
October 18, 2016
8:30 a.m. – 3:00 p.m.

Chair: Mr. H. Wayne Huizenga, Jr.; Vice Chair: Mr. Dick Beard
Members: Doyle, Levine, Link, Morton, Valverde

1. Call to Order and Opening Remarks — **Governor H. Wayne Huizenga, Jr.**
8:30 a.m. – 8:45 a.m.

2. Presentations of Selected High Priority Fixed Capital Outlay Projects

a. Florida State University — **Mr. John Thrasher**
8:45 a.m. – 9:05 a.m. — *President*
- Earth Ocean Atmospheric Sciences Building - Phase I
- College of Business
- Interdisciplinary Research and Commercialization Building (IRCB)
- Student Union Replacement - Phase I

b. New College of Florida — **Mr. John Martin**
9:05 a.m. – 9:25 a.m. — *Vice President, Finance & Administration*
- Heiser Natural Science Addition
- Hamilton Classroom Building Renovation/Remodeling
- Fitness Center Remodel

c. University of Central Florida — **Mr. William Merck, II**
9:25 a.m. – 9:45 a.m. — *Vice President for Administration & Finance & Chief Financial Officer*
- Engineering Building I Renovation

- Interdisciplinary Research and Incubator Facility
- John C. Hitt Library Renovation - Phases I-II

d. University of Florida **Dr. Charlie Lane**
9:45 a.m. – 10:05 a.m. *Senior Vice President & Chief Operating Officer*

- Nuclear Science Building (Engineering Nexus)
- Norman Hall Remodel
- Data Science and Information Technology Bldg. **Mr. Curtis Reynolds**
- UF Health & Recreation Center *Vice President for Business Affairs*

Break
10:05 a.m. – 10:15 a.m.

e. University of North Florida **Mr. John Delaney**
10:15 a.m. – 10:35 a.m. *President*

- Science & Engineering Bldg. 50 (STEM) Renovations
- Schultz Hall Bldg. 9 Renovations
- Student Assembly Center (Sanctuary)

f. State University System **Dr. Judy Russell**
10:35 a.m. – 10:55 a.m. *Dean, Libraries*

- Florida Academic Repository (FLARE)

g. Florida A&M University
10:55 a.m. – 11:15 a.m.

- Student Affairs Building (CASS) **Dr. William Hudson, Jr.**
Vice President for Student Affairs
Ms. Angela Poole
Acting Vice President/CFO, Finance & Administration
Mr. Sameer Kapileshwari
Associate Vice President of Facilities, Planning Construction & Safety
- Student Union **Mr. Jaylen Smith**
Student Government Association President
Dr. Hudson
Ms. Poole
Mr. Kapileshwari

h. Florida Polytechnic University **Dr. Randy Avent**
11:15 a.m. – 11:35 a.m. *President*

- Applied Research Center

i. University of West Florida — **Dr. Martha Saunders**
11:35 a.m. – 11:55 a.m. — *Provost*

- Laboratory Sciences Annex - Phase III
- Education Development Center
- Student Union - Phase I

Lunch
11:55 a.m. – 1:00 p.m.

j. Florida International University — **Dr. Mark B. Rosenberg**
1:00 p.m. – 1:20 p.m. — *President*

- Land Acquisition
- School of International and Public Affairs
- Graham University Center - MMC

k. Florida Gulf Coast University — **Dr. Ron Toll**
1:20 p.m. – 1:40 p.m. — *Provost & Vice President, Academic & Student Affairs*

- School of Water Resources and Integrated Sciences
- Student Health & Life Fitness Center - Phase I

l. Florida Atlantic University — **Dr. John Kelly**
1:40 p.m. – 2:00 p.m. — *President*

- Jupiter STEM/Life Sciences Building
- Cooling Towers Replacement – Utility Infrastructure – Phase I
- Student Union Renovation & Expansion - Phase II (Boca)

m. University of South Florida — **Dr. Judy Genshaft**
2:00 p.m. – 2:20 p.m. — *President*

- Morsani College of Medicine — **Dr. Charly Lockwood**, *Dean, Morsani College of Medicine*; **Mr. Calvin Williams**, *Vice President, Administrative Services*
- Interdisciplinary Science Teaching & Research Facility — **Dr. Ralph Wilcox**, *Provost*; **Mr. Williams**, *Vice President, Administrative Services*
- Cyber-Security/Data Center — **Dr. Robert Bishop**, *Dean, College of Engineering*; **Mr. Sidney Fernandez**, *Vice President, Information Technology*; **Mr. Williams**

- Wellness Center Complex – Phase I **Dr. Paul Dosal**
  Vice President, Student Affairs & Student Success
  Dr. Rita Debate
  Assistant Vice President, Health and Wellness
  Mr. Williams

3. Discussion of all Projects **Mr. Chris Kinsley**
2:20 p.m. – 3:00 p.m. *Assistant Vice Chancellor, Facilities & Facilities*

4. Concluding Remarks and Adjournment