



STATE  
UNIVERSITY  
SYSTEM  
*of* FLORIDA  
Board of Governors

# Agenda and Meeting Materials August 30-31, 2017

Presidents Ballroom B  
Emerson Alumni Hall  
University of Florida  
1938 West University Avenue  
Gainesville, FL 32611



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

**ACTIVITIES**  
**BOARD OF GOVERNORS MEETINGS**

**Presidents Ballroom B  
Emerson Alumni Hall  
University of Florida  
1938 West University Avenue  
Gainesville, Florida 32611  
August 30-31, 2017**

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

**Wednesday, August 30, 2017**

**12:00 – 1:30 p.m.      Lunch will be provided**

**1:30 – 4:15 p.m.      Strategic Planning Committee**  
or upon      Chair: Mr. Ed Morton; Vice Chair: Ms. Darlene Jordan  
Adjournment of      Members: Beard, Frost, Lautenbach, Levine, Link, Tyson  
Previous Meetings

**4:15 – 4:30 p.m.      Break**

**4:30 – 5:00 p.m.      Academic and Student Affairs Committee**  
or upon      Chair: Mr. Norman Tripp; Vice Chair: Ms. Wendy Link  
Adjournment of      Members: Beard, Frost, Jordan, Kitson, Morton, Patel, Stewart,  
Previous Meetings      Tyson, Valverde

**5:00 – 5:30 p.m.      Innovation and Online Committee**  
or upon      Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Ed Morton  
Adjournment of      Members: Beard, Kitson, Link, Stewart, Tripp, Tyson  
Previous Meetings

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

**Thursday, August 31, 2017**

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

**7:30 – 8:30 a.m.      Breakfast will be provided**

**8:30 – 9:30 a.m.      Facilities Committee**

or upon      Chair: Mr. H. Wayne Huizenga, Jr.; Vice Chair: Dr. Fernando Valverde  
Adjournment of      Members: Beard, Jordan, Kitson, Levine, Link, Morton, Tyson  
Previous Meetings

**9:30 – 10:00 a.m.      Audit and Compliance Committee**

or upon      Chair: Ms. Wendy Link; Vice Chair: Mr. Alan Levine  
Adjournment of      Members: Frost, Huizenga, Jordan, Lautenbach, Morton, Valverde  
Previous Meetings

**10:00 – 10:15 a.m.      Select Committee on 2+2 Articulation**

or upon      Chair: Mr. Alan Levine; Vice Chair: Ms. Wendy Link  
Adjournment of      Members: Huizenga, Lautenbach, Stewart, Tripp  
Previous Meetings

**10:15 – 10:30 a.m.      Break**

**10:30 – 11:15 a.m.      Budget and Finance Committee**

or upon      Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Alan Levine  
Adjournment of      Members: Huizenga, Kitson, Kuntz, Patel, Tripp  
Previous Meetings

**11:15 a.m. –      Board of Governors – Regular Meeting**

**12:15 p.m.**      Chair: Mr. Tom Kuntz; Vice Chair: Mr. Ned Lautenbach  
or upon      All Board members  
Adjournment of  
Previous Meetings

**12:15 p.m.      Lunch will be provided**

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



## CONSTITUTION OF THE STATE OF FLORIDA

AS REVISED IN 1968 AND SUBSEQUENTLY AMENDED

### ARTICLE IX

#### EDUCATION

##### SECTION 7. State University System.--

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

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

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

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

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



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

## AGENDA

### Strategic Planning Committee

Presidents Ballroom B

Emerson Alumni Hall

University of Florida

1938 West University Avenue

Gainesville, Florida 32611

August 30, 2017

1:30 p.m. – 4:15 p.m.

Or Upon Adjournment of Previous Meetings

Chair: Mr. Edward Morton; Vice Chair: Ms. Darlene Jordan

Members: Beard, Frost, Lautenbach, Levine, Link, Tyson

1. **Call to Order and Opening Remarks** **Governor Edward Morton**
2. **Minutes of Committee Meeting** **Governor Morton**  
Minutes, June 20-21, 2017
3. **System Summary of 2017-2018 University Work Plans  
and Alignment with Board of Governors  
2025 Strategic Plan Goals** **Dr. Jan Ignash**  
*Vice Chancellor  
Academic and Student Affairs*
4. **University Strategic Plans** **University Representatives**  
University of West Florida  
University of Central Florida  
Florida Agricultural and Mechanical University  
Florida State University
5. **Concluding Remarks and Adjournment** **Governor Morton**

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Strategic Planning Committee  
August 30, 2017**

**SUBJECT:** Minutes of Committee Meeting held June 20-21, 2017

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**PROPOSED COMMITTEE ACTION**

Consider for approval the minutes of the Strategic Planning Committee's June 20-21, 2017 meeting

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

The Strategic Planning Committee will consider for approval the minutes of its June 20-21, 2017 meeting at the University of South Florida.

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<b>Supporting Documentation Included:</b>	Minutes: June 20-21, 2017
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<b>Facilitators/Presenters:</b>	Governor Edward Morton
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MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
STRATEGIC PLANNING COMMITTEE  
UNIVERSITY OF SOUTH FLORIDA  
TAMPA, FLORIDA  
June 20-21, 2017

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

1. Call to Order on June 20, 2017

Governor Morton convened the meeting of the Strategic Planning Committee at 2:51 p.m. on June 20, 2017 with the following members present: Governors Beard, Frost, Lautenbach, Levine (by telephone) Link, and Tyson. A quorum was established. Other Board members present were Governors Kuntz, Huizenga, Kitson, Patel, Stewart, and Tripp.

2. Approval of March 30, 2017 Committee Meeting Minutes

Governor Tyson moved that the Committee approve the minutes of its meeting held on March 30, 2017. Governor Lautenbach seconded the motion, and the motion carried unanimously.

3. Baccalaureate Follow-up Study

Governor Morton said that the next item on the Committee's agenda, for information, was to consider the results of the Baccalaureate Follow-up Study: Class of 2015. He indicated that the Study was undertaken to understand the post-college outcomes of the Class of 2015 one year after graduation and that it was designed to answer the following questions:

- a) Do graduates get jobs?
- b) Do they continue on to further education?
- c) Do they both work and pursue further education?
- d) What are the average salaries of graduates?

Chair Morton then asked Dr. Christy England, Associate Vice Chancellor for Academic Research and Policy, to make a presentation with regard to the Study's findings.

Dr. England articulated several of the Study's key findings, including the following:

- Of the more than 63,000 graduates with usable records in the Class of 2014-15, 92% were found in state and national databases containing employment and education information.
- Ninety percent of those graduates were employed, and nearly three-fourths of those employed were working full-time.
- Almost one-third (30%) of the graduates found continued with further education.
- Nearly one-fourth of the graduates (23%) were both working and continuing education at the same time.
- The annual median wage of SUS graduates working full-time one year after graduation was \$39,100.
- At \$58,600, engineering majors earned the highest average salaries. At \$29,500, graduates in the STEM field of biological sciences earned among the lowest salaries, in part because a considerable portion of biology majors continued on for graduate degrees.
- The average median wages for females was \$5,500 less than for male graduates.
- The annual median wage for Black/ African American graduates was \$3,500 less than for all graduates.

Following Dr. England's presentation, Governor Morton asked Committee members if they had questions or observations. Governor Kuntz asked whether SUS median earnings were beneath the national average. Dr. England said that she didn't think so but that it was extremely difficult to obtain college graduate national earnings data.

Governor Tripp said he was bothered that female SUS graduates are not reaching median salaries, especially given that more females than males are graduating. Dr. England said that she completely agreed and that the creation of yearly reports would allow for a deeper analysis of the issue. She noted, further, that information of this sort could be valuable to female graduates as they negotiated salaries. Governor Morton noted that in the Naples area salary negotiating skills are being incorporated into the high school curriculum. He said the SUS might consider providing a similar service in various degree programs.

Governor Kitson asked whether it was possible to determine the number of self-employed graduates and their salaries. Dr. England indicated that unless self-employed graduates participate in the unemployment insurance program from which the data is extracted, they are not included in the data she is able to provide.

Governor Frost asked what percentage of SUS graduates are staying in Florida given the level of median salaries. Dr. England said that because of the legalities associated with data-sharing agreements, she was not able to split the data out by in-state/out-of-state, but that other data she had reviewed indicated that the vast majority of graduates one year out are still in Florida.

Governor Tripp asked whether it was possible to determine whether graduates are working in-field. Dr. England said that the unemployment data does not capture that information.

Governor Beard said that information in Tampa indicates the difficulty of hiring teachers even though the median salary is \$46,000. Governor Tripp added that perhaps teaching is not a profession that graduates want to go into. Commissioner Stewart indicated that there is not an overall teacher shortage but that rural areas have difficulty attracting teachers. She added that traditional teacher shortage areas in math and science are due in part to the ability of graduates in those areas to command higher salaries in the private sector. She noted that, while entry-level teacher salaries are good, increases over time associated with other occupations are not available to teachers.

Governor Tyson commended Dr. England for the excellent study. He said that it might be useful to group related programs in order to provide more information. Dr. England indicated that this was something she could explore. She said, further, that having data on multiple cohorts over multiple years would assist in conducting that type of analysis.

At the conclusion of questions and observations Chair Morton said that baccalaureate follow-up studies would now become a regular part of Board annual reporting and the studies would continue to provide critical information to students, parents, and educators about the experiences of graduates after they complete baccalaureate degrees.

#### 4. Consideration of 2017-18 University Work Plans

Governor Morton said the next item to come before the Committee would be consideration of approving 2017-18 University Work Plans. He indicated that University Work Plans are a critical component of the Board's strategic planning efforts, along with the SUS Annual Accountability Report and the SUS 2025 Strategic Plan. He noted that the three major planning documents work together so that the Board can have

- a) a clear understanding of the State University System's goals as set forth in the Board's 2025 Strategic Plan to the year 2025,
- b) a clear understanding as to how the System is performing as provided in the Annual Accountability Report that provides up to a 10-year retrospective look at a host of metrics, and
- c) intensive discussions with each university as to how its forward-looking, three-year perspective on key institutional initiatives, investments, and planning, as articulated in the university Work Plans, will contribute to the System's overall goals.

Chair Morton said that last year the Board had a robust dialogue with each university regarding its Work Plan and that over the next two days, he expected the same quality of give-and-take. He indicated that the format for the Work Plan dialogue would take the form of brief presentations by each institution, followed by questions and observations from the Board and responses by the university. Governor Morton then reminded the Committee and the universities that the Board's approval of a Work Plan did not constitute approval of any sections of a Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations.

Governor Morton then reminded the Committee of the substantial progress the System has made over the course of several years. He said that the progress was due in part because the Board's focus had not shifted from one set of measures to another. He also pointed out that the interchanges with SUS universities is an opportunity, in a give-and-take forum, to have a meaningful dialogue with regard to how each can become excellent in focused areas, the most immediate challenges, and how the Board of Governors may assist in meeting those challenges.

Chair Morton then indicated that, in the context of their Work Plan presentations, UF and FSU would be providing their Preeminent State Research University Annual Status Updates, and UCF and USF would be providing their Emerging Preeminent State Research University Annual Status Updates. He said that, accordingly, two motions to approve would be entertained for each of those universities, one for the Work Plan and one for the Annual Status Update.

#### A. Florida Atlantic University

After Florida Atlantic University presented its Work Plan, members questioned the University. Key issues, questions, and discussion centered around the high proportion of FAU's enrollment growth being out-of-state students, accommodating freshmen students required to take 30 credits in the academic year should they drop a course, the appropriateness of moving toward a campus-based student population, the source of dollars associated with lowering the cost of education to the student, four-year graduation rates for out-of-state students, and a description of an intended degree program in marine science. After the discussion, Governor Lautenbach moved that the Committee recommend that the full Board approve the Florida Atlantic University 2017-18 Work Plan, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations and that the Board accept the out-year portions of the Work Plan. Governor Beard seconded the motion, and the motion carried unanimously.

B. University of North Florida

After the University of North Florida presented its Work Plan, members questioned the University. Key issues, questions, and discussion centered around the Work Plan's clear articulation of UNF's mission and vision, low retention rates due to students transferring to larger universities after their second year, increasing the number of scholarships, the status of the new Center for Entrepreneurship, student internship opportunities and the extent to which graduates become employed in companies at which they intern, the absence of enrollment growth at both undergraduate and graduate-levels, and opportunities with respect to an intended degree program in community nursing. After the discussion, Governor Frost moved that the Committee recommend that the full Board approve the University of North Florida 2017-18 Work Plan excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations, and that the Board accept the out-year portions of the Work Plan. Governor Tyson seconded the motion, and the motion carried unanimously.

C. New College of Florida

After New College of Florida presented its Work Plan, members questioned the institution. Key issues, questions, and discussion centered around assurance that NCF's 2017 appropriation will result in metric improvement, increasing the percentage of freshmen admits in the top 10% of their high school class, improving graduation rates, implementing retention strategies such as the addition of clubs and student internships, the rapidity with which NCF can increase its enrollments to 1,200, whether NCF can provide more distance learning opportunities, the timeline for new student housing, and whether the percentage of students involved in research is an appropriate goal. After the discussion, Governor Lautenbach moved that the Committee recommend that the full Board approve the New College of Florida 2017-18 Work Plan, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations and that the Board accept the out-year portions of the Work Plan. Governor Tyson seconded the motion, and the motion carried unanimously.

1. Adjournment

Chair Morton adjourned the Strategic Planning Committee at 5:32 p.m.

2. Call to Order

Chair Morton reconvened the Strategic Planning Committee, June 21, 2017 at 8:35 a.m. A quorum was established, and the presentation of University Work Plans continued.

D. Florida International University

After Florida International University presented its Work Plan, members questioned the University. Key issues, questions, and discussion centered around FIU's definition of "Concrete Management," strategies for reducing 17 bottleneck courses, analysis of current performance against previous year goals, the extent to which start-up companies are fully prepared to become operational and therefore successful, the composition of the FIU student body relative to working/not working and campus-housed/commuter status, the appropriateness of including a pharmacy degree in the Work Plan, and the time that it might take FIU to achieve Preeminence status. After the discussion, Governor Frost moved that the Committee recommend that the full Board approve the Florida International University 2017-18 Work Plan, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations, and that the Board accept the out-year portions of the Work Plan. Governor Lautenbach seconded the motion, and the motion carried unanimously.

E. Florida Agricultural and Mechanical University

After Florida Agricultural and Mechanical University presented its Work Plan, members questioned the University. Key issues, questions, and discussion centered around the Work Plan's clear focus on student success; the need for improvement on retention, graduation, and licensure passage rates; the optimal size of the student body and enrollment growth in the context of improving performance metrics; the appropriate percentage of student profile admits; physical resource challenges; increasing distance learning opportunities; and levels of student debt. After the discussion, Governor Frost moved that the Committee recommend that the full Board approve the Florida Agricultural and Mechanical University 2017-18 Work Plan, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations, and that the Board accept the out-year portions of the Work Plan. Governor Tyson seconded the motion, and the motion carried unanimously.

F. University of West Florida

After the University of West Florida presented its Work Plan, members questioned the University. Key issues, questions, and discussion centered around 2+2 articulation, leadership in online education, identification of "destination programs," strategies for increasing graduation rates, long-term graduation rate goals that are well below the SUS long-term goal, creation and utilization of individual student academic dashboards, termination of obsolete degree programs, responsiveness to program offerings needed by military personnel, and data to support the need and demand for a degree program in exercise sciences. After the discussion, Governor Beard moved that

the Committee recommend that the full Board approve the University of West Florida 2017-18 Work Plan, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations, and that the Board accept the out-year portions of the Work Plan. Governor Link seconded the motion, and the motion carried unanimously.

G. University of Central Florida

After the University of Central Florida presented its Work Plan, members questioned the University. Key issues, questions, and discussion centered around data to support the need for a master's degree in athletic training, improvement needed in the number of students securing jobs one year after graduation, the extent to which the net increase of faculty translates to an increase in student success, annual reporting of the ratio of tenure-track to non-tenure-track faculty as a potential metric, the potential for reducing the number of students who graduate with excess hours, enrollment growth associated with the Downtown Campus, and need and demand data supporting the implementation of a doctorate in social work. After the discussion, Governor Frost moved that the Committee recommend that the full Board approve the University of Central Florida 2017-18 Work Plan, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations, and that the Board accept the out-year portions of the Work Plan. Governor Tripp seconded the motion, and the motion carried unanimously. A motion was then made by Governor Frost to approve the University of Central Florida Emerging Preeminent State Research University Program Annual Status Update and that the allocation of \$8,666,667 in emerging preeminence funding be released. The motion was seconded by Governor Link, and the motion carried unanimously.

H. University of Florida

After the University of Florida presented its Work Plan, members questioned the University. Key issues, questions, and discussion centered around how the University can declare with certainty that it is a Top Ten institution, the resources necessary for achieving Top Ten status, focal areas for expending \$3B the UF Foundation hopes to raise, the sufficiency of graduate student stipends, and the extent to which the Board can assist the University to promote research. After the discussion, Governor Frost moved that the Committee recommend that the full Board approve the University of Florida 2017-18 Work Plan, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations, and that the Board accept the out-year portions of the Work Plan. Governor Link seconded the motion, and the motion carried unanimously. A motion was then made by Governor Frost to approve the University of Florida Preeminent State Research University Program Annual Status Update and that the allocation of

\$17,333,333 in preeminence funding be released. The motion was seconded by Governor Link, and the motion carried unanimously.

I. University of South Florida

After the University of South Florida presented its Work Plan, members questioned the University. Key issues, questions, and discussion centered on whether any particular Preeminence metrics were of concern to the University, and the projected timeline for the University's invitation to join the Association of American Universities. After the discussion, Governor Beard moved that the Committee recommend that the full Board approve the University of South Florida 2017-18 Work Plan, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations, and that the Board accept the out-year portions of the Work Plan. Governor Frost seconded the motion, and the motion carried unanimously. A motion was then made by Governor Frost to approve the University of South Florida Emerging Preeminent State Research University Program Annual Status Update and that the allocation of \$8,666,667 in emerging preeminence funding be released. The motion was seconded by Governor Tyson, and the motion carried unanimously.

J. Florida State University

After Florida State University presented its Work Plan, members questioned the University. Key issues, questions, and discussion centered around whether *U.S. News and World Report* is the most appropriate indicator as to institutional quality, goals for hiring new faculty, potential progress in the area of research expenditures funded by external sources, strategies for increasing the College of Medicine's research portfolio, the status of the FAMU-FSU College of Engineering, and the potential for negative impact on traditionally strong visual and performing arts programs due to a focus on performance metrics. After the discussion, Governor Frost moved that the Committee recommend that the full Board approve the Florida State University 2017-18 Work Plan, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations, and that the Board accept the out-year portions of the Work Plan. Governor Lautenbach seconded the motion, and the motion carried unanimously. A motion was then made by Governor Frost to approve the Florida State University Preeminent State Research University Program Annual Status Update and that the allocation of \$17,333,333 in preeminence funding be released. The motion was seconded by Governor Beard, and the motion carried unanimously.

3. Adjournment

Governor Morton then adjourned the Committee meeting at 2:13 p.m. in order for Governor Link to call to order the Select Committee on Florida Polytechnic University in advance of the Strategic Planning Committee's consideration of the Poly Work Plan.

4. Call to Order

Chair Morton reconvened the Strategic Planning Committee June 21, 2017 at 2:21 p.m. A quorum was established.

K. Florida Polytechnic University

After Florida Polytechnic University presented its Work Plan, members questioned the University. Key issues, questions, and discussion centered around whether minors or concentrations were in place to improve graduate communication skills for purposes of enhancing entrepreneurship, whether unique interdisciplinary programs could be implemented, hiring the very best faculty possible, continuing high admission requirements, and attention to class size. After the discussion, Governor Tyson moved that the Committee recommend that the full Board approve the Florida Polytechnic University 2017-18 Work Plan excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations, and that the Board accept the out-year portions of the Work Plan. Governor Link seconded the motion, and the motion carried unanimously.

L. Florida Gulf Coast University

After Florida Gulf Coast University presented its Work Plan, members questioned the University. Key issues, questions, and discussion centered around the need to improve four-year graduation rates, new resources that may be necessary to improve performance metrics as well as the manner in which existing resources might be reallocated to improve performance, reasons why second- and third-year students are leaving FGCU, and the potential for increasing student internships. After the discussion, Governor Lautenbach moved that the Committee recommend that the full Board approve the Florida Gulf Coast University 2017-18 Work Plan excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations, and that the Board accept the out-year portions of the Work Plan. Governor Link seconded the motion, and the motion carried unanimously.

5. Next Steps and Closing Remarks

There being no further business to come before the Committee, the meeting was adjourned on June 21, 2017 at 3:36 p.m.

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Edward Morton, Chair

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R.E. LeMon, Associate Vice Chancellor  
Academic and Student Affairs

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Strategic Planning Committee  
August 30, 2017**

**SUBJECT:** System Summary of 2017-2018 University Work Plans and Alignment  
with Board of Governors 2025 Strategic Plan Goals

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**PROPOSED COMMITTEE ACTION**

For Information: Identify key System-wide issues and trends based on 2017-2018 University Work Plans and review alignment with Board of Governors 2025 Strategic Plan goals

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 2.002

**BACKGROUND INFORMATION**

At its June 20-21, 2017 meeting, the Strategic Planning Committee considered for approval 2017-2018 University Work Plans. All twelve Work Plans were approved by the Committee and subsequently approved by the entire Board of Governors.

By examining data on key performance indicators, Board staff identified and will present System-wide issues, comparisons of State University System performance to national trends, and an analysis of the extent to which the State University System is on-course for meeting Board of Governors 2025 Strategic Plan goals. In addition, long-term retrospective data for the System will be provided on key metrics such as six-year graduation rates and baccalaureate degrees awarded.

Vice Chancellor Ignash will present findings of the System Summary.

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<b>Supporting Documentation Included:</b>	None
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<b>Facilitators / Presenters:</b>	Dr. Jan Ignash
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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Strategic Planning Committee  
August 30, 2017**

**SUBJECT:** University of West Florida, University of Central Florida, Florida  
Agricultural and Mechanical University, and Florida State University  
Strategic Plans

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**PROPOSED COMMITTEE ACTION**

Consider for approval University of West Florida, University of Central Florida, Florida  
Agricultural and Mechanical University, and Florida State University Strategic Plans

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 1.001(3)(c)

**BACKGROUND INFORMATION**

Board of Governors Regulation 1.001(3)(c) requires that each University Board of  
Trustees shall adopt a strategic plan in alignment with the Board of Governors' system  
wide strategic plan and the university's mission. University strategic plans are required  
to be submitted to the Board of Governors for approval.

Updated university strategic plans will be considered for approval over the course of  
Several meetings. The University of West Florida, University of Central Florida, Florida  
Agricultural and Mechanical University, and Florida State updated University Strategic  
Plans will be considered at the Committee's August 30, 2017 meeting. If approved by  
the Strategic Planning Committee, a university's strategic plan will be forwarded to the  
full Board of Governors for consideration to approve.

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**Supporting Documentation Included:** UWF, UCF, FAMU, FSU Strategic Plans

**Facilitators:** University representatives

UNIVERSITY *of* WEST FLORIDA

# Sea Change

**A Strategic Plan for UWF**  
**2017-2022**



*Approved by the UWF Board  
of Trustees June 29, 2017*

**The University of West Florida's strategic plan for 2017-2022** builds upon the solid foundation of teaching, research, and service established since we opened our doors in 1967. The plan is built on five strategic directions and highlights priorities for transformation and growth.

## Mission

Our mission at UWF is to

- Provide high-quality undergraduate and graduate education,
- Conduct teaching and research that services the body of knowledge, and
- Contribute to the needs of professions and society.

## The President's Vision for UWF

A spirited community of learners, launching the next generation of big thinkers who will change the world.

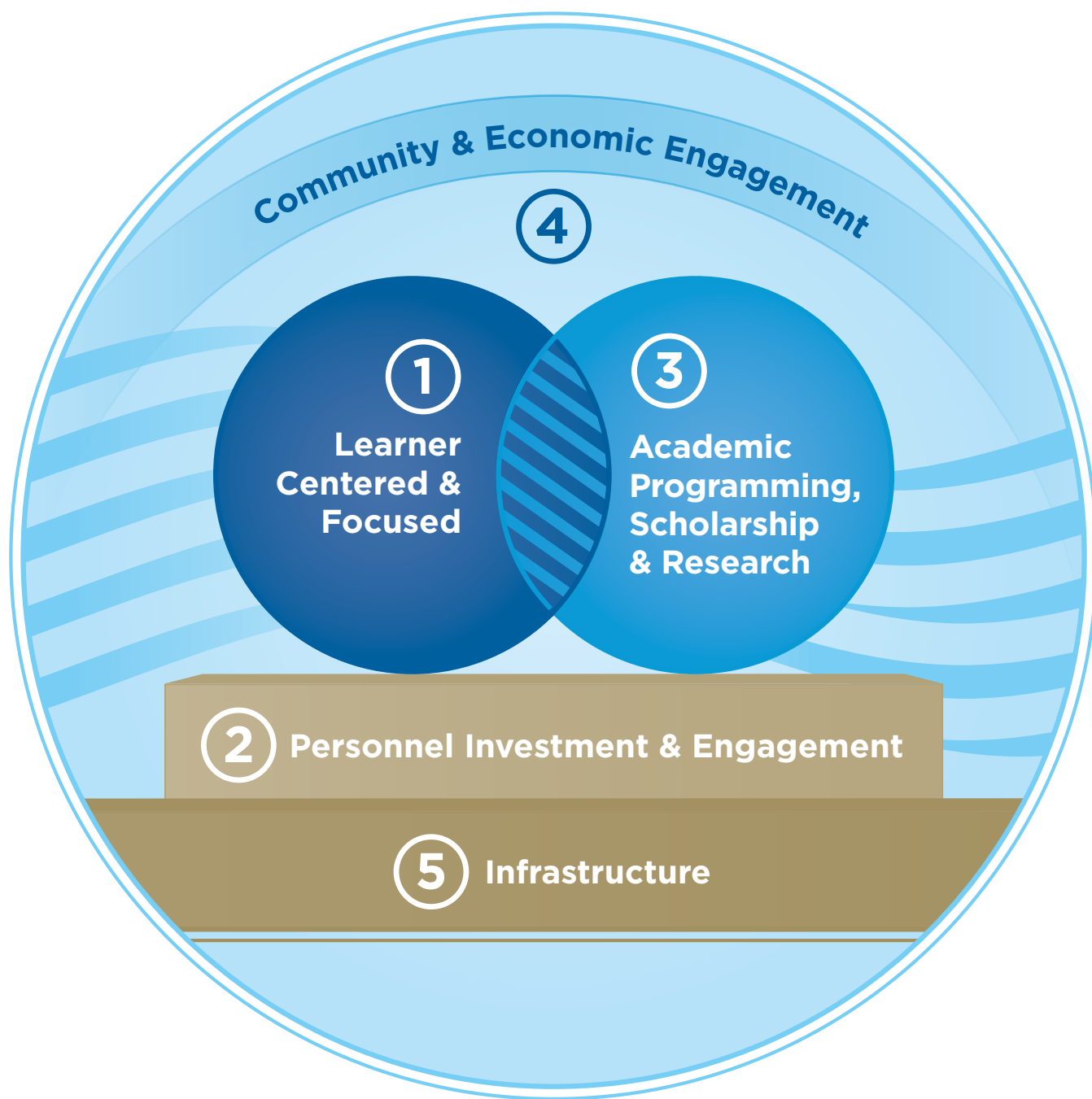
## Values

Our institutional values—shared by students, faculty and staff—make UWF a great place to learn and to work. UWF maintains policies and practices and pursues initiatives congruent with our values.

UWF Operates with **Integrity** in all Matters: Doing the Right Thing for the Right Reason.

<b>Caring</b>	Maintaining a safe, dynamic learning and working environment that fosters the development of individual potential.
<b>Collaboration</b>	Promoting a culture of supportive and cooperative interactions and communication to advance and achieve shared expectations and goals.
<b>Creativity</b>	Providing opportunities to imagine, innovate, inspire, and express different approaches and solutions to existing and anticipated needs and challenges.
<b>Entrepreneurship</b>	Encouraging a culture that identifies opportunities to initiate change.
<b>Inclusiveness</b>	Welcoming, respecting, and celebrating the differences and the similarities among people and ideas.
<b>Innovation</b>	Exploring, expanding, and enhancing learning as well as knowledge through transformational experiences.

# Strategic Directions



# Strategic Directions

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## Strategic Direction 1: Learner Centered and Focused

- 1.1** Provide high-quality learning and co-curricular experiences that inspire students to become enlightened and engaged global citizens and successful professionals.
- 1.2** Align resources to deliver exceptional support services and learning opportunities that will ensure students have access, continuity, and success while earning degrees.

## Strategic Direction 2: Personnel Investment and Engagement

- 2.1** Attract, retain, and develop high-quality diverse faculty and staff.
- 2.2** Recognize, reward, and celebrate faculty and staff for their contributions to student development, scholarly or professional achievements, community partnerships, and the university.
- 2.3** Embrace a culture of shared responsibility.

## Strategic Direction 3: Academic Programming, Scholarship, and Research

- 3.1** Build programs of distinction that enhance UWF's reputation for educational excellence.
- 3.2** Develop and retain a culture that supports research and creativity.
- 3.3** Augment and invest in academic and research programs that meet professional, personal, scholastic, and workforce needs.
- 3.4** Optimize internal and external support to promote teaching and learning activities, service, research, strategic innovation, and other scholarly works.

## Strategic Direction 4: Community and Economic Engagement

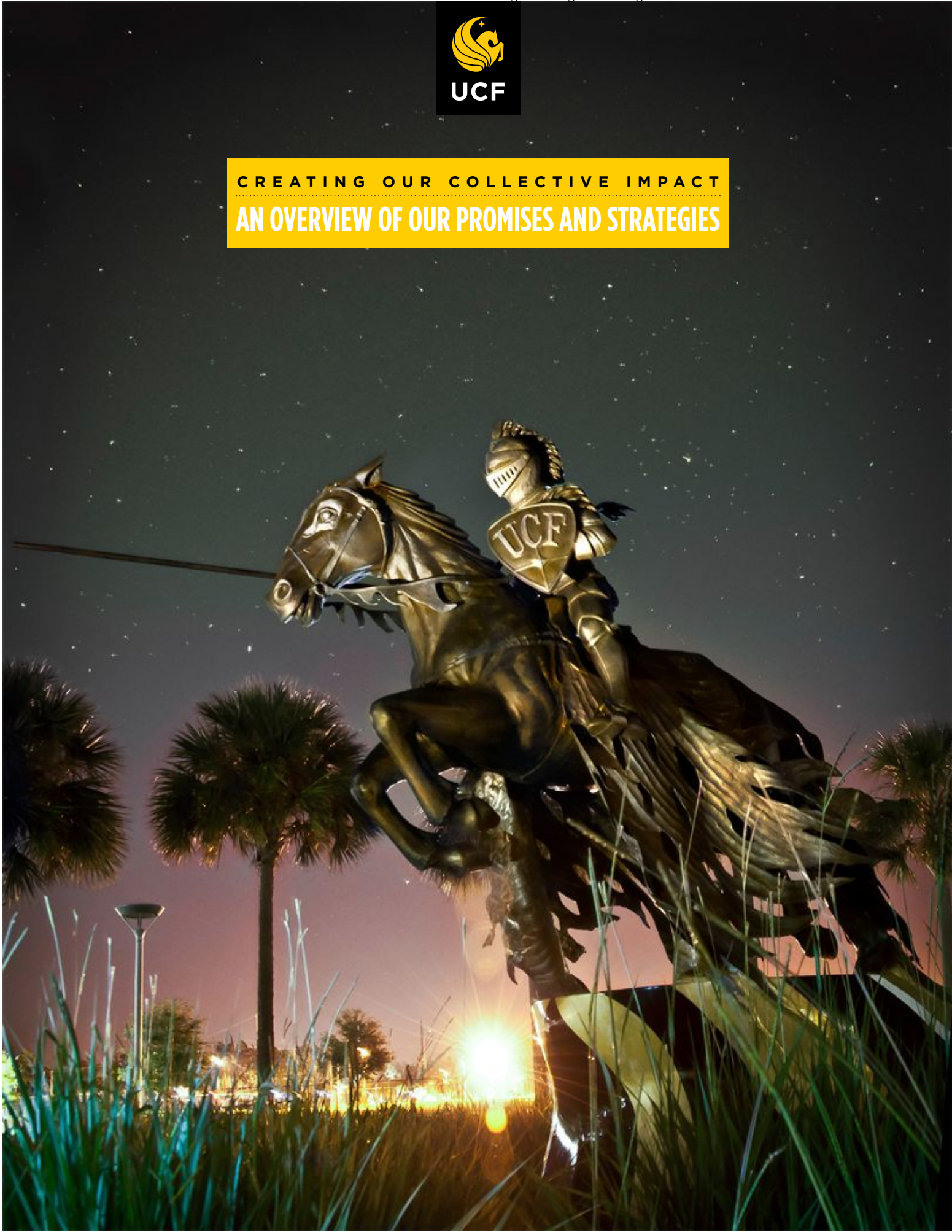
- 4.1** Strengthen and expand partnerships that amplify UWF's impact and visibility in the community as an educational, cultural, and economic center.
- 4.2** Enhance the region's education, economy, culture, health, and well-being through endeavors beyond campus borders.
- 4.3** Inspire partnerships that develop a pathway to employment for UWF students and graduates and imbue the community with value for UWF as a good neighbor.

## Strategic Direction 5: Infrastructure

- 5.1** Promote UWF's properties as desirable destinations for educational, cultural, professional, and personal activities.
- 5.2** Invest in and steward UWF's natural, technical, intellectual, and physical infrastructure.



**CREATING OUR COLLECTIVE IMPACT**  
**AN OVERVIEW OF OUR PROMISES AND STRATEGIES**



UCF is a **model for higher education** in the 21st century, poised to make a better future for our students and society.

Based on the idea that **bigger is better**, we are challenging long-held assumptions about the role and scope of higher education. We're setting big goals – and working together – to achieve **our collective impact**.





**AMPLIFYING EXCELLENCE THROUGH SCALE** means that we will have a greater impact on the students and community we serve. We believe in harnessing the strength of our size with a constant pursuit of excellence to create a positive, lasting benefit that resonates on a global scale.



# WHO WE ASPIRE TO BE

In the fall of 2015, university and community leaders launched a strategic planning process to set UCF's trajectory for the next 20 years. In doing so, we set out to shape how we can have a greater impact on lives and livelihoods at UCF, throughout the region, and beyond.

Our planning process, aptly named Collective Impact because it involves not only internal stakeholders but also members from the community, has included over 800 people from across Central Florida—community members, business leaders, public officials, educators, alumni, as well as UCF faculty, staff, and students—all working together to help answer the question, “Who does UCF aspire to be?”

Along the way, we have considered the strong foundation provided by our past as we look toward our future. The UCF Board of Trustees and President Hitt charged the Strategic Planning Commission with delivering a road map that defines a twenty-year vision and a five-year action plan. To do so, they asked the commission to explore UCF's role in the community and around the world through the three dimensions of Philosophy, Value, and Distinctive Impact.

Taken together, these dimensions have considered our purpose, the value offered by our institution, and areas of excellence that distinguish UCF from other institutions on the national and international stage. We also have examined how UCF should define its role within the educational landscape in the state and across the country.

## COMMISSION DIMENSIONS

The Strategic Planning Commission dimensions were created in collaboration with several members of the UCF Board of Trustees and the UCF President and Provost's offices. They include:

**Philosophy**—A fundamental understanding of an institution's purpose that guides its decision-making. A philosophy is informed by the past—by an institution's self-identity and its role within the community—but it is not constrained by it. Philosophy establishes culture and shapes people and products; it states what we collectively believe, what we value, and who we are. Examples of this dimension in action could include the university's five goals or UCF's

academic mission devoted to access and student success.

**Value**—A ratio of quality to cost. Higher education institutions can reflect value by optimizing delivery of services across units, innovating ways to increase quality while reducing cost, and partnering with others as appropriate to collectively advance the institution's mission and further its comparative advantage. Universities that provide high value clearly define quality, diligently constrain unnecessary costs, and ensure that expenses advance value and will meet demand. In order to achieve this, UCF must foster a cost containment culture. Examples of this dimension in action could include UCF's relatively low dollar per degree ratio and its growing distance-learning programs.

**Distinctive Impact**—Areas of excellence and impact that distinguish UCF from other institutions at the international and national level, while simultaneously advancing the local environment. These areas of distinction arise from unique, place-based attributes, a critical mass of scholars, a cluster of partners who collectively create impact, and historic strengths of the institution. Examples of this dimension in action could include national and international prowess in the areas of modeling, simulation, and training; the establishment of an advanced manufacturing research center devoted to smart sensors; and national models for hospitality and tourism.

## A NEW WAVE IN HIGHER EDUCATION

As American higher education's purpose in our nation has evolved from elite colonial schools to land grant institutions to research-intensive economic drivers, we are entering a new phase—dubbed “Wave 5” by Arizona State University President Michael Crow—that focuses on a combination of innovation and scale to meet society's growing demands.

With our emphasis on access and our capacity as the nation's second-largest public university, behind ASU,

UCF has the potential to lead a new wave in higher education, one that we have built up over the years of providing pathways to education through partnership such as our 2+2 DirectConnect to UCF program with six Florida State College institutions, or our growing online education offerings.

It is because of these scalable innovations that Ithaka S+R in 2015 claimed we had broken the so-called iron triangle “by reducing cost, improving quality, and enhancing access simultaneously.”<sup>†</sup>

Like our peer innovators at ASU and other members of the University Innovation Alliance, UCF chooses to be known for whom it includes, rather than whom it excludes.

### SCALE AND EXCELLENCE

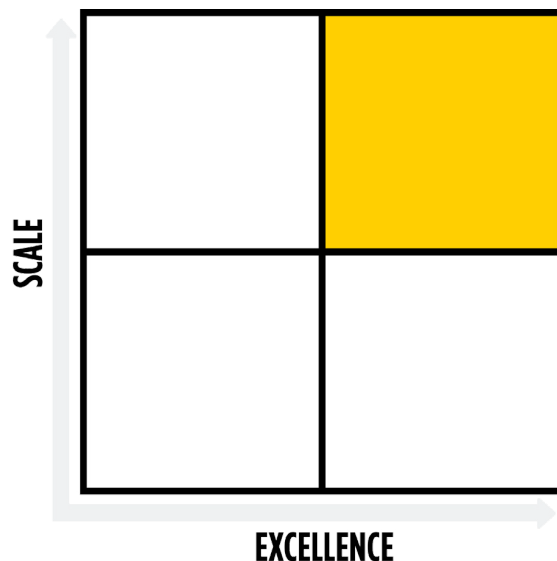
It is these values that have guided us to this point and that help us embark on the next twenty years. While other universities can claim to provide high-quality, intimate education at high costs or convenient distance education without access to student support services, UCF chooses to be an institution that proves big can be good, and even better. And it is this combination of attributes that allows us to have the largest impact on our students and the community we serve. As this plan took shape we began to express this relationship as:

$$\text{Scale} \times \text{Excellence} = \text{Impact}$$

When we say scale and excellence, what does that mean? With this framework, we believe that we can harness the strength of our size—our resources, our student body, our technology, our educational pathways, and more—with a constant pursuit of excellence that is manifested in record SAT and GPAs for our incoming freshman class, record numbers of international scholars, nationally ranked academic programs, and cutting-edge research. Taken together as “scale x excellence,” the result of this multiplier is “impact” across our community, nation, and the world.

Whether it is tens of thousands of community service hours or interdisciplinary teams of faculty members working through our greatest scientific and societal challenges, UCF believes that using scale and excellence will leave the greatest mark on students and society.

It is much less difficult to scale quickly, providing mass goods or serving a large number of people, without a high measure of quality. It is equally possible to be a small institution that attracts only the best and brightest among us. Most difficult is finding a way to be both big and good and do so in such a way that offers a new model for unleashing previously untapped potential and providing pathways for those who want to succeed.



<sup>†</sup> Kurzweil, Martin, and Jessie Brown. “Breaking the Iron Triangle at The University of Central Florida.” Ithaka S+R. August 26, 2015. <http://sr.ithaka.org/?p=241922>.

# OUR IMPACT

We use the power of scale and the pursuit of excellence to solve tomorrow's greatest challenges and to make a better future for our students and society. Through learning, discovery, and partnerships, we transform lives and livelihoods.

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# OUR PROMISE

**Harness the power of scale** to transform lives and livelihoods.

**Attract and cultivate exceptional and diverse faculty, students, and staff** whose collective contributions strengthen us.

**Deploy our distinctive assets** to solve society's greatest challenges.

**Create partnerships at every level** that amplify our academic, economic, social, and cultural impact and reputation.

**Innovate academic, operational, and financial models** to transform higher education.

# OUR CHARGE

UCF will become **the recognized leader** among 21st century universities whose transformational impact is measured by these five- and twenty-year objectives:

- **Lead** large Florida metropolitan areas in percentage of bachelor's degree attainment, reaching **top quartile** nationally by 2035
- **Double** national and international recognition of faculty and student excellence, and **quadruple** recognition by 2035
- **Double** research awards, becoming a **top 50** research university by 2035
- Generate **\$10 billion** in economic, social, and cultural impact, growing to **\$25 billion** by 2035
- Attract **\$100 million** in new funding from sources other than students, families, and taxpayers, becoming **20%** of total educational funding by 2035

# PRIORITY METRICS AND STRATEGIES

UCF's Collective Impact Strategic Plan outlines deliberate metrics accompanied by bold strategies to achieve our Promises and Charge. Reaching our goals means institutionalizing the plan across the entire campus and working with faculty, staff and students to help us meet benchmarks each year.

These goals and priority metrics are focused on the first 5-year period since the plan was approved by the university's Board of Trustees in May 2016. While the [full plan](#) offers more than 70 metrics to measure our success, this document pulls out those metrics that have been deemed priority by our Collective Impact Strategic Plan institutionalization committees.

## Increasing Student Access, Success, and Prominence Priority Metrics

Metrics	<ul style="list-style-type: none"> <li>• Lead large Florida metropolitan areas in the percentage of the population with a bachelor's degree</li> <li>• Achieve Top 5 ranking among Orlando EDC peer regions of the percentage of population with a bachelor's degree or higher</li> <li>• Enroll a student population whose family incomes reflect the distribution of the region</li> <li>• First-year retention of 92%</li> <li>• Six-year graduation rate of 75%</li> <li>• Average GPA of 4.0 and SAT of 1870 for incoming fall freshmen</li> <li>• Top 10 ranking among public universities for the number of National Merit Scholars</li> <li>• Enroll a student population that reflects the demographic distribution of the region</li> <li>• Transfer student graduation rate of 75%</li> </ul>
Strategies	<ul style="list-style-type: none"> <li>• Develop and implement a comprehensive strategy with our DirectConnect partners and public school systems to achieve regional metrics, including both total degree attainment and demographic and socioeconomic composition of graduates.</li> <li>• Develop strategies with the Orlando EDC and the broader business and employer community that increase bachelor's and graduate degree attainment in fields aligned with current and future industry growth in the region.</li> <li>• Develop partnerships with regional public school systems and DirectConnect institutions to provide effective pathways for economically and demographically diverse, and most at-risk populations.</li> <li>• Develop a university-wide strategy to leverage the experience and resources offered by our size to ensure a high-quality, individualized student experience within a large institution. Maximize the use of technology to support and enhance that student experience.</li> <li>• In collaboration with our college partners, implement the strategies defined in Foundations of Excellence to support the success of our transfer students.</li> <li>• Develop an innovative undergraduate recruitment plan that achieves the incoming student metrics.</li> <li>• Develop a student development and support strategy to achieve the recognition and prestigious national awards metrics.</li> <li>• With our regional education partners, identify targeted professions and develop a deliberate strategy to enhance the diversity of our graduates who pursue careers in those fields.</li> <li>• Enhance or refine student support programs using evidence-based practices and information from student assessment surveys.</li> </ul>

## Strengthening Our Faculty and Staff

### Priority Metrics

Metrics	<ul style="list-style-type: none"> <li>• Increase the number of National Academy members on the faculty to six</li> <li>• Reach 1,200 full-time tenured and tenure-track faculty members</li> <li>• At least 65% of all faculty members with assigned instructional duties are tenured or tenure-track</li> <li>• Increase the number of philanthropically endowed professorships and chairs from 64 to 80</li> <li>• Achieve 25% in new hires of under-represented groups among tenured and tenure-track new hires</li> <li>• Rank in the top 10% of large Orlando employers as a best place to work</li> <li>• Achieve 25% in employment of under-represented groups among full-time administrative and professional new hires who are retained five or more years</li> </ul>
Strategies	<ul style="list-style-type: none"> <li>• Expand upon current professional development and training opportunities to help faculty members become more successful in achieving tenure and promotion at UCF.</li> <li>• Using external and internal data analytics, assess national and international faculty recognition.</li> <li>• Identify key obstacles that affect retention and recruitment of highly prized faculty members and develop clear plans to minimize the impact of those obstacles.</li> <li>• Develop a plan to ensure that eminent faculty members are given full consideration for membership by the national academy or equivalent body in their discipline.</li> <li>• Develop a university-wide plan including mentoring and financial support for recruitment and retention to achieve metrics.</li> <li>• Develop a strategy to identify and recruit partners or spouses of new hires and target high performers among new staff hires.</li> <li>• Develop an internal mentoring process to develop and retain underrepresented postdoctoral scholars as a pipeline to earning faculty positions.</li> </ul>

## Growing Our Research and Graduate Programs

### Priority Metrics

Metrics	<ul style="list-style-type: none"> <li>• Reach at least 200 post-doctoral research appointees</li> <li>• Double research awards from \$133M to at least \$250M</li> <li>• Achieve 200 patents awarded over three years</li> <li>• Expand to 10,000 graduate students</li> <li>• Achieve research-focused graduate degrees to 25%</li> </ul>
Strategies	<ul style="list-style-type: none"> <li>• Include stipends for graduate students and postdoctoral scholars in all proposals.</li> <li>• Continue to add research and entrepreneurial faculty members across the university who are funded by contracts and grants, consistent with a multi-year plan by department and program to achieve our research expenditures metric.</li> <li>• Develop joint strategies between the Research Foundation and the UCF Foundation to increase collaboration on approaching philanthropic organizations for research support.</li> <li>• Develop a proactive and inclusive strategy for graduate student support, awards, and recognition achievement, including a website with links to awards, new financial support strategies, faculty and peer mentoring, and other new initiatives.</li> </ul>

## UCF COLLECTIVE IMPACT STRATEGIC PLAN

## Creating Community Impacts Through Partnerships

### Priority Metrics

<b>Metrics</b>	<ul style="list-style-type: none"> <li>Develop a comprehensive arts and culture community engagement plan that defines qualitative goals that convey cultural impact in the community by 6/30/17</li> <li>Define by 12/31/16 and launch at least one major regional initiative that achieves measurable improvement in a significant community challenge (such as hunger, homelessness, quality of life, public health) and achieve a defined set of annual metrics that demonstrate meaningful progress</li> <li>Actively engage in the region to generate \$10 billion in annual economic impact through ongoing university activities, partnerships in diversifying the region's economy, and industry cluster creation and growth</li> </ul>
<b>Strategies</b>	<ul style="list-style-type: none"> <li>Convene a university and community council to develop a UCF arts and culture engagement plan that defines goals and strategies for enhancing the university's cultural impact on the community.</li> <li>President's designee will convene a group of UCF leaders and community partners to serve as a community engagement council to select one or more targeted community challenges and develop metrics and coordinated strategies to drive meaningful impact on the region.</li> <li>Serve as the intellectual anchor for strategic industry innovation clusters that drive regional transformation and economic impact, including the hospitality industry anchored by the Rosen College, Lake Nona Medical City, International Consortium for Advanced Manufacturing Research (ICAMR), UCF Downtown, and future opportunities.</li> </ul>

## Leading Innovation in Higher Education

### Priority Metrics

<b>Metrics</b>	<ul style="list-style-type: none"> <li>Build the UCF Foundation endowment to \$175 million</li> <li>Increase annual alumni giving donors from approximately 15,000 to 30,000</li> <li>Increase alumni engagement from approx. 8,000 to 16,000</li> <li>Increase new sources of funding by \$100 million</li> <li>Develop outcomes for fiscal stewardship within each department and academic unit</li> <li>Develop a new standard for teaching facility design with measurable improvement in pedagogical effectiveness</li> <li>Define and achieve metrics associated with the implementation of our online student success systems</li> <li>Develop metrics for improvement of online programs</li> <li>Identify and implement opportunities for improved operational efficiency and effectiveness; and provide training to staff to maximize strategies</li> </ul>
<b>Strategies</b>	<ul style="list-style-type: none"> <li>Leverage the growth and aging of our alumni base to increase philanthropic participation.</li> <li>Apply lessons from the First Destination Survey on college experiences to inform alumni engagement strategies.</li> <li>Develop UCF Advancement, and especially the Office of Alumni Engagement and Annual Giving plan, to achieve engagement metrics for reaching constituencies beyond the alumni to include friends, parents, and current students.</li> <li>Develop a university-wide plan to model and fulfill the funding diversification objectives with ownership clearly defined.</li> <li>Continue driving fiscal stewardship across all units, with clear metrics and strategies.</li> <li>Develop an approach for allocation of facilities based upon merit-based criteria such as student credit hours generated or research productivity).</li> <li>Continue to lead and be recognized for innovating in the effective use of technology for distributed learning.</li> </ul>



**FAMU**

# RISING

STRATEGIC PLAN 2017-2022



# FAMU RISING



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### FAMU STRATEGIC PLAN

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## MESSAGE FROM THE BOT CHAIRMAN

**A** **S AN ALUMNUS** of Florida A&M University and Chairman of the FAMU Board of Trustees, I am excited about the University's five-year road map. It will serve as a catalyst for effective and efficient changes that will have an impact on the University's students, faculty, staff, stakeholders, and the global community.

I had the pleasure of working on the strategic plan as board liaison at its inception from 2015-2016 and passed the torch to board liaison, Trustee T. Nicole Washington, who meticulously worked to complete the plan with a highly qualified team. I'd like to commend Trustee Washington, Interim President Larry Robinson, Co-chairs Maurice Edington, Ph.D., Beverly Barrington, and Shawnta Friday-Stroud, Ph.D., the Strategic Planning Work Group, and everyone who came together to provide visionary leadership, analytical data, and valuable insight.

The team spent the past nine months engaging stakeholders on campus and around the nation. We value the input of every stakeholder. The outcome is the result of your collective input and will serve as a road map the entire FAMU family can embrace.

The stakes in higher education have changed, and we have developed an action plan with measurable goals. This is critical to enhancing student success and ensuring that FAMU meets state performance metrics that are used to fund higher education. We are focused on continuous improvement in all practices and processes.

We believe this plan puts us in a position to compete not only with other Historically Black Colleges and Universities but any other university in the state and the nation as we produce highly trained undergraduate and graduate students with the purpose of helping families attain their educational and financial dreams. With the assistance of an army of Rattlers and supporters, this strategic plan will ensure that FAMU becomes "a premier, land-grant, doctoral research institution that produces globally competitive graduates."



Kelvin Lawson  
Chairman, FAMU Board of Trustees





## MESSAGE FROM THE PRESIDENT

**W**ITH EVERY SUNRISE a new day begins. Each new day constitutes a new beginning, a continuation and an opportunity to build upon the foundations of our past, heralding a more meaningful and prosperous future. If only we could view the sun from the perspective of other celestial bodies, it would be even more apparent that the sun never sets, but rather it continuously illuminates a distinct path through the heavens – it is always rising. It is influenced by forces that govern celestial mechanics but no other star shares its identical history, its journey or its future.

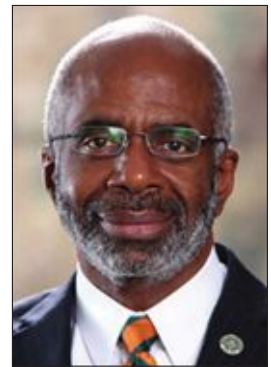
On October 3, 1887, a rising star was established in Tallahassee, Florida. This star, Florida A&M University, has risen to levels exceeding the expectations of many while fulfilling the hopes and dreams of countless others who chose to venture into the pathway illuminated by the Eternal Flame. FAMU has experienced its share of challenges but with each challenge overcome, its commitment to “Excellence with Caring” has been reaffirmed with even greater resolve.

Stemming from the collective input of the Board of Governors, the FAMU Board of Trustees, faculty, staff, students, alumni and friends, our new strategic plan “FAMU RISING” provides the basis for a transformational future. FAMU will rise to set new benchmarks among our peers and become an aspirational institution for others. This future will be realized by focusing on the essential elements that contribute to student success, productive and engaged faculty, innovation stemming from research and extension, highly effective business processes, and exemplary customer service grounded in our core values. Just as it took our collective input to develop this plan, as a stakeholder or a friend of the University, we invite you to join us in the successful implementation of “FAMU RISING.”

Thank you,



Larry Robinson, Ph.D.  
Interim President



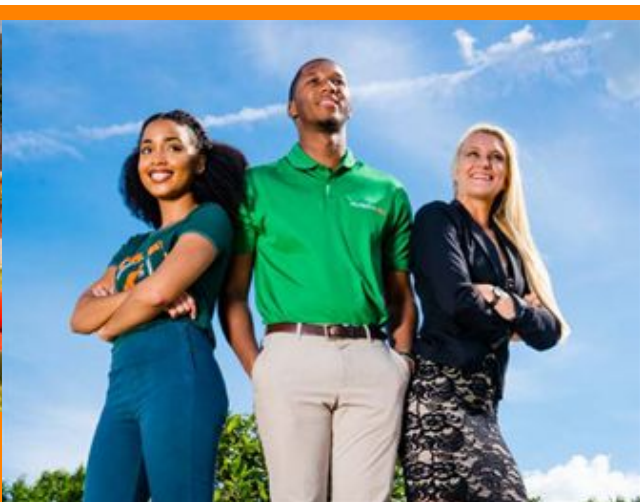


**FAMU'S DISTINCTION AS  
A DOCTORAL/RESEARCH  
INSTITUTION WILL CONTINUE  
TO PROVIDE MECHANISMS  
TO ADDRESS EMERGING  
ISSUES THROUGH LOCAL AND  
GLOBAL PARTNERSHIPS.**

**-Excerpt from FAMU Mission Statement**



## EXECUTIVE SUMMARY



**F** LORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY (FAMU) has entered a new and exciting phase in our evolution, providing us with an opportunity to evaluate and refine our priorities, while “Rising” to meet the challenges of an ever-changing higher education landscape and highly competitive global marketplace.

- **Global:** The global marketplace has changed dramatically in recent years through advances in technology and improvements in the quality of national higher education systems across the world. Universities must meet this challenge by producing graduates with the requisite skills and experiences to compete on a global scale.
- **National:** Across higher education, competition for high-achieving students has increased, the cost of a degree has steadily risen, and an increasing number of institutions are turning to alternative delivery models of instruction. Universities are also placing increasing focus on engagement and extracurricular education.
- **Florida:** Florida higher education has changed dramatically in the last several years, with an increased focus on accountability. Performance-based funding for public universities has transformed Florida higher education and focused state universities on data-driven outcomes.
- **HBCU:** HBCUs have encountered several challenges in recent years, with many institutions struggling to respond to the rising costs of educating students, changing requirements in need-based federal financial aid and increased competition for students.

We have established bold, ambitious goals, with a focus on enhancing the quality of the student educational experience. Our vision is for FAMU to be recognized as a premier land-grant, doctoral research institution that produces globally competitive graduates. To aid us in achieving this vision, we have established six strategic priorities with corresponding goals that will enable collaborative, laser-focused execution of our Strategic Plan and elevate FAMU’s performance against both internal and external metrics.

**PREMIER:** As we continue to strengthen and grow our comprehensive academic program offerings, we strive to be among the leaders in the higher education community in providing quality high-impact educational experiences for our students.

**1890 LAND-GRANT:** We will bolster our delivery and mix of academic programs and outreach initiatives related to agricultural and related disciplines.

**DOCTORAL RESEARCH:** Research is central to our mission and vision for the University, and we are committed to making our research enterprise a University-wide priority. We aspire to have the research footprint and impact of an internationally recognized doctoral-research university.

**GLOBAL IMPACT:** We seek to have an increased global impact through more direct student and faculty engagement with the international community, as well as indirect influence through the quality of our instructional and research programs.

These four key elements are at the core of FAMU's mission and are reflected in the Strategic Priorities and Goals described in this document.

- **Strategic Priority 1:** Exceptional Student Experience – Student success. We will increase student success and improve the overall student experience by enhancing academic support services, strengthening our academic degree programs, enhancing our living-learning environment, and promoting innovative co-curricular activities.
- **Strategic Priority 2:** Excellent and Renowned Faculty – Faculty excellence. We will attract and retain world-class faculty, improve faculty incentives and invest in critical research facilities.
- **Strategic Priority 3:** High Impact Research, Commercialization, Outreach, and Extension Services – Research that makes a difference. We will refine our research priorities, expand our research productivity and commercialization footprint, and build upon our contributions in outreach and extension, as we continue to grow the University's reputation as a doctoral-research university.
- **Strategic Priority 4:** Transformative Alumni, Community, and Business Engagement – Building and
- expanding our partnerships. We will increase engagement with our alumni base, business partners, and within our local, national and global communities to increase our impact and grow financial support for the University.
- **Strategic Priority 5:** First-Class Business Infrastructure – Business operations that support our mission. We will recruit and retain an excellent and diverse staff, enhance our administrative services, adopt a more transparent and effective budgeting model, and leverage technology to make our operations more effective and efficient.
- **Strategic Priority 6:** Outstanding Customer Experiences – Leadership through service. We will consistently provide high-quality customer experiences in all facets of University operations.

These six Strategic Priorities will help FAMU transform in a strategic and focused manner over the next five years, ensuring all of the many initiatives we intend to implement drive us towards our singular aim: becoming a premier, land-grant, doctoral research institution that produces globally competitive graduates.



ALIGNMENT OF FAMU STRATEGIC PLAN WITH FLORIDA BOG 2025 SYSTEM STRATEGIC PLAN			
FAMU STRATEGIC PLAN STRATEGIC PRIORITIES	BOARD OF GOVERNORS SUS STRATEGIC PLAN GOALS		
	TEACHING AND LEARNING	SCHOLARSHIP, RESEARCH AND INNOVATION	COMMUNITY AND BUSINESS ENGAGEMENT
<b>PRIORITY 1:</b> Exceptional Student Experience	<b>X</b>	<b>X</b>	<b>X</b>
<b>PRIORITY 2:</b> Excellent and Renowned Faculty	<b>X</b>	<b>X</b>	<b>X</b>
<b>PRIORITY 3:</b> High Impact Research, Commercialization, and Public Service	<b>X</b>	<b>X</b>	<b>X</b>
<b>PRIORITY 4:</b> Transformative Alumni, Community, and Business Engagement		<b>X</b>	<b>X</b>
<b>PRIORITY 5:</b> First Class Business Infrastructure	<b>X</b>	<b>X</b>	<b>X</b>
<b>PRIORITY 6:</b> Outstanding Customer Experiences	<b>X</b>	<b>X</b>	<b>X</b>

FAMU STRATEGIC PLAN KEY PERFORMANCE INDICATORS		
2017	METRIC	2022
<b>83%</b>	FTIC 2nd-year retention rate	<b>88%</b>
<b>74.6%</b>	Academic progress rate (2nd year retention with GPA above 2.0)	<b>85%</b>
<b>18%</b>	FTIC 4-year graduation rate	<b>40%</b>
<b>40.7%</b>	FTIC 6-year graduation rate	<b>60%</b>
<b>28.3%</b>	Percent of Bachelor's degrees without excess credit hours	<b>60%</b>
<b>64.6%</b>	Percent of Bachelor's graduates enrolled or employed full-time (earning salary of \$25,000+)	<b>75%</b>
<b>\$32,700</b>	Median wages of Bachelor's graduates employed full-time	<b>\$38,000</b>
<b>\$12,640</b>	Average cost to student	<b>\$11,000</b>
<b>48%</b>	Bachelor's degrees awarded in programs of strategic emphasis	<b>55%</b>
<b>58.2%</b>	Graduate degrees awarded in programs of strategic emphasis	<b>65%</b>
<b>749</b>	AA transfers headcount enrollment	<b>1,100</b>
<b>2,279</b>	Number of degrees awarded	<b>2,500</b>
<b>20</b>	Number of research doctorates awarded	<b>30</b>
<b>9,614</b>	Fall headcount enrollment	<b>12,000</b>
<b>3</b>	Number of patents	<b>6</b>
<b>\$45.4M</b>	Total R&D expenditures	<b>\$50M</b>
<b>\$6.4M</b>	Annual giving	<b>\$15M</b>
<b>\$115.6M</b>	Endowment value	<b>\$155M</b>



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FAMU STRATEGIC PLAN



## CONTEXT



### FAMU's Transformational History

FAMU was founded on October 3, 1887 as the State Normal College for Colored Students. From its modest beginnings with two instructors and 15 students, to its designation in 1909 as Florida Agricultural and Mechanical College for Negroes (FAMC), to its elevation to university status in 1953, FAMU has evolved into a comprehensive 1890 land-grant, doctoral research university that has distinguished itself as a national leader in many areas. Today, FAMU enrolls over 9,600 students, is highly regarded as one the nation's top historically black colleges and universities (HBCU) and is part of the 12-member State University System of Florida.

Throughout its 130-year journey, FAMU has maintained a rich tradition in academics, research, and service. FAMU has made immeasurable contributions to the state of Florida and nation by producing thousands of successful alumni, uplifting families and communities, advancing knowledge through teaching and research, and engaging in impactful community outreach and service activities.

FAMU's excellence as an institution of higher learning stems in part from the University's unique, long-standing position as an 1890 land-grant institution that grew out of the vision that higher education was important to the future of the state. The path along FAMU's journey has been

illuminated and illustrated by the brilliance of students, genius of faculty, dedication of nurturing staff, generosity of alumni and donors, and the wisdom of administrators, all committed to a common mantra: "Excellence with Caring."

We are currently experiencing times of great uncertainty in higher education. Nationally and locally, higher education is undergoing dramatic and fundamental changes. The social, technological, educational, political, and environmental factors that impact the future of higher education present both challenges and opportunities. Through this strategic planning process, the University has taken stock of today's challenges and opportunities, peered beyond the horizon, leveraged the successes of the past 130 years, and identified a suite of "Strategic Priorities" that will ensure FAMU remains a leader in higher education and a vital resource to our constituents well into the future.

### Context and Rationale of the Strategic Planning Process

The 2020 Vision with Courage Strategic Plan (2010-2020) was approved by the FAMU Board of Trustees on October 15, 2009. During the ensuing years, numerous changes have occurred in the higher education landscape, warranting the University to take on this initiative to develop a new strategic plan. A Strategic Planning Taskforce (SPTF) was formed in September 2015 to "update and expand upon the existing 2010-2020 Strategic Plan." The



SPTF subsequently developed a report entitled “Performing Boldly Beyond Measure.” The University administration used the SPTF report as the foundation for developing an initial draft Strategic Plan in June 2016. A Strategic Planning Workgroup was established in October 2016, and was charged with the task to use the SPTF report and initial Strategic Plan draft to complete the development of the University’s new strategic plan. This plan builds upon both documents by providing a five-year strategic plan that outlines focused strategic priorities, goals and strategies that are linked to available resources and funding.

During the development of the new Strategic Plan, it was also important to use the strategic planning process to reenergize constituents near and far, and focus our collective attention on FAMU’s future. This process included broad-based involvement of students, faculty, staff, alumni, administrators, retirees, employers and the FAMU Board of Trustees. We are extremely grateful to the hundreds who actively participated in town hall meetings, focus group meetings, teleconference calls, and weekly committee meetings. We received hundreds of electronic and hard copy surveys that helped crystalize our thoughts and ideas into a concise array of goals and strategies to address future challenges and

opportunities. When viewed in its totality, the Strategic Planning Process enabled FAMU to build on its considerable strengths and assets, develop critical strategic priorities and bold strategies tied to budget, and establish goals and accountability measures.

This Strategic Plan provides the University with a road map of actions that transcend the boundaries of colleges, schools, and administrative units. FAMU has an enormous opportunity to become an even stronger “first-choice” educational institution for students, a priority destination for agencies that invest in research, a model of meaningful engagement and service to our constituents, and a trusted and favored institution committed to transparency and accountability.

This Strategic Plan will enable FAMU to adapt, take advantage of its opportunities, and manage the strategic priorities that are critical to achieving its vision. Thus, we must move forward strategically with a keen focus and a willingness to be innovative. Through the implementation of the goals and strategies cited herein, FAMU demonstrates its dedication to “Rising” to meet all challenges and to making contributions to the state of Florida and the world that are bold and exceed all expectations. It is an honor to present “FAMU Rising.”

## MISSION AND VISION

### University Mission Statement

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

### University Vision Statement

**FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY (FAMU)** will be recognized as a premier land-grant, doctoral-research university that produces globally competitive graduates.

Achieving this vision requires the University to provide students with an educational experience that allows them to compete in the 21st century global economy. Today's students are interested in becoming entrepreneurs and innovators. They are not just interested in getting a job, but addressing social issues and providing transformational solutions to world and community problems. At FAMU, we are enhancing our status as a first-choice institution that students will pay for and in which donors will invest. We will create strategies and choices to accomplish this, using six guiding principles: quality, integrity, transparency, accountability, core values, and outstanding customer service.



# FAMU STRATEGIC PRIORITIES



**EXCEPTIONAL STUDENT EXPERIENCE**

**EXCELLENT AND RENOWNED FACULTY**

**HIGH IMPACT RESEARCH, COMMERCIALIZATION,  
OUTREACH, AND EXTENSION SERVICES**

**TRANSFORMATIVE ALUMNI, COMMUNITY,  
AND BUSINESS ENGAGEMENT**

**FIRST-CLASS BUSINESS INFRASTRUCTURE**

**OUTSTANDING CUSTOMER EXPERIENCES**

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EAMU STRATEGIC PLAN



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## STRATEGIC PRIORITY 1 GOALS

- Enhance pathways to degree attainment
- Achieve national distinction for success in retention and graduation rates
- Increase the proportion of students completing high-impact co-curricular experiences to 60%
- Increase the number of students graduating from programs in areas of high employer demand
- Strategically enhance campus residence, athletics, recreational, instructional and research facilities

# FAMU RISING

# FAMU STRATEGIC PRIORITY

## EXCEPTIONAL STUDENT EXPERIENCE

### OUR FOCUS:

**Student success. We will increase student success and improve the overall student experience by enhancing academic support services, strengthening our academic degree programs, enhancing our living-learning environment, and promoting innovative co-curricular activities.**

**WE ARE DEDICATED** to providing our students a high-quality education, an exceptional student experience, and every available advantage to succeed while enrolled and after graduation. This has been our mission for over 130 years. As a public land-grant HBCU, we are committed to our mission of educating, serving, and graduating African Americans and persons of all races, ethnic origins, and nationalities in all disciplines offered at the undergraduate, graduate, and professional levels. We never forget that our first priority is—and always will be—our students, the young men and women who come to FAMU with enormous potential and whom we expect to leave FAMU ready to lead lives of leadership, meaning, and purpose.

We offer nearly 100 degree programs - 52 baccalaureate, 27 master's, 12 doctoral, and three professional programs - across 14 colleges and schools. While this breadth of offerings provides students with a variety of academic options, we need to continuously evaluate and strengthen our current program offerings. We must be willing to close or combine programs to make room for new programs and initiatives that align with our strategic priorities and that provide our students with a competitive edge in the rapidly evolving global marketplace of today and tomorrow.

Over the next five years, we will implement new initiatives that help students appreciate the significant role FAMU plays in their development and that facilitate their

transition to becoming successful and supportive alumni. The five goals enumerated below are designed to ensure that we provide exceptional experiences for our students.

### GOAL 1: Enhance pathways to degree attainment

**THE REAL MEASURE** of a university's impact is not how many students it enrolls, but how many it graduates. We currently award about 2,200 degrees each year, with 73% at the bachelor's level. We will provide our students with new and enhanced pathways to obtain degrees, which will allow us to increase our degree production such that we produce 2,500 well-qualified graduates each year. This will require us to take a more strategic and coordinated approach to recruiting and retaining our students, strengthen partnerships with community colleges and K-12 schools, and provide students with a greater number of options for completing degree requirements during their matriculation.

Our efforts to enhance pathways will focus on:

- 1) **increasing** student retention and graduation rates through enhanced student success initiatives;
- 2) **creating** strategic partnerships with community colleges to facilitate a seamless transition of AA transfers to the University;
- 3) **enrolling** more college-ready and honors students in high-demand degree programs at the undergraduate level;
- 4) **increasing** the availability of online course offerings to provide students with additional flexibility in enrolling in courses to complete degree requirements;
- 5) **developing** international partnerships and MOUs to create additional opportunities for international students to enroll in our undergraduate, graduate, and professional degree programs; and

## GOAL 1 cont.:

- 6) **increasing** financial support and expanding professional development opportunities for students enrolled in graduate and professional programs.

Our retention and persistence strategies provide students with enhanced, targeted academic support services to help them choose suitable majors as early as possible and increase their odds of completing in four years. We will adopt new tools that assess students' capabilities to better match their desired majors and capabilities with careers in high-demand areas and programs of strategic emphasis for the state of Florida. We also will increase our online course offerings to create greater flexibility in scheduling and increase access to courses for students who experience scheduling conflicts that prevent them from enrolling in desired courses.

Our enhanced undergraduate recruitment strategies will have a major focus on elevating the academic profile of our student body and increasing enrollment of community college transfer students. We will establish and strengthen relationships with top high schools locally and throughout the state, and increase fundraising efforts to generate

additional scholarship dollars for high-achieving students. We will grow our upper-division enrollment by developing specialized 2+2 articulation agreements with Florida community colleges. Through our Office of International Education and Development, we will take an aggressive approach towards engaging the international community to foster relationships that create additional opportunities for international students to enroll in our programs.

As we focus on increasing our degree production, we remain committed to our historic mission of providing access to students from underrepresented populations. We will expand our efforts to provide college-readiness information and offer academic support programs to students at the K-12 level to assist them in meeting our desired academic profile so they are able to successfully compete for admission into FAMU. We will expand current outreach initiatives, such as the annual FAMU STEM Day and on-campus summer enrichment camps, while also increasing our engagement with K-12 schools across Florida.

We are equally focused on providing graduate and professional students with sufficient resources and professional development opportunities to ensure their success. We will increase financial support for students and create additional opportunities for these students to acquire the skills and experiences needed for them to successfully matriculate through our programs and into the global marketplace.

## GOAL 2: Achieve national distinction for success in retention and graduation rates

**AS THE NATION'S LEADING PUBLIC HBCU**, we graduate nearly 2,200 students each year, about 90% of whom are African American. We are second in the country among all institutions in the number of African American bachelor's degrees awarded. Our most recent second-year retention rate is 83%, the highest among public HBCUs and in the top 25% of all four-year institutions. However, our six-year graduation rate is only 40%. We must do better. Our goal is to significantly increase graduation and retention rates for all of our students. By 2022, we

### GOAL 1 STRATEGIES

- Develop and implement a comprehensive strategic recruitment and enrollment management plan for the University
- Increase the academic profile of incoming FTIC cohorts
- Develop articulation agreements with Florida community colleges
- Increase enrollment in online courses and degree programs
- Expand the Honors Program to create an Honors College

### GOAL 1 METRICS

- Annual degrees awarded
- Fall headcount enrollment
- Licensure pass rates
- Enrollment in online courses and degree programs
- AA transfers headcount enrollment

anticipate having a six-year graduation rate of at least 60%, which would place us in the top quarter of all universities nationally.

We will take an aggressive approach to improving retention and graduation rates by enhancing current academic support services and implementing new initiatives based on proven best practices in higher education. We will increase support for our learning centers in writing, mathematics and the sciences; offer 24-hour tutorial services; expand our Supplemental Instruction and Learning Assistant Programs in STEM subject areas; increase the number of Living Learning Communities; offer peer-mentoring programs; and develop Second-Year and Third-Year Experience Programs. These initiatives will help to ensure all students meet their full academic potential. Moreover, we will continuously enhance our proactive advisement system, which has encouraged students to progress and graduate in a timely fashion.

Through these and other strategic measures, we will reach our overall goal of providing students with an exceptional experience on the path to academic and career success.

### GOAL 3: Increase the proportion of students completing high-impact co-curricular experiences to 60%

**TO COMPLEMENT THE** “Excellence with Caring” that takes place in the classroom, we will provide our students with high-impact, innovative co-curricular experiences. These practices include:

- internships
- clinical experiences
- field research
- research with faculty members
- capstone projects
- international experiences

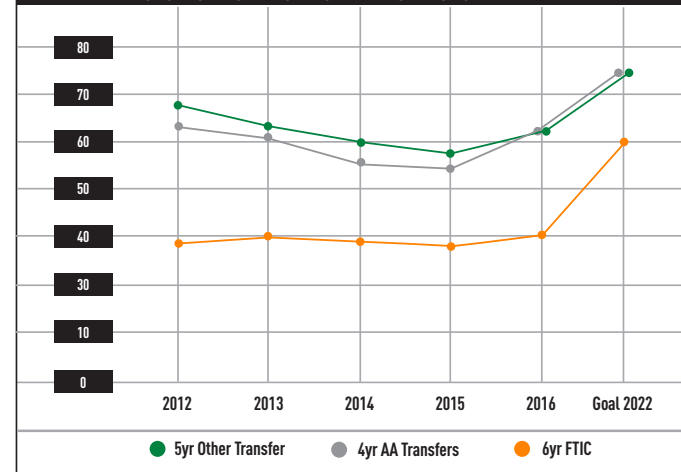
## GOAL 2 STRATEGIES

- Intensify student success initiatives to improve retention and persistence that include:
  - o Enhancing academic advising training and resources
  - o Expanding academic support services
  - o Increasing the use of predictive analytics
  - o Enhancing early alert retention mechanisms for at-risk students
  - o Expanding the Living-Learning Communities
- Increase faculty use of pedagogical best practices in undergraduate and graduate programs
- Promote financial wellness education to minimize student debt and improve financial health

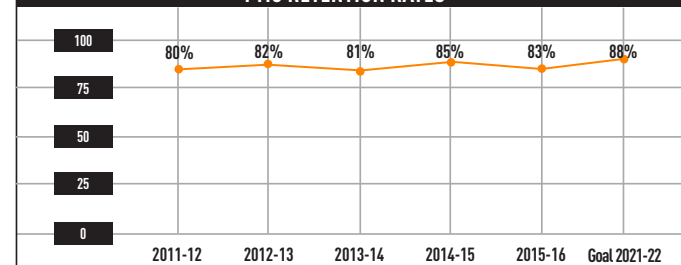
## GOAL 2 METRICS

- 4-year and 6-year graduation rates
- FTIC retention rates
- Percent of bachelor's degrees without excess hours
- Student loan debt and default rates
- Average cost to the student

HISTORICAL GRADUATION RATES BY STUDENT TYPE



FTIC RETENTION RATES



### GOAL 3 cont.:

Our professional programs and several of our undergraduate and graduate nonprofessional programs require students to have these types of enriching experiences. There are some programs, however, where these types of high-impact co-curricular experiences are not required, but encouraged. The results of our most recent exit survey of graduating students indicate that less than 25% of graduates complete an internship or research experience prior to graduation. We will revise the curriculum requirements in our undergraduate and graduate programs and expand professional development opportunities to significantly increase the number of students who engage in high-impact co-curricular activities.

International experiences are a critical area of focus for co-curricular activities. International experiences broaden students' views and perceptions of the world and their potential contributions to society. Research also suggests that study abroad has a positive impact on retention, and student time to graduation. Students who have studied abroad tend to find jobs more quickly and have higher starting salaries than their peers who did not study abroad. We will expand student participation in study abroad and international programs. According to the Institute of International Education, only 5.6% of U.S. students who studied abroad in 2014-15 were African American. We have had some success in promoting study abroad. In 2015-16, 84 FAMU students participated in study abroad programs. In the 2016-17 academic year, 114 FAMU students studied abroad. While this participation rate is rising, and is above that of most other HBCUs, we have an opportunity to continue to expand study abroad participation. This will be done through more aggressive promotion of study abroad opportunities and the development of more faculty-led and customized programs.

### GOAL 3 STRATEGIES

- Ensure that every undergraduate and graduate degree program requires an integrative learning experience
- Increase the number of students engaged in study abroad or international educational experiences
- Increase the number of undergraduate and graduate students that use the services provided by the University Career Center

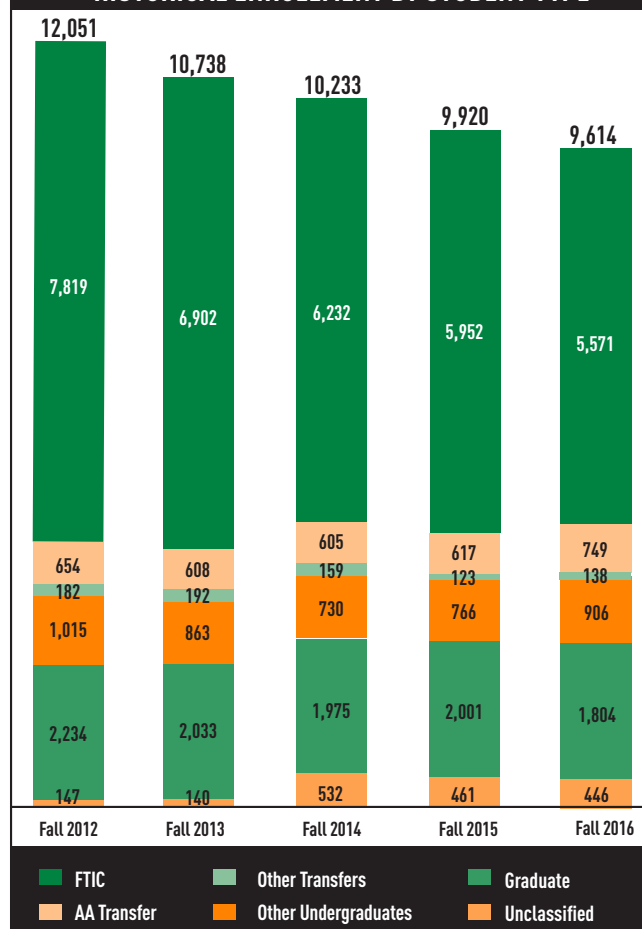
### GOAL 3 METRICS

- Number of students completing internships, capstone projects, field and research experiences
- Number of students completing study abroad or international experiences
- Percentage of bachelor's graduates enrolled or employed within the U.S. one year after graduation
- Annual number of students utilizing the University Career Center services

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FAMU STRATEGIC PLAN

### HISTORICAL ENROLLMENT BY STUDENT TYPE



## GOAL 4: Increase the number of students graduating from programs in areas of high employer demand

**MAINTAINING A PORTFOLIO** of high-quality academic programs is critical to our continued success in meeting student and market demand. We understand current and future workforce needs will require us to offer more cutting-edge interdisciplinary programs that will enable us to produce graduates ready to enter tomorrow's workforce for positions yet to be created or conceived.

We will continue to enhance existing programs and develop new degree programs as high-growth and high-demand areas are identified. The development of these new programs also will allow us to increase the number of graduates in areas identified by the Florida Board of Governors as Programs of Strategic Emphasis (PSE), which include STEM, Health, and Globalization. New interdisciplinary academic degree programs prioritized for development include cybersecurity, data science, business analytics, sustainability, digital communication and media/multimedia, biomedical engineering, and biotechnology, to name a few. We are committed to ensuring that our graduates remain highly sought after as future leaders ready to solve complex issues and to serve society.

### GOAL 4 STRATEGIES

- Develop new degree programs in areas of high employer demand
- Implement an annual academic program review process to determine if programs need to be eliminated, merged, or restructured
- Implement incentive programs and a reward structure for faculty and staff to identify, assess, and implement leading-edge teaching practices

### GOAL 4 METRICS

- Percentage of bachelor's and graduate degrees awarded within Programs of Strategic Emphasis
- Percentage of bachelor's graduates employed (earning \$25,000+) or enrolled within the U.S. one year after graduation
- Median wage of bachelor's graduates employed full-time in Florida one-year after graduation

## GOAL 5: Strategically enhance campus residence, athletics, recreational, instructional and research facilities

**FAMU'S PHYSICAL SPACES** are integral to attracting and retaining the best talent. Several construction and renovation projects are currently in progress that will help maintain our competitive edge in recruiting top students and providing them with living, learning, and recreational spaces that meet their needs and expectations. One major project underway is the construction of the Center for Access and Student Success (CASS), which will be a 72,000 square foot, state-of-the-art, one-stop-shop facility housing most of our student support offices. The CASS facility is expected to be completed by 2020. We also will prioritize projects in FAMU's annual Capital Improvement Plan based on their potential impact for improving the quality of the student experience.

We are committed to enhancing our facilities by strategically reallocating existing resources and identifying new revenue sources, such as developing public-private partnerships, to ensure campus facilities are upgraded, maintained, and refreshed in order for our students have an "Exceptional Student Experience."



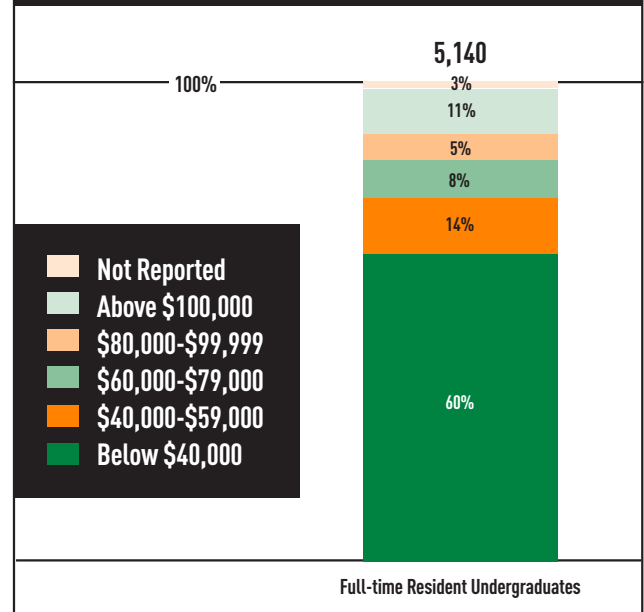
## GOAL 5 STRATEGIES

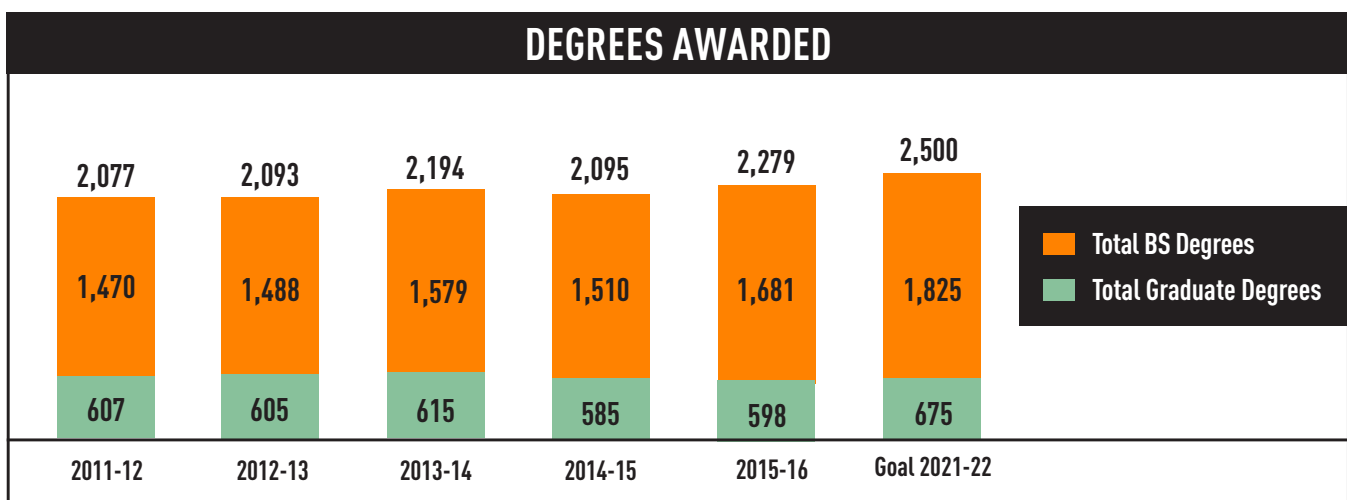
- Refresh residence, athletic, instructional, and recreational facilities and equipment every three years
- Develop plan for increasing on-campus housing capacity, including graduate housing
- Invest in state-of-the-art classroom facilities and equipment that support active learning, distance learning, new pedagogy, and other leading-edge teaching/learning practices

## GOAL 5 METRICS

- Number of residence facilities renovated
- Number of athletic facilities renovated
- Number of instructional facilities and equipment refreshed
- Number of student recreational facilities renovated or refreshed
- Number of new residence facilities

## FULL-TIME RESIDENT UNDERGRADUATE STUDENTS BY FAMILY HOUSEHOLD INCOME 2015-2016







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FAMU STRATEGIC PLAN

## STRATEGIC PRIORITY 2 GOALS

- Promote faculty excellence by recruiting, supporting and retaining a diverse faculty with a commitment to teaching, research, and community engagement, consistent with a doctoral-research university
- Maintain and develop sustainable state-of-the-art facilities that support the academic enterprise of the University

# FAMU RISING

# FAMU STRATEGIC PRIORITY

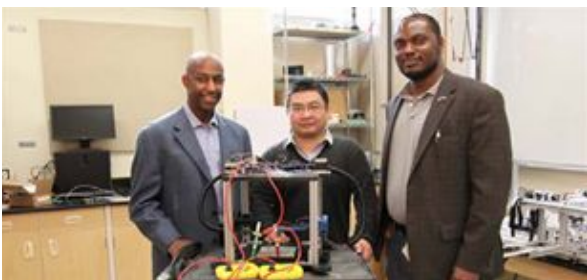
## EXCELLENT AND RENOWNED FACULTY

### OUR FOCUS:

**Faculty excellence. We will attract and retain world-class faculty, improve faculty incentives and invest in critical research facilities.**

**THE 600+ MEMBERS OF FAMU'S FACULTY** are primarily responsible for the recognitions, accomplishments, and successes of the University. In the last year alone, faculty have been behind our designation as a National Center of Academic Excellence in Cyber Defense Education, our membership in the Consortium on Coastal and Marine Ecosystems, and our partnership with Lockheed Martin and NASA to contribute to the future of space exploration. Our faculty serve as the cornerstone of growth and development within the University, and that strength provides the basis for the highest level of outcomes in arenas related to student success, research productivity, and increased state-of-the-art commercialization.

To maintain and improve our status as a leading university, additional investments must be made to support current faculty and recruit new faculty who have a commitment to excellence in teaching, research and service. We will work to provide additional professional development opportunities for faculty and create expanded opportunities to acknowledge and reward faculty excellence. We are committed to upgrading our physical facilities to ensure faculty have access to cutting-edge research equipment and laboratories, and state-of-the-art classroom spaces.



**GOAL 1: Promote faculty excellence by recruiting, supporting and retaining a diverse faculty with a commitment to teaching, research, and community engagement, consistent with a doctoral-research university**

**EXCELLENCE IN TEACHING**, research and service are essential to the realization of successful institutional performance. Hence, our ultimate goal is to enable and facilitate opportunities for faculty in all disciplines to reach their goals in teaching, research and community engagement throughout their careers. These efforts begin with the recruitment of new faculty and are enhanced and fortified by an institutional focus on retaining high-performing faculty.

Well-organized, focused, faculty recruitment, along with enhanced sponsored professional development opportunities will strengthen the faculty ranks and academic programs. We also will promote interdisciplinary faculty collaboration, provide instructional and technical support for online learning, develop mentoring programs for faculty at every level, and advance innovative methods for faculty retention and/or realignment.

FAMU's mission includes providing undergraduate and graduate students with exceptional and rewarding learning experiences. These are often engendered by interdepartmental collaborations and instruction. Key approaches to foster more collaboration include: creation of joint faculty lines, strategic revisions in curricula that promote interdepartmental teaching, and seminars that introduce students to multiple dimensions of various disciplines. The research results produced by collaborations also must be publicized locally, nationally, and internationally in order to foster the involvement and participation of renowned faculty at FAMU and colleagues at other

## GOAL 1 cont.:

institutions. Increased communication and publication will afford opportunities to attract other renowned scholars for short-term collaborations and scholarly webinars, all aimed at strengthening our standing as a doctoral-research university.

### GOAL 1 STRATEGIES

- Develop and implement a comprehensive campus-wide faculty recruitment and retention plan
- Provide tangible incentives to annually acknowledge and reward outstanding teaching, research and service efforts
- Promote interdisciplinary teaching and research
- Publicize areas of research emphasis to foster the involvement and participation of renowned faculty
- Establish a faculty development program that supports faculty efforts to achieve and maintain excellence in teaching, research and service, and also provides assistance to faculty who are deemed to be underperforming
- Maintain tenure and promotion criteria consistent with a doctoral-research university
- Conduct a study to evaluate faculty workloads at the University

### GOAL 1 METRICS

- Number of new faculty hires in areas of strategic emphasis
- Number of faculty recognized and rewarded for excellence in teaching, research and service
- Number of research proposal submissions from interdisciplinary teams
- Number of faculty members receiving prestigious awards per year
- Numbers of colleges/schools that revise tenure and promotion criteria

## GOAL 2: Maintain and develop sustainable state-of-the-art facilities that support the academic enterprise of the University

**MODERN ACADEMIC TEACHING** and laboratory space is critical for faculty recruitment, retention and research productivity. We have had notable success in facilities additions and renovations, including the recently completed College of Pharmacy Laboratory, a 74,648 square-foot, five-story research facility. The laboratory addition will facilitate the innovative work of our top-ranked pharmacy program. However, significant upgrades are needed to expand research growth in other high-priority areas, such as computer science and the biomedical sciences. In order to attract and retain world-class faculty members, we will develop a comprehensive plan to upgrade and modernize facilities and infrastructure to create an environment that is accessible, inviting and supportive of our academic and research aspirations. These efforts will include evaluating existing research facilities and prioritizing space allocations to support faculty research that aligns with our strategic priorities.



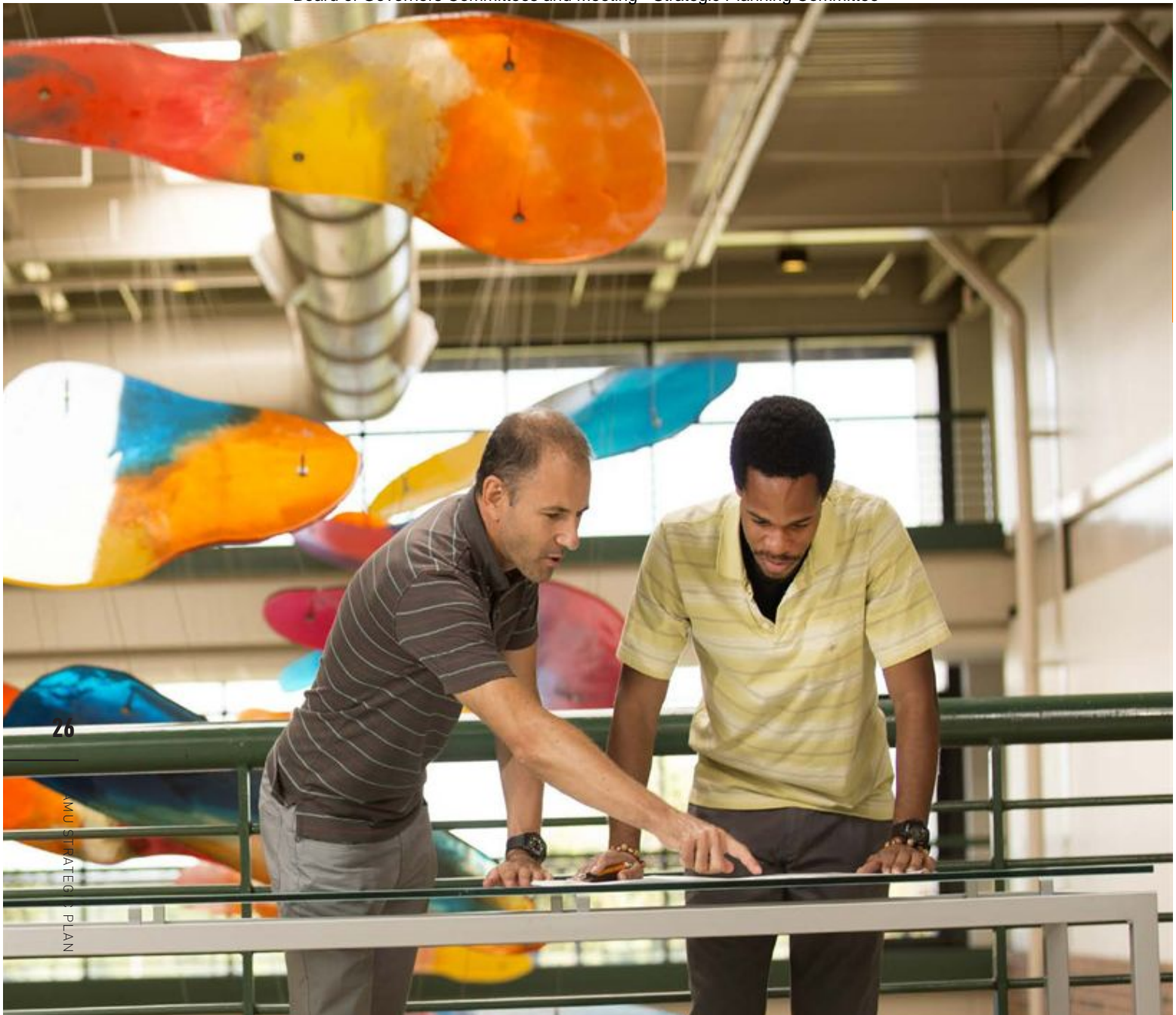
## GOAL 2 STRATEGIES

- Determine the feasibility of a dedicated facility for faculty to use for activities such as meetings, seminars, training and leisure
- Invest in facilities and support services that assist faculty to continuously strengthen their teaching and research effectiveness and productivity
- Ensure the University Master Plan and the Capital Improvement Plan are consistent with enriching the teaching, learning, and working environment
  - o Establish a Master Plan Steering Committee to include faculty representation
  - o Publicly report accomplishments and revisions of the Master Plan and the Capital Improvement Plan on an annual basis

## GOAL 2 METRICS

- Number of dedicated spaces allocated for faculty use
- Number of recommendations from the Master Plan Steering Committee that are implemented





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FAMU STRATEGIC PLAN

### STRATEGIC PRIORITY 3 GOALS

- Expand and enhance cutting-edge research and creative scholarship for the benefit of the state of Florida, the nation, and the world
- Increase research productivity, commercialization and return on investment
- Increase the number of nationally recognized graduate programs
- Provide outstanding outreach and extension services in the tradition of a land-grant institution

# FAMU RISING

# FAMU STRATEGIC PRIORITY

# 3

## HIGH-IMPACT RESEARCH, COMMERCIALIZATION, OUTREACH, AND EXTENSION SERVICES

### OUR FOCUS:

**Research that makes a difference. We will refine our research priorities, expand our research productivity and commercialization footprint, and build upon our contributions in outreach and extension, as we continue to grow the University's reputation as a doctoral-research university.**

**RESEARCH AND PUBLIC** service are key priorities for FAMU and an essential component of our land-grant mission. A vibrant research enterprise brings in world-class faculty, raises money and reputational status for the University, provides avenues to give back to the community, and affords students research experiences at the undergraduate and graduate levels. The results are improved academic performance and boundless opportunities to create new knowledge. Our current research performance is strong. In 2015-16, FAMU received more than \$40M in new and continuing awards and contracts. For the period 2014-15, a National Science Foundation (NSF) report listed FAMU as the second HBCU nationwide for research and development expenditures (\$46.5M) and ranked FAMU in the top 20% among all colleges and universities. Also, in 2015, our Carnegie classification changed to R2 (Doctoral Universities-Higher research activity).

Although we have had many successes, there is room for FAMU to continue to grow our research enterprise. Our externally funded research expenditures are slightly below the average of our peer universities (see Appendix for a list of our peer universities). We can generate additional research capacity by aligning our academic policies and faculty incentives with those of a major doctoral-research university, as well as making key investments in research facilities. We also have an opportunity to grow our public service programs.

Additional work in the local community will also help us to enhance our land-grant university identity.

### GOAL 1: Expand and enhance cutting-edge research and creative scholarship for the benefit of the state of Florida, the nation, and the world

**FURTHER INVESTMENT IN** research is critical for FAMU's future success. To be effective, we must focus resources on a select number of areas where FAMU can achieve increased national and international recognition and impact. As a result, we will prioritize faculty hires in research thrust areas, support research-active faculty with reduced teaching responsibilities and other rewards, and establish appropriate shared research facilities in key areas.

Success in other strategic plan priorities, such as ensuring first-class business infrastructure, also will be essential to maximizing our research outcomes. And in order to leverage our impact, we must develop new partnerships with other academic institutions, and national research laboratories and companies.



**GOAL 1 cont.:****GOAL 1 STRATEGIES**

- Increase the national competitiveness of FAMU's graduate programs by developing research thrusts in key areas that build upon pre-existing strengths and position FAMU to establish a strong research presence in new and emerging fields
- Recruit and retain outstanding faculty, staff, and students to support core research priorities
- Increase the number of partnerships with national research laboratories and companies to promote faculty engagement in collaborative and interdisciplinary research in the priority research areas
- Establish core research facilities wherein scientists, engineers, and social scientists work on joint projects using a core laboratory that houses state-of-the-art instruments

**GOAL 1 METRICS**

- Total R&D expenditures
- Number of graduate degrees in research thrust areas
- Number of peer-reviewed publications in research thrust areas
- Number of agreements/MOUs with national research laboratories and companies

**GOAL 2: Increase research productivity, commercialization and return on investment**

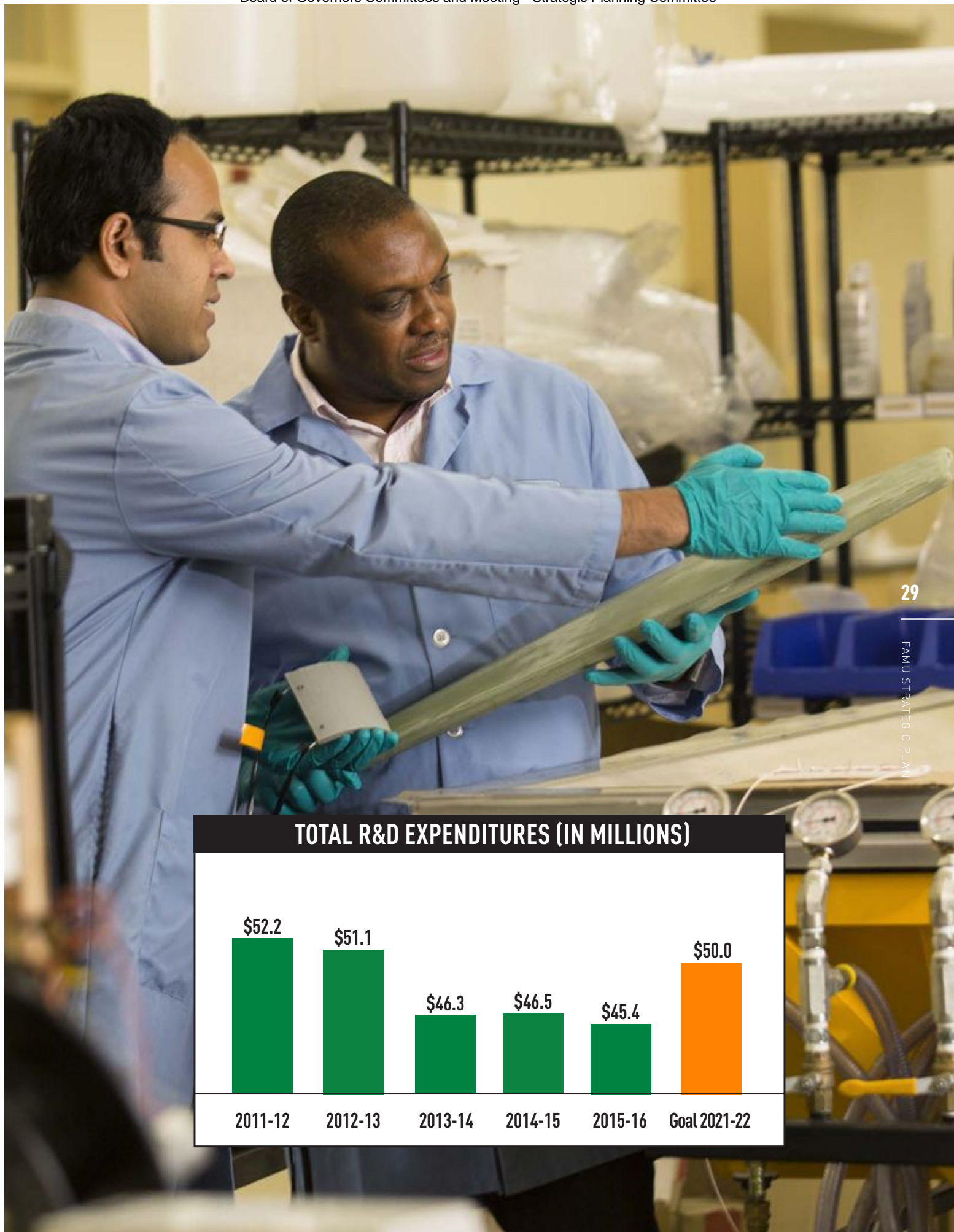
**KEY RESEARCH CRITERIA** that determine a major research university's success are its research productivity, commercialization of its intellectual capital, and leveraging of its research in innovative ways to advance the public good. FAMU, as an R2 Carnegie university, has an impressive research output despite the heavy teaching loads carried by faculty within the University. While teaching will always be

important, FAMU's future progress will require careful analysis of current trends in research productivity and commercialization, and implementation of appropriate changes.

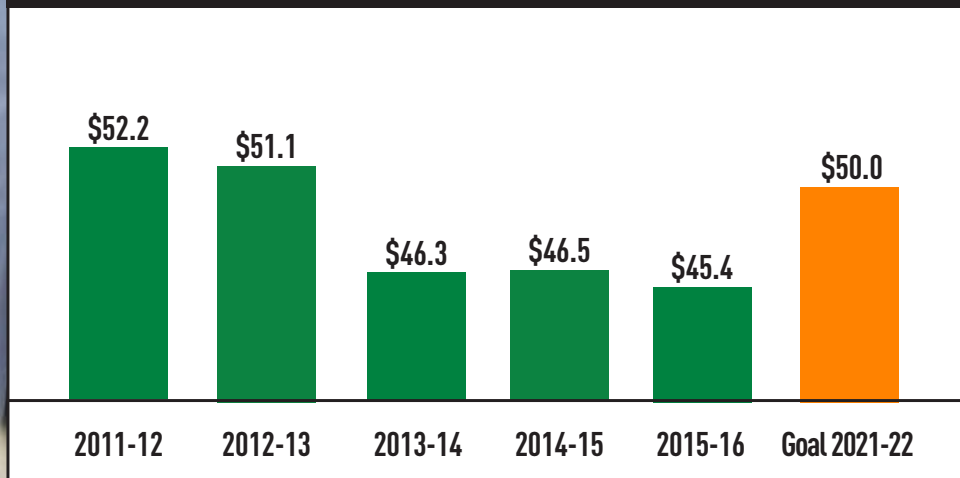
Our research footprint will be expanded by strategic cluster hiring. Cluster hiring involves the simultaneous addition of multiple new faculty with related research programs into one or more departments to perform interdisciplinary research. This hiring strategy will enhance our research capabilities and allow the most efficient utilization of our research budget.

Although our current research budget is close to our peer average, we are committed to increasing our externally funded annual research activity. To drive more research, faculty will be encouraged to increase the number of research proposals submitted to granting agencies. FAMU will increase its support for faculty actively engaged in high-impact research by providing additional administrative support for proposal preparation and grants management. In addition to the administrative support, incentives for faculty actively involved in high impact research and commercialization activities ensure a better work climate and continued research productivity.

Commercialization of FAMU's intellectual property is also a vital element of FAMU's strategic priorities. We have had success with patent awards across a diverse group of disciplines, including nanotechnology, medical science, and ecological science. We are committed to supporting various commercialization initiatives and expanding our activities with an overarching goal of generating significant research revenue. A campus-wide plan for licensing, patenting, trademarks and commercialization will be expanded and vigorously implemented as we move forward. Workshops on increasing innovation and revenue-generating opportunities will be offered to all students, faculty and staff. Proper policies and best practices that promote and support comprehensive and coordinated academic entrepreneurship will be devised for both funded and unfunded activities.



### TOTAL R&D EXPENDITURES (IN MILLIONS)



**GOAL 2 cont.:****GOAL 2 STRATEGIES**

- Facilitate strategic research cluster hires
- Provide incentives to increase faculty research productivity
- Increase administrative support for proposal preparation and grants management
- Develop and implement a campus-wide plan for licensing, patenting, trademarks and commercialization
- Use resources from indirect cost funds to seed research ideas, and provide indirect cost return to departments, centers, and colleges to support expansion of the research enterprise

**GOAL 2 METRICS**

- Percentage of R&D expenditures funded from external sources
- Number of invention disclosures
- Number of patents issued

**GOAL 3: Increase the number of nationally recognized graduate programs**

**AS WE ENDEAVOR** to increase the research profile of the University, graduate education plays an essential role. For the global economy and society of tomorrow, research and innovation help drive the engine of prosperity. Graduate education transforms students into accomplished scholars and professionals who become leaders of the academy, industry, and government. These leaders will use their intellectual, creative, and critical thinking abilities to shape a better future for our nation. We have a strong record of producing master's and doctoral students who are well trained to address the problems of today and tomorrow. FAMU is a top-10 producer of African American graduates in key fields such as pharmacy and physics. We are focused on extending our track record to other disciplines.

To increase the number of nationally recognized graduate programs at FAMU, we will provide support to grow existing programs while developing new graduate programs in FAMU's areas of distinction and strategic importance. Additionally, we will provide financial incentives to recruit high-achieving students to FAMU's graduate programs. We also will implement a communications and marketing plan to publicize notable achievements of our programs. These steps will ensure FAMU stays at the forefront of graduate education for future generations of scholars.



### GOAL 3 STRATEGIES

- Create financial incentives and streamline mechanisms to create and grow graduate programs in FAMU's areas of distinction and strategic importance
- Enhance campus-wide coordination of graduate recruitment and admissions
- Provide fellowships, assistantships, and tuition scholarships to enhance recruitment of high achieving students
- Implement a communications and marketing plan to highlight and publicize notable program achievements

### GOAL 3 METRICS

- Annual rankings of graduate programs in regional and national publications
- Annual number of peer-reviewed articles in top-tier journals
- Annual number of faculty and student awards
- Annual number of faculty and student presentations at national and regional conferences
- Number of Research doctorates awarded

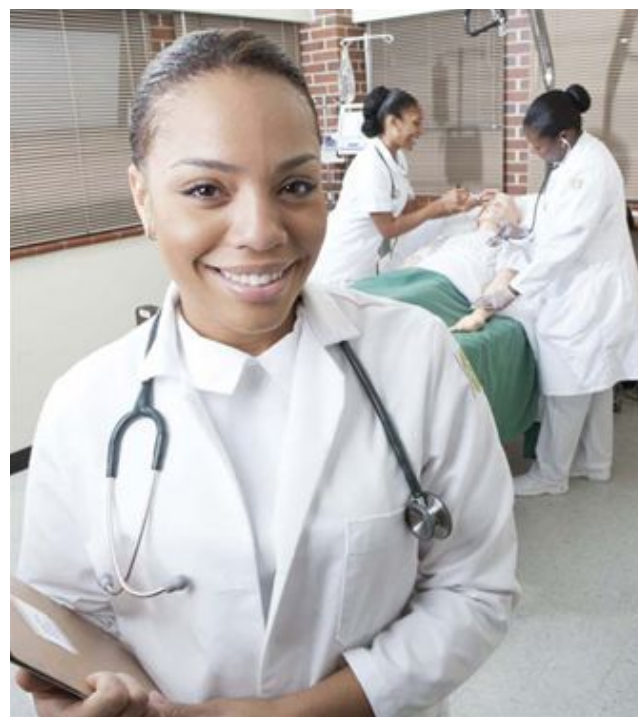
### GOAL 4: Provide outstanding outreach and extension services in the tradition of a land-grant institution

**AS A LAND-GRANT** university, we have a critical public service mission, and we take our land-grant responsibility seriously. Our service extends across the breadth of the institution. Cooperative Extension Programs and research centers are actively involved in helping our stakeholders—particularly limited resource farmers, minority communities, and our industry partners—improve their economic status and quality of life, while safeguarding and protecting the environment. We routinely deploy our agricultural capabilities to help improve crop selection and yield, as well as to reduce overuse of fertilizer, pesticides, and water. Finding local and global solutions to agricultural, environmental, health, and food security issues are paramount to serving the needs of our stakeholders.

In 2015, we acquired more than 3,800 acres of farmland in Brooksville, Florida from the United States Department of Agriculture. The property will allow us to establish a true experimental verification and validation facility, where innovative agriculture can be tested and best practices can be developed and shared.

In addition, we provide critical health services to the local community through the College of Pharmacy and Pharmaceutical Sciences (COPPS) programming and the Center for Health Equity, which seeks to eliminate health disparities in underserved populations. Given FAMU's mission and the magnitude of health disparities in our diverse state, we are committed to maintaining and growing our health-related training, research, and services for the state and nation.

To sustain our commitment to provide outstanding outreach and extension services, FAMU will combine innovative technology and traditional communication methods to disseminate information and solutions regarding issues that affect the lives of our constituents.



**GOAL 4 cont.:****GOAL 4 STRATEGIES**

- Identify and expand areas in which the University has unique capacities to apply its resources to benefit the local community, state and nation
  - Fully establish the Brooksville Agricultural and Environmental Research Station (BAERS)
  - Increase engagement with the K-12 sector, with emphasis on the Developmental Research School
  - Broaden the reach of campus initiatives focused on addressing health disparities in underserved populations
  - Increase support and collaboration with the FAMU Small Business Development Center (SBDC) to expand FAMU's role as a driver of economic growth and development in the local community
- Create a comprehensive public engagement strategy to effectively communicate results, successes, benefits, and offerings to community stakeholders
- Engage the administrative, academic and student sectors in effective community service, outreach, and extension activities

**GOAL 4 METRICS**

- Percentage of students, faculty and staff engaged in outreach/service events
- Percentage of students in service learning courses
- Number of participants in seminars, workshops, trainings, and events sponsored by BAERS, CHE, and SBDC
- Number of externally recognized outreach/public service engagement programs and partnerships







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FAMU STRATEGIC PLAN

## STRATEGIC PRIORITY 4 GOALS

- Enhance the University fundraising infrastructure and capacity to generate increased support for the University
- Enhance public-private partnerships to support teaching, research, and service
- Build and lead strong networks of supporters and partners
- Implement effective communication and marketing initiatives to increase visibility and promote the FAMU brand
- Leverage the distinctive capabilities and signature programs of the University to strengthen the FAMU brand and economic viability of the University

# FAMU RISING

# FAMU STRATEGIC PRIORITY

4

## TRANSFORMATIVE ALUMNI, COMMUNITY, AND BUSINESS ENGAGEMENT

### OUR FOCUS:

**Building and expanding our partnerships. We will increase engagement with our alumni base, business partners, and within our local, national, and global communities to increase our impact and grow financial support for the University.**

**AS A TOP-RATED** university, we engage locally, nationally, and globally in teaching, research, and service. Yet, we aim to enhance our stature as: a centerpiece of the local community within Tallahassee and across Florida, a dynamic hub for our growing international alumni network, and as a model of engagement amongst our peer universities.

From improved alumni relationships, to increased engagement in our communities, to more successful business partnerships, we will transform how we interact locally and globally, creating renewed energy and support for the University. This will enable us to showcase all of FAMU's assets to the world.

### GOAL 1: Enhance the University fundraising infrastructure and capacity to generate increased support for the University

**THE MOST TANGIBLE** benefit of transforming our relationships will be to significantly boost our fundraising performance from alumni, stakeholders, and the business community. We will launch targeted campaigns that generate support for our strategic priorities, which include scholarships, research, athletics, and the Marching 100 band. Through these efforts, we will increase annual giving by 150%, from the current level of \$6M, to \$15M, and increase our endowment from \$115.6M to \$155M by 2022. Over the next five years we also will lay the groundwork

for launching a Capital Campaign that will raise \$50M-\$100M in support of our strategic priorities.

Beyond fundraising, being a more open and receptive FAMU will better prepare us to execute our mission. We will advance knowledge by hosting more influential lecturers on campus, support the community by sponsoring cultural and social enrichment events, and serve our students by working with local and multinational corporations to expand internship and employment opportunities.

Alumni affinity for the University is strong, and continues to be one of our greatest assets. We will build on this strength, with an increased focus on enhancing the culture of philanthropy and stakeholder engagement. This process begins with cultivating our current students to become engaged alumni. Through direct engagement strategies that link alumni, nationally and internationally, we will improve on our 6% alumni-giving rate, as well as other measures of alumni engagement. From fundraising, to student job placement, to creating a sense of community, we will build upon the core belief that an engaged alumni base energizes a university.

We maintain a core commitment to increasing corporate fundraising beyond the current \$2M per year. We will rise to meet this challenge as we transform our relationships with alumni, private businesses, volunteer Boards, and the local community.

A healthy endowment, supported by a culture of giving, is critical to the success of a university. Our endowment, which stood at \$115.6M in the most recent reporting year, is the largest of any public HBCU and is among the largest of our peer universities. This valuable resource regularly provides

**GOAL 1 cont.:**

significant funding in support of key University initiatives, including scholarships, athletics, and faculty research. Over the next five years, we will grow the endowment to \$155M, which will provide additional funding for our strategic priorities.

Over the past several years, we have experienced tremendous growth in fundraising and alumni giving to the University. We have moved from a historical annual average of \$3M to raising \$6.4M in 2015-16, which had been our most successful fundraising year of record. As we look to execute strategies that nurture and enhance the culture of private giving, we will expand our fundraising success through improved alumni participation and activities that lead to larger average gifts and giving that supports our strategic priorities and ambitions.

**GOAL 2: Enhance public-private partnerships to support teaching, research, and service**

**ACCOUNTABILITY FOR** educating citizens is no longer the sole responsibility of educational systems and institutions. Increasingly, business and community stakeholders are engaged through public-private partnerships (P3). These partnerships can expand the University's capacity by taking advantage of partners' specialized expertise and resources for the construction, operation, and financing of new facilities. One such option we will explore are P3 collaborations that will enable the University to expand residential offerings to meet the growing demand for on-campus housing.

Increasing the number of high-quality facilities will improve the overall student experience and assist FAMU in preparing students to take their place in the workforce and the global society.

**GOAL 1 STRATEGIES**

- Develop and initiate targeted campaigns, and a major Capital Campaign, in support of FAMU's strategic priorities
- Enhance administrative structure, technology, tools and staffing to support fundraising efforts
- Improve fundraising coordination, communications and transparency, and relationships with donors
- Strengthen alumni relationships with the University
- Increase corporate engagement

**GOAL 1 METRICS**

- Annual giving
- Annual alumni giving rate
- Annual number of donors
- Annual percent of corporate contributions
- Endowment value

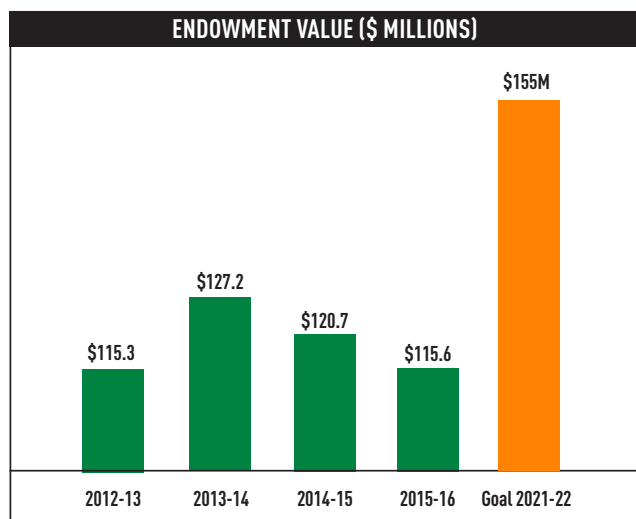
**GOAL 2 STRATEGIES**

- Identify viable public-private partnership opportunities that align with FAMU's strategic priorities
- Enter into public-private partnerships that align with FAMU's research, teaching, and service priorities

**GOAL 2 METRICS**

- Number of public-private partnership agreements signed and operational that support teaching, research, and services

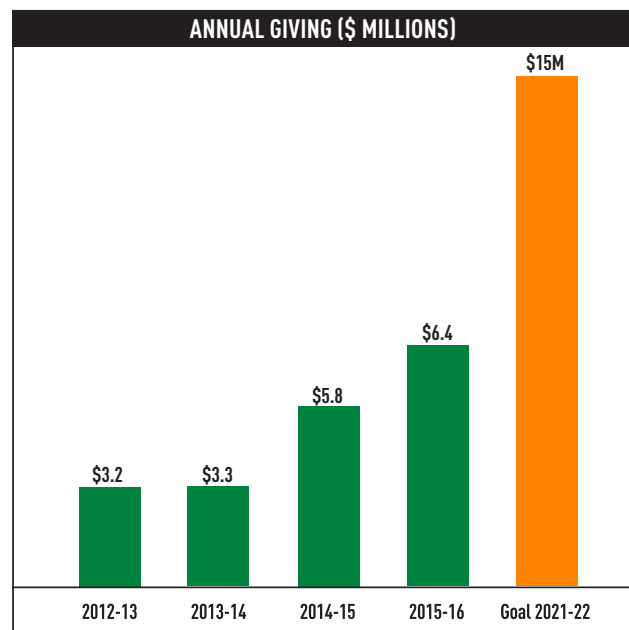




### GOAL 3: Build and lead strong networks of supporters and partners

**FAMU IS AN** economic engine for the local community and the state. The majority of our alumni remain in Florida, providing important economic, political, and social contributions. We have an opportunity to cultivate a community presence that benefits our economic, political, and social impact. This begins with our commitment to an open university that is accessible and receptive to all, from students and alumni, to local business, to the broader Tallahassee and surrounding communities.

By increasing our involvement in the community, we can improve upon the level of financial support we



receive from businesses and elected officials. Corporate donations are fertile grounds for our fundraising efforts. Our peer universities receive a higher proportion of their total gifts from corporations. Increasing our performance to the peer average would translate to an additional \$3M of annual fundraising, but we aspire to exceed this figure. We have an exciting opportunity for dramatic growth, which begins with a meaningful FAMU presence in the community. Enhancing the bond between elected officials and FAMU will result in their taking ownership and being supportive of the University. Information-sharing opportunities will be created for the University community to interact with elected officials on all levels.



**GOAL 3 cont.:****GOAL 3 STRATEGIES**

- Foster faculty, staff, and student relationships with a wide range of current and potential supporters to cultivate strategic alliances with government, industry, business, and community leaders in which FAMU's value and contributions are showcased
- Institutionalize leadership and participation in significant community events within the Tallahassee/Big Bend region and state
- Lead and participate in selected national public policy and higher education initiatives
- Engage in strategic international partnerships that align with FAMU's mission and strategic priorities

**GOAL 3 METRICS**

- Student community engagement activities and volunteer hours
- Faculty and staff community engagement and volunteer activities
- Number of public policy and higher education initiatives in which FAMU administrators, faculty, staff, and students are engaged
- Number of international partnerships that align with FAMU's mission and strategic priorities

Our brand management efforts will focus on implementing a marketing and branding strategy that effectively touts our successes locally, nationally, and globally. We will implement innovative recruitment initiatives to expand our reach for potential students and increase awareness of our high quality academic offerings. We will enhance our technology infrastructure and expand and enhance the University's social media and digital presence to better engage our stakeholders. We will update our crisis communications plan and partner with internal and external stakeholders to protect FAMU's interests. We will enhance our fundraising efforts by managing communications that support continuous outreach and messaging to stakeholders and donors.

**GOAL 4 STRATEGIES**

- Produce an annual report and periodic communications to educate stakeholders about important university milestones and accomplishments
- Enhance the University's online presence with the completion and launch of a new website and companion recruitment website
- Create opportunities, such as small group discussions and events, to enhance constructive dialogue between the president and faculty, staff, students, and other stakeholders
- Work with University academic and administrative units to ensure appropriate budget allocations for marketing and communications are made in support of new initiatives

**GOAL 4 METRICS**

- Number of media citations per year
- Stakeholder satisfaction with University publications
- Student, faculty, and staff satisfaction with engagement opportunities between the president and on-campus stakeholders

**GOAL 4: Implement effective communication and marketing initiatives to increase visibility and promote the FAMU brand**

**GIVEN THE INCREASING** competitiveness among universities for students and resources, we have an intentional focus on optimizing our marketing and communication activities. To that end, we will implement a more integrated system of marketing and communication built around the following five priority areas:

- 1) Brand management
- 2) Recruitment and Retention
- 3) Technology
- 4) Crisis Communications
- 5) Fundraising



## GOAL 5: Leverage the distinctive capabilities and signature programs of the University to strengthen the FAMU brand and economic viability of the University

**FAMU** has several distinctive programs that bring considerable notoriety to the University. As we work to strengthen the University's brand and financial base, we must better leverage these programs to generate additional support. High profile programs, such as athletics, the performing arts, and signature academic programs, will be a focus for our enhanced recruiting and fundraising efforts, as well as key tools for strengthening our relationships with alumni and the local community. A strong athletics program assists with fundraising, provides a venue for FAMU engagement with local residents and businesses, and supports our growth as a top-rated university. Our dynamic music bands, such as the Marching 100 and Wind Ensemble, bring distinction to the University through performances at notable events, such as inaugural parades for U.S. presidents and Carnegie Hall. The FAMU Essential Theatre regularly produces graduates who achieve international fame as actors and producers in the film and theatre industries. Our signature academic programs, such as pharmacy and

business, help to enhance the academic reputation of the University and draw additional financial support through increased giving by successful alumni and corporate partners.

Athletics facilities is an area of particular need, which we will address as part of our targeted fundraising campaign initiatives. We will also focus fundraising efforts on increasing support for scholarships and equipment for our performing arts programs, as well as support for scholarships and faculty research in our signature academic programs.

### GOAL 5 STRATEGIES

- Execute targeted campaigns in support of athletics, the performing arts, and other signature programs
- Develop and maintain state-of-the-art facilities for athletics

### GOAL 5 METRICS

- Annual dollars raised in support of signature programs
- Annual debt/surplus for athletics



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FAMU STRATEGIC PLAN

## STRATEGIC PRIORITY 5 GOALS

- Recruit, develop, and retain diverse and excellent staff
- Adopt a new budgeting model to support institutional strategic priorities more effectively
- Improve transparency and strengthen internal controls to improve compliance and support strategic decisions
- Enhance business processes to improve efficiency and cost effectiveness in University operations
- Leverage technology and establish a data-driven culture

# FAMU RISING

# FAMU STRATEGIC PRIORITY

## FIRST-CLASS BUSINESS INFRASTRUCTURE

### OUR FOCUS:

**Business operations that support our mission. We will recruit and retain an excellent and diverse staff, enhance our administrative services, adopt a more transparent and effective budgeting model, and leverage technology to make our operations more effective and efficient.**

**FAMU'S BUSINESS INFRASTRUCTURE** consists of all the software, hardware, organizational structure, processes, procedures, and systems that keep the University running. It is a complex system of interrelated elements designed to serve a broad array of stakeholders and constituents. As we work to achieve greater operational effectiveness and efficiency, we must significantly enhance our business processes. We will assess core business processes to identify where we need to improve and implement new or improved procedures as needed.

We will make continuous improvement a priority. This will include restructuring some administrative and academic units, centralizing administrative services, reengineering major business processes and providing formal training for staff in continuous improvement methods. We will have appropriate metrics and key performance indicators for all of our major processes and business functions.

### GOAL 1: Recruit, develop, and retain diverse and excellent staff

**WE RECOGNIZE THE** importance of recruiting, hiring, and retaining qualified administrators, faculty, and staff. We will review and optimize the recruitment processes, strengthen and expand our professional development opportunities at all levels of the University, assess the personnel performance management processes, and establish recognition processes to promote excellence at the University.

We will assess our current recruitment process to ensure we are using best hiring practices for attracting talented and diverse applicants. We must continue to strengthen professional development experiences to improve the ability of all employees to operate efficiently and effectively. We will continue to strengthen and develop employee programs and services to enhance their satisfaction and engagement levels. We will implement leadership training and development programs for departmental chairs, deans, directors, and other key leaders.

In support of the other priorities of the strategic plan, we also must develop programs to recognize and reward employees for efforts that advance the priorities, mission, and vision of the University. We must provide tools and resources to assist administrators, faculty, and staff in continuing their efforts to excel. Additionally, we must also ensure an inclusive working environment that helps retain strong employees in a diversity-friendly culture.

**GOAL 1 cont.:****GOAL 1 STRATEGIES**

- Implement a comprehensive onboarding process for new employees
- Provide ongoing professional development opportunities for all staff
- Implement a more effective and meaningful staff performance evaluation process
- Implement a campus-wide employee recognition program to acknowledge and reward staff for meritorious service

**GOAL 1 METRICS**

- Staff satisfaction rates with professional development opportunities
- Number of external staff acknowledgements and rewards
- Staff turnover rates

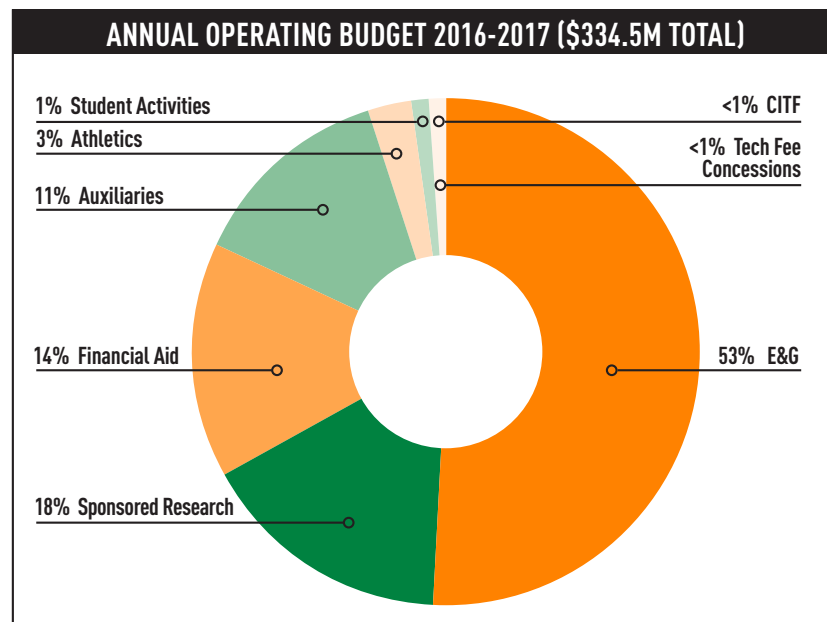
expenses. It also demands that we use every available dollar of our \$330M annual budget to advance or protect our strategic priorities. Too often, however, the information needed to make the best decisions is hard to access, or resources are simply allocated based on past practices.

We are committed to changing this mindset. We will develop and implement a new budgeting model that supports strategic allocation of resources that are consistent with the mission, vision, and strategic priorities of the University. As we work to implement our strategic initiatives in an environment of limited resources, we must refocus and restructure our current budgeting model to improve our operational efficiencies and eliminate redundancies. This must apply across all University operations, from instruction to research to campus housing and food service.

In the new budget model, a percentage of the budget will be set aside annually and reinvested to support strategic priorities. When implementing this funding model, we will prioritize expenditures that have potential for making the greatest impact on FAMU's key performance indicators and strategic priorities.

**GOAL 2: Adopt a new budgeting model to support institutional strategic priorities more effectively**

**OUR BUDGET MUST ALIGN** with our priorities and goals. This requires clear, easily accessible information about current and projected University revenues and



## GOAL 2 STRATEGIES

- Move from the current incremental budgeting model to a more strategic and suitable budgeting model to drive long-term sustainability and growth and reward efficiency and excellence
- Reestablish and elevate the university-wide strategic budgeting council

## GOAL 2 METRICS

- Percent of budget allocated for strategic priorities

## GOAL 3: Improve transparency and strengthen internal controls to improve compliance and support strategic decisions

**WE MUST ENHANCE** internal controls to maintain the integrity of FAMU's financial and administrative operations, safeguard its assets, and ensure actions and decisions of the University are in compliance with applicable laws, regulations, and contracts. Accordingly, these internal controls must be designed and operated within an environment that promotes the ethics and values of the University.

As part of this effort, we will establish a University-wide compliance and ethics program as a centralized point for coordination of responsibility for activities that promote ethical conduct and maximize compliance with applicable laws, regulations, rules, policies, and procedures.

We will use surveys and data analytics to prevent, detect, and investigate fraud, corruption, and other noncompliant behavior. The focus will be on business processes that pose the highest risks. By integrating forensic data analytics into the University's audit and compliance monitoring program, we expect to improve risk assessment, detect potential misconduct earlier, and enhance audit planning or investigative fieldwork.

We also will develop training plans focused on key compliance risk areas to mitigate audit findings and/or noncompliance. The expected outcome is increased employee understanding of responsibilities for performing control activities and compliance with applicable laws, regulations, rules, policies and procedures.

## GOAL 3 STRATEGIES

- Establish a University-wide compliance unit to evaluate and monitor risk exposures and compliance with laws, regulations, policies, procedures and contracts
- Use surveys and data analytics to detect and mitigate weaknesses in policies, procedures, processes, and systems
- Improve effectiveness of internal audits in maintaining internal controls by using continuous improvement practices
- Train personnel to implement and maintain appropriate internal controls in high-risk areas

## GOAL 3 METRICS

- Number of significant audit findings
- Percent of recommendations implemented
- Number of repeat findings



## GOAL 4: Enhance business processes to improve efficiency and cost effectiveness in University operations

**THE UNIVERSITY SPENDS** \$76 million annually on academic and institutional support functions. In order to streamline operations and allow more resources to be dedicated to strategic priorities in instruction, research, and service, we will conduct an in-depth review of our administrative operations and organizational structure. Focusing on processes with the largest potential impact on stakeholders, we will eliminate redundancies, increase productivity, reduce costs, and ensure we are in alignment with industry best practices. We also will incorporate business process efficiency into our training programs and continuous improvement efforts.

### GOAL 4 STRATEGIES

- Evaluate and restructure administrative units to ensure alignment with current best practices and maximize efficiency and effectiveness
- Implement training and reward programs to promote efficiency in business services
- Continue to identify and implement campus-wide resource conservation
- Establish a University-wide policy review committee

### GOAL 4 METRICS

- Annual cost savings
- Number of administrative units restructured
- Number of participants in business-related training programs





## GOAL 5: Leverage technology and establish a data-driven culture

**INFORMATION TECHNOLOGY (IT)** is central to the mission of a 21st-century university. Many of the objectives contained within this strategic plan depend on modern IT. Improving student-faculty research outcomes requires research computing; student success strategies depend on predictive analytics for retention and graduation; improved fundraising relies on quantitative prospect targeting; living-learning centers require increased mobility and a more collaborative technology culture. Online learning is now part of every student's experience, whether in stand-alone courses or integrated into traditional curricula. Our strategic priorities will only be possible in the context of a data-driven culture at the University.

We have taken steps to promote such a culture on campus, evaluating the development of a data warehouse, investing in Blackboard analytics, being an early adopter of PeopleSoft to track student enrollment and academic progress, and reorganizing our information and technology services unit. Several departments have begun using data in a more strategic manner to better understand and address student learning outcomes.

We will expand these efforts to harness the power of data-driven insights, while providing better infrastructure for students, faculty, and staff, and better platforms for research and instruction.

### GOAL 5 STRATEGIES

- Make strategic investments to close gaps in application training, the network, and other technical infrastructure impeding efficient data usage
- Enhance network resources, services, and applications to support the University's administrative and academic operations
- Define and develop dashboards to assess progress towards enhancing the University's capacity to accommodate the needs of instructional and business operations

### GOAL 5 METRICS

- Student, faculty and staff satisfaction rates with IT services
- Percent of on-time submissions of data files and reports to external agencies



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FAMU STRATEGIC PLAN

## STRATEGIC PRIORITY 6 GOALS

- Develop and maintain a University-wide culture of service excellence
- Sustain superior service levels with ongoing monitoring, accountability, and recognition programs to reward excellent customer service

# FAMU RISING

# FAMU STRATEGIC PRIORITY

# 6

## OUTSTANDING CUSTOMER EXPERIENCES

### OUR FOCUS:

**Leadership through service. We will consistently provide high-quality customer experiences in all facets of University operations**

**AT SOME POINT**, we are all one another's "customers" at FAMU, and we should expect dedication, efficiency, courtesy, and creativity in the millions of interactions that take place on our campus every year. While there are some shining examples of excellent service, we also know this is an area where we can improve.

In order to achieve this improvement, we must embrace a culture of continuous improvement in every academic and support unit throughout the University, from the president's office to academic departments to student housing. Distinction in service quality creates a competitive advantage in recruiting and retaining students; attracting and keeping renowned faculty and excellent staff; and, engaging our alumni, donors, and other stakeholders. Therefore, we must engage in outstanding customer-focused initiatives that support educational attainment, provide accountability, and deliver first-rate services.

Assessment will be a key part of our efforts. FAMU's service systems have provided adequate and at times, superior service experiences. However, in order to consistently deliver superior service experiences to all of our stakeholders, FAMU must focus on assessment of the customer/stakeholder experience and mutual accountability for the quality of our service interactions. Where our assessments show the need, we will provide targeted training and development, employee engagement, staffing and recruitment, and employee recognition. This will enable our students, their parents, our alumni, and other stakeholders to experience a return on their investments based on their support for the University and their identity as FAMUANS.

### GOAL 1: Develop and maintain a University-wide culture of service excellence

**WE WILL BUILD** on the University's motto of "Excellence with Caring" by institutionalizing a comprehensive, campus-wide service excellence culture modeled on established and proven best practices in customer service. Employees at all levels will engage in service excellence training. Customer satisfaction surveys and similar tools will be adopted consistently throughout campus to monitor and improve customer service levels.

#### GOAL 1 STRATEGIES

- Create and communicate a "Customer Service Vision" for employees to assure an understanding of the University's standards and expectations of "service excellence"
- Assess the customer experience by examining critical points of contact and campus physical infrastructure, and by soliciting feedback from key stakeholders regarding what is working and what needs improvement
- Develop and implement a comprehensive service excellence plan that assures employee accountability, training and development, employee engagement, and employee recognition

#### GOAL 1 METRICS

- Customer satisfaction ratings

## GOAL 2: Sustain superior service levels with on-going monitoring, accountability, and recognition programs to reward excellent customer service

**OUR MISSION AND CORE VALUES REFLECT OUR COMMITMENT** to sustaining superior service levels in all our interactions with and amongst our stakeholders including, but not limited to, our students, parents, prospective students, staff, faculty, vendors, alumni, and corporate partners. Through our technological and customer service training enhancements, we will increase accountability by consistently monitoring our customer satisfaction levels in all departments. This will enable us to identify areas of improvement and reward employees and departments when they consistently exhibit superior levels of customer service. Internal dashboards and scorecards will be developed to monitor and evaluate services levels in all departments to ensure outstanding customer experiences.

### GOAL 2 STRATEGIES

- Create monitoring systems or dashboards for service levels used in all designated points of contacts (POCs)
- Establish superior service performance metrics to assess performance for employees, departments and divisions, colleges and schools
- Create internal service excellence recognition competitions and initiatives
- Participate in external service excellence awards competitions

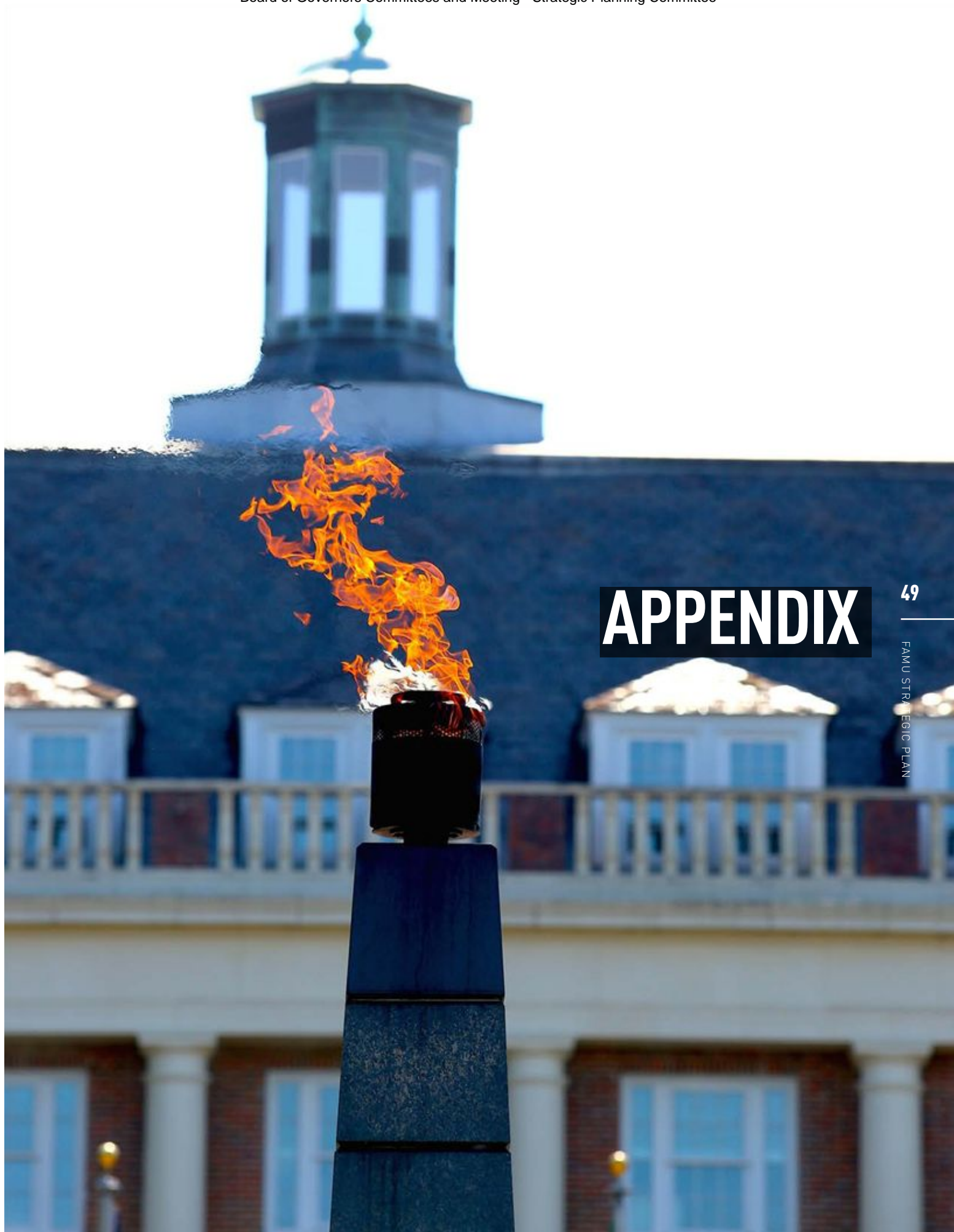
### GOAL 2 METRICS

- Customer satisfaction ratings
- Number of external awards for service excellence

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We also must commit to recognizing and rewarding excellent customer service much as we do excellence in teaching and research. Success in delivering excellent service will be a consideration in all critical personnel decisions, from hiring to compensation and promotion.





# APPENDIX

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FAMU STRATEGIC PLAN

# STRATEGIC PLAN WORKGROUP COMMITTEE (2016-2017)

Maurice Edington  
Co-Chair  
Vice President for Strategic Planning,  
Analysis and Institutional Effectiveness

Beverly Barrington  
Co-Chair  
Interim Associate Vice President  
for Strategic Planning, Analysis and  
Institutional Effectiveness

Shawnta Friday-Stroud  
Co-Chair  
Dean, School of Business and Industry

Anita Favors-Thompson  
Former City Manager of the City of  
Tallahassee (Community Representative)

Wanda Ford  
Interim Vice President for Finance and  
Administration and Chief Financial Officer

Carl Goodman  
Associate Provost for Undergraduate  
Education and Student Success

Mario M. Henderson  
Law School student/SGA representative  
(Student Representative)

Maurice S. Holder  
Professor of Physiology in the College of  
Pharmacy and Pharmaceutical Sciences  
(Faculty Senate Representative)

Cynthia Hughes Harris  
Dean, School of Allied Health Sciences

David Jackson Jr.  
Associate Provost for Graduate Education  
and Dean of the Graduate School

Tommy Mitchell Sr. Executive Director  
FAMU Boosters and Immediate Past  
President of the FAMU National Alumni  
Association (Alumni Representative)

Kathy Times  
Executive Associate Director for  
Communications

Charles Weatherford  
Associate Vice President for Research and  
Executive Director of Title III Programs

## WORKGROUP SUBCOMMITTEES

### Strategic Priority 1: Exceptional Student Experience

Shawnta Friday-Stroud  
Chair  
Dean, School of Business and Industry

Carl Goodman  
Co-Chair  
Associate Provost for Undergraduate  
Education and Student Success

Nigel Edwards  
Associate Vice President for Student Affairs/  
Enrollment Management

Felecia Epps  
Former Dean, College of Law

Dr. Kirk Gavin  
Interim Superintendent, FAMU  
Developmental Research School

Mario Henderson  
Law School student/SGA representative  
(Task Force Member)

William Hudson  
Vice President for Student Affairs

David Jackson  
Associate Provost for Graduate Education  
(Task Force Member)

Ann Kimbrough  
Former Dean, School of Journalism and  
Graphic Communication

Valencia Matthews  
Dean of College of Social Sciences, Arts,  
and Humanities

Brenda Spencer  
Director for Academic Integration and  
Student Transitional Services

Traki Taylor  
Former Dean, College of Education

### Strategic Priority 2: Excellent and Renowned Faculty

Cynthia Hughes-Harris  
Chair  
Dean, School of Allied Health Sciences

Maurice Holder  
Co-Chair  
Professor, College of Pharmacy and  
Pharmaceutical Sciences (Task Force  
Member)

Michael Abazinge  
Professor, School of the Environment

Genyne Boston  
Associate Provost for Faculty Affairs and  
Faculty Development

Andrew Chin  
Interim Dean, School of Architecture and  
Engineering Technology

Sameer Kapileshwari  
Associate Vice President for Facilities  
Planning

Tim Moore  
Vice President for Research

Ruena Norman  
Former Dean (Retired), School of Nursing

### Strategic Priority 3: High Impact Research, Commercialization, Outreach, and Extension Services

Charles Weatherford  
Chair  
Associate Vice President for Research and  
Executive Director of Title III Programs

Murray Gibson  
Dean, FAMU-FSU College of Engineering

Victor Ibeanusi  
Dean, School of the Environment

Lewis Johnson  
Assistant Dean, College of Science and  
Technology

Tim Moore  
Vice President for Research

Robert Taylor  
Dean, College of Agriculture and Food  
Sciences

Michael Thompson  
Former Dean, College of Pharmacy and  
Pharmaceutical Sciences

Komalavalli Thirunavukkuarasu  
Assistant Professor of Physics (Faculty  
Senate Rep)

# STRATEGIC PLAN WORKGROUP COMMITTEE (2016-2017)

## Strategic Priority 4: Transformative Alumni, Community, and Business Engagement

Wanda Ford  
Interim Vice President for Finance and  
Administration and Chief Financial Officer

Thomas Mitchell, Sr.  
Co-Chair  
Executive Director FAMU Boosters and  
Immediate Past President of the FAMU  
National Alumni Association (Alumni  
Representative)

Shelby Chipman  
Band Director

George Cotton  
Vice President for Advancement

Barbara Cohen Pippin  
Director, Governmental Relations

Carmen Cummings  
Senior Executive Director of University  
Engagement and Alumni Affairs

Milton Overton  
Athletic Director

Kathy Times  
Executive Associate Director for  
Communications

## Strategic Priorities 5 and 6: First-Class Business Infrastructure and Outstanding Customer Experiences

Beverly Barrington  
Chair  
Interim Associate Vice President  
for Strategic Planning, Analysis and  
Institutional Effectiveness

Linda Barge-Miles  
Special Assistant to the President/BOT  
Liaison

Anita Favors Thompson  
Former City Manager of the City of  
Tallahassee (Community Representative)

Rick Givens  
Vice President for Audit and Compliance

Ronald Henry  
Associate Vice President for Information  
Technology/CIO

Rashada Houston Turner  
Instructor, School of Business and Industry

William Hudson  
Vice President for Student Affairs

Tiffany Holmes  
Assistant Vice President/University  
Controller

Joyce Ingram  
Associate Vice President and Chief HR  
Officer

Agatha Onwunli  
University Registrar

Nigel Edwards  
Associate Vice President for Enrollment  
Management

Lisa Stewart  
Director, Financial Aid

Felicia Williams  
Director, Student Services, School of  
Business and Industry

## STRATEGIC PLANNING TASK FORCE (2015-2016)

Larry Robinson  
Chair  
Distinguished Professor, School of the  
Environment

Cynthia Hughes Harris  
Co-Chair  
Dean, School of Allied Health Sciences

Maurice Edington  
Dean, College of Science and Technology

Wanda Ford  
Executive Director, Title III Programs

Shawnta Friday-Stroud  
Dean, School of Business and Industry

Mario M. Henderson  
Law School student/SGA representative  
(Student Representative)

Maurice S. Holder  
Professor of Physiology in the College of  
Pharmacy and Pharmaceutical Sciences  
(Faculty Senate Representative)

David Jackson Jr.  
Associate Provost for Graduate Education  
and Dean of the Graduate School

Tommy Mitchell Sr.  
President of the National Alumni  
Association (Alumni Representative)

Donald Palm  
Associate Provost for Undergraduate  
Education

Charles Weatherford  
Associate Vice President for Research

Committee Staff  
Beverly Barrington  
Assistant Vice President, Strategic Planning

# METRICS TABLE

METRIC	2017	TARGET 2022
<b>Strategic Priority 1: Exceptional Student Experience</b>		
Annual Degrees Awarded	2,279	2,500
FTIC Admission Profile: High School GPA	3.54	3.65
FTIC Admission Profile: SAT test score	1,018	1200
FTIC Admission Profile: ACT test score	22.9	25
FTIC Admission Profile: Percent of Regular Admits	80.0%	85%
Fall Enrollment Headcount: Total	9,614	12,000
AA Transfers Headcount Enrollment	749	1,100
Licensure Pass Rates (First-Time)		
Licensure Pass Rates: Pharmacy	59%	90%
Licensure Pass Rates: Law	54%	90%
Licensure Pass Rates: Physical Therapy	82%	90%
Licensure Pass Rates: Nursing	76%	90%
Graduation Rates		
Graduation Rates: Four Year	18%	40%
Graduation Rates: Six Year (PBF Metric)	40.7%	60%
FTIC Retention Rates		
FTIC Retention Rates: Academic Progress Rate (2nd Year Retention with GPA Above 2.0) (PBF Metric)	74.6%	85%
FTIC Retention Rates: Second-Year	83%	88%
FTIC Retention Rates: Third-Year	67%	80%
FTIC Retention Rates: Fourth-Year	60%	75%
Percentage of Baccalaureate Degrees Awarded Without Excess Hours (PBF Metric)	28.3%	60%
Percentage of Bachelor's Recipients with Debt	86.5%	83%
Average Amount of Debt for Bachelor's who have graduated with debt	\$33,568	\$27,000
Student Loan Default Rates (Cohort Default Rate)	14.0%	9.0%
Percentage of Students Completing High Impact Co-Curricular Experiences	TBD	60%
Percentage of Students Completing Internships	TBD	TBD
Percentage of Students Completing Capstone Projects	TBD	TBD
Percentage of Students Completing Field Experiences	TBD	TBD
Percentage of Students Completing Research Experiences	TBD	TBD
Number of Students Completing Study Abroad or International Experiences	84	TBD
Percentage of Bachelor's Graduates Enrolled or Employed (\$25,000+) within the U.S. One Year After Graduation (PBF Metric)	64.6%	75%
Annual Number of Students Utilizing the University Career Center Services	TBD	TBD
Percentage of Bachelor's Degrees Awarded in Programs of Strategic Emphasis (PBF Metric)	48.0%	55.0%
Percentage of Graduate Degrees Awarded in Programs of Strategic Emphasis (PBF Metric)	58.2%	60.0%
Median Wage of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation (PBF Metric)	\$32,700	\$38,000
Number of Residential Facilities Refreshed	TBD	TBD
Number of Athletics Facilities Refreshed	TBD	TBD
Number of Instructional Facilities and Equipment Refreshed	TBD	TBD

## METRICS TABLE

METRIC	2017	TARGET 2022
Number of Student Recreational Facilities Renovated or Refreshed	TBD	TBD
Number of New Residential Facilities	TBD	TBD
Average Cost to the Student (PBF Metric)	\$12,640	\$11,000
Enrollment in Online Degree Programs	29	100
Percentage of Undergraduate FTE in Online Courses	2.3%	15%
<b>Strategic Priority 2: Excellent and Renowned Faculty</b>		
Number of New Faculty Hires in Areas of Strategic Emphasis	TBD	TBD
Number of Faculty Recognized and Rewarded for Excellence in Teaching	TBD	TBD
Number of Faculty Recognized and Rewarded for Excellence in Research	TBD	TBD
Number of Faculty Recognized and Rewarded for Excellence in Service	TBD	TBD
Number of Research Proposals Submissions from Interdisciplinary Teams	TBD	TBD
Number of Faculty Members Generating Prestigious Awards Per Year	TBD	TBD
Number of Colleges/Schools that Revise Tenure and Promotion Criteria	TBD	TBD
Number of Dedicated Spaces Allocated for Faculty Use	TBD	TBD
Number of Recommendations from Master Plan Steering Committee that Are Implemented	TBD	TBD
<b>Strategic Priority 3: High Impact Research, Commercialization and Public Service</b>		
Total Research and Development (R&D) Expenditures	\$45.4M	\$50M
Number of Graduate Degrees in Research Thrust Areas	TBD	TBD
Number of Peer-Review Publications in Research Thrust Areas	TBD	TBD
Number of Agreements/MOUs with National Research Laboratories and Companies	TBD	TBD
Percentage of R&D Expenditures Funded from External Sources (PBF Metric)	80.0%	84%
Number of Invention Disclosures	3	6
Number of Patents Issued	3	6
Annual Ranking of Graduate Programs in Regional and National Publications	TBD	TBD
Annual Number of Faculty Awards	TBD	TBD
Annual Number of Student Awards	TBD	TBD
Annual Number of Faculty Presentations at National and Regional Conferences	TBD	TBD
Annual Number of Student Presentations at National and Regional Conferences	TBD	TBD
Number of Research Doctorates Awarded	20	30
Percentage of Students Engaged in Outreach/Service Events	TBD	TBD
Percentage of Faculty Engaged in Outreach/Service Events	TBD	TBD
Percentage of Staff Engaged in Outreach/Service Events	TBD	TBD
Percentage of Students in Service Learning Courses	TBD	TBD
Number of Participants in Seminars, Workshops, Trainings and Events Sponsored by BAERS	TBD	TBD
Number of Participants in Seminars, Workshops, Trainings and Events Sponsored by CHE	TBD	TBD
Number of Participants in Seminars, Workshops, Trainings and Events Sponsored by SBDC	TBD	TBD

# METRICS TABLE

METRIC	2017	TARGET 2022
Number of Externally Recognized Outreach/Public Service Engagement Programs and Partnerships	TBD	TBD
<b>Strategic Priority 4: Transformative Alumni, Community and Business Engagement</b>		
Annual Giving	\$6.4M	\$15M
Annual Alumni Giving Rate	6.4%	TBD
Annual Number of Donors	4,900	6,300
Annual Percent of Corporate Contributions	TBD	TBD
Endowment Value	\$115.6M	\$155M
Number of Public-Private Partnerships	TBD	TBD
Student Community Engagement Activities and Volunteer Hours	TBD	TBD
Faculty Community Engagement and Volunteer Activities	TBD	TBD
Staff Community Engagement and Volunteer Activities	TBD	TBD
Number of Public Policy and Higher Education Initiatives in Which FAMU Administrators, Faculty, Staff, and Students are Engaged	TBD	TBD
Number of International Partnerships that Align with FAMU's Mission and Strategic Priorities	TBD	TBD
Number of Media Citations Per Year	TBD	TBD
Stakeholder Satisfaction with University Publications	TBD	TBD
Student, Faculty, and Staff Satisfaction with Engagement Opportunities Between the President and On-campus Stakeholders	TBD	TBD
Annual Dollars Raised in Support of Signature Programs	TBD	TBD
Annual Debt/Surplus for Athletics	TBD	TBD
<b>Strategic Priority 5: First- Class Business Infrastructure</b>		
Staff Satisfaction Rates with Professional Development Opportunities	TBD	TBD
Number of External Staff Acknowledgements and Rewards	TBD	TBD
Staff Turnover Rates	TBD	TBD
Percent of Budget Allocated for Strategic Priorities	TBD	TBD
Number of Significant Audit Findings	TBD	TBD
Percent of Audit Findings Recommendations Implemented	TBD	TBD
Number of Repeat Findings	TBD	TBD
Annual Cost Savings	TBD	TBD
Number of Administrative Units Restructured	TBD	TBD
Number of Participants in Business-Related Training Programs	TBD	TBD
Student, Faculty, and Staff Satisfaction Rates with IT services	TBD	TBD
Percent of On-time Submissions of Data Files and Reports to External Agencies	TBD	TBD
<b>Strategic Priority 6: Outstanding Customer Experiences</b>		
Customer Satisfaction Ratings	TBD	TBD
Number of External Awards for Service Excellence	TBD	TBD

# METRICS GLOSSARY

## Strategic Priority 1: Exceptional Student Experience

### Annual Degrees Awarded

This metric is based on the total number of students graduating at the bachelor's, master's, professional and doctoral levels in an academic year (summer, fall and spring).

Source: Accountability Report

### Admissions Profile of First-Time-In-College (FTIC) Students

This metric is based on the academic profile of all new FTIC students enrolled in the Fall semester (includes Summer FTIC enrollees who return in the fall semester).

Source: Accountability Report

### High School Grade Point Average

This metric is based on average high school grade point average (GPA) of all enrolled FTIC students for a given cohort.

Source: Institutional Research

### Average SAT Test Score

This metric is based on average SAT test score of all enrolled FTIC students for a given cohort.

Source: Institutional Research

### Average ACT Test Score

This metric is based on average ACT test score of all enrolled FTIC students for a given cohort.

Source: Institutional Research

### Percent of Regular Admits FTIC students

This metric is based on students who meet the minimum eligibility requirements for first-time-in-college (FTIC) students seeking admission to an undergraduate degree program.

Source: Institutional Research

### Fall Enrollment Headcount

This metric is based on the total student enrollment (full- and part-time) across all colleges and schools.

Source: Accountability Report

### AA transfers headcount enrollment

Total number of students enrolled who are classified as transferring from the Florida College System with an Associate of Arts Degree.

Source: Institutional Research

### Licensure Pass Rates (First-Time)

This metric applies to students who took a licensure examination and passed in the first attempt. FAMU licensure programs reported: Pharmacy, Law, Physical Therapy, and Nursing.

Source: Accountability Report

### Licensure Pass Rates: Pharmacy

This metric is based on data received from the NAPLEX national exam pass rates reported online by the National Association of Boards of Pharmacy.

Source: Accountability Report

### Licensure Pass Rates: Law

This metric is based on data from the February and July administrations every calendar year as reported online by the Florida Board of Examiners.

Source: Accountability Report

### Licensure Pass Rates: Physical Therapy

This metric is based on the three-year average pass rates for first-time examinees on the National Physical Therapy Examination.

Source: Accountability Report

### Licensure Pass Rates: Nursing

This metric is based on the first-time performance of graduates of baccalaureate nursing programs by the National Council Licensure Examination for Registered Nurses.

Source: Accountability Report

### Graduation Rates

#### Four-Year Graduation Rates

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 four years.

Source: Accountability Report

#### Six-Year Graduation Rates

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

### FTIC Retention Rates

This metric is based on the percentage of FTIC students who returned the following Fall semester.

Source: Accountability Report

### 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 a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer).

Source: Accountability Report

### Second-Year Retention Rates

This metric is based on the number of full-time FTIC freshman students who return to the University for a second year.

Source: Institutional Research

### Third-Year Retention Rates

This metric is based on the number of full-time FTIC freshman students who return to the University for a third year.

Source: Institutional Research

### Fourth-Year Retention Rates

This metric is based on the number of full-time FTIC freshman students who return to the University for a fourth year.

Source: Institutional Research

### Percent of Bachelor's Degrees Without Excess Hours

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

Source: Accountability Report

# METRICS GLOSSARY

## Percent of Bachelor's Recipients With Debt

This metric is the percentage of bachelor's graduates in a given academic year who entered the University as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by the institution - excludes parent loans.

Source: Common Dataset

## Average Amount of Debt for Bachelor's Degree Recipients Who Have Graduated with Debt

This metric is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt - see metric definition above. This average does not include students who did not enter a loan program that was certified by the institution.

Source: Common Dataset

## Student Loan Default Rates (Cohort Default Rate)

This metric is based on student loan cohort default rate (CDR) data which include undergraduate and graduate students, and refers to the three-federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans.

Source: U.S. Department of Education

## Percentage of Students Completing High Impact Co-Curricular Experiences

This metric is based on the percentage of students who complete an internship, capstone project, field experience or research experience each year.

Source: FAMU Registrar (Student Information System), Colleges/Schools/Exit Surveys

## Percentage of Students Completing Internships

This metric is based on the percent of students who successfully complete an internship.

Source: FAMU Registrar (Student Information System), Colleges/Schools/Exit Surveys

## Percentage of Students Completing a Capstone Project

This metric is based on the percent of students who successfully completes a capstone project.

Source: FAMU Registrar (Student Information System), Colleges/Schools/Exit Surveys

## Percentage of Students Completing Field Experience

This metric is based on the percent of students who successfully complete a field experience.

Source: FAMU Registrar (Student Information System), Colleges/Schools/Exit Surveys

## Percentage of Students Completing Research Experience

This metric is based on the percent of students who successfully complete a research experience.

Source: FAMU Registrar (Student Information System), Colleges/Schools/Exit Surveys

## Number of Students Completing Study Abroad or International Experiences

This metric is based on the number of students that engage in FAMU's variety of international programming options.

Source: International Education and Development Office

## Percentage of Bachelor's Degree Graduates Enrolled or Employed (\$25,000) within 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.

Source: Accountability Report

## Annual Number of Students Utilizing the University Career Center Services

This metric is based on the number of students who utilize the service offerings provided by the University Career Center.

Source: Career Center

## Percentage of Bachelor's Degrees Awarded Within the 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."

Source: Accountability Report

## Percentage of Graduate Degrees Awarded Within the 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."

Source: Accountability Report

## Median Wage 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. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico.

Source: Accountability Report

## Number of Residential Facilities Refreshed

This metric is based on the number of residential facilities that are refreshed. This includes refreshed equipment to support teaching, research, and service.

Source: Facilities Planning

## Number of Athletics Facilities Refreshed

This metric is based on the number athletics facilities that are refreshed.

Source: Facilities Planning

# METRICS GLOSSARY

## Number of Instructional Facilities and Equipment Refreshed

This metric is based on the number of refreshed facilities that support instruction.

Source: *Facilities Planning*

## Number of Student Recreational Facilities Renovated or Refreshed

This metric is based on the number of recreational facilities that are renovated or refreshed.

Source: *Facilities Planning*

## Number of New Residential Facilities

This metric is based on the number of newly constructed residential facilities.

Source: *Facilities Planning*

## Average Cost to Students (Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours)

This metric is based on resident undergraduate student tuition and fees, books, and supplies as calculated by the College Board, the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students).

Source: *Accountability Report*

## Percent of Undergraduate FTE Enrolled in Online Courses

Full-Time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both.

Source: *Annual Work Plan*

## Strategic Priority 2: Excellent and Renowned Faculty

### Number of New Faculty Hires in Areas of Strategic Emphasis

This metric is based on the number of new full-time faculty hired in the BOG defined programs (areas) of strategic emphasis.

Source: *Human Resources, Academic Affairs*

### Number of Faculty Recognized and Rewarded for Excellence in Teaching, Research, and Service

This metric is based on the number of faculty who are recognized for their outstanding contributions in the areas of teaching, research, and service.

Source: *Academic Affairs*

### Number of Research Proposal Submissions from Interdisciplinary Teams

This metric is based on the number of research proposals that are submitted from faculty in two or more academic disciplines or fields of study.

Source: *Division of Research*

## Number of Faculty Members Receiving Prestigious Awards Per Year

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, and Woodrow Wilson Fellows.

Source: *Annual Work Plan*

## Number of Colleges/Schools that Revise Tenure and Promotion Criteria

This metric is based on the number of colleges and schools that revise tenure and promotion criteria.

Source: *Academic Affairs*

## Number of Dedicated Spaces Allocated for Faculty Use

This metric is based on the number of spaces allocated specifically for faculty use.

Source: *Facilities Planning*

## Number of Recommendations from the Master Plan Steering Committee that are Implemented

This metric is based on the number of recommendations from the Master Plan Steering Committee that are implemented to support teaching, research, and service.

Source: *Facilities Planning*

## Strategic Priority 3: High Impact Research, Commercialization, and Public Service

### Total Research and Development (R&D) Expenditures

This metric is based on the total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).

Source: *Accountability Report*

### Number of Graduate Degrees in Research Thrust Areas

This metric is based on the number of graduate level degrees awarded in FAMU's research thrust areas, which will be defined by the FAMU Research Committee.

Source: *Institutional Research*

### Number of Peer-Review Publications in Research Thrust Areas

This metric is based on the number of peer-reviewed articles published by faculty in the research thrust areas.

Source: *Colleges and Schools*

### Number of Agreements/MOUs with National Research Laboratories and Companies

This metric is based on the number of executed agreements/memorandums of understanding with national research laboratories and/or companies that support the research enterprise.

Source: *Academic Affairs, Division of Research*

# METRICS GLOSSARY

## Percent of R&D Expenditures Funded from External Sources

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

Source: Accountability Report

## Number of Invention Disclosures

This metric is based on the number of invention disclosures that are submitted to the University's Office of Technology Transfer and Export Control.

Source: Accountability Report

## Number of Patents Issued

This metric is based on the number of utility patents issues to FAMU faculty by the United States Patent and Trademark Office – does not include design, plan or other patent types.

Source: Accountability Report

## Annual Number of Faculty and Student Awards

This metric is based on the number of faculty and students who receive awards for excellence in studies, research, teaching, and service.

Source: Colleges and Schools

## Number of Research doctorates awarded

The number of degrees awarded that are defined as a Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement.

Source: Accountability Report

## Annual Number of Faculty and Student Presentations at National and Regional Conferences

This metric is based on the number of faculty and students who present scholarly work at national and regional conferences.

Source: Colleges and Schools

## Percentage of Students, Faculty and Staff Engaged in Outreach/Service Events

This metric is based on the percentage of students, faculty, and staff that are engaged in outreach/service events that enrich the local, state, national, and global communities.

Source: Colleges and Schools

## Percentage of Students in Service Learning Courses

This metric is based on the percentage of students who are enrolled in courses that incorporate community involvement.

Source: Registrar's Office (Student Information System)

## Number of Participants in Seminars, Workshops, Trainings, and Events Sponsored by BAERS, CHE, and SBDC

This metric is based on the number of participants engaged with FAMU programs and service offerings by the Brooksville Agricultural and Environmental Research Station (BAERS), Center for Health Equity (CHE), and Small Business Development Center (SBDC).

Source: Colleges and Schools

## Number of Externally Recognized Outreach/Public Service Engagement Programs and Partnerships

This metric is based on the number of external outreach, public service programs, and partnerships entered into by University faculty, staff and students.

Source: Colleges and Schools

## Strategic Priority 4: Transformative Alumni, Community, and Business Engagement

### Annual Giving

This metric is based on the total giving amount to the University (restricted and non-restricted) from alumni, corporations, and other donors.

Source: Accountability Report

### Annual Alumni Giving Rate

This metric is based on the percentage of alumni who give to the University.

Source: Accountability Report

### Annual Number of Donors

This metric is based on the total number of donors who contribute through the FAMU Foundation.

Source: FAMU Foundation

### Annual Percent of Corporate Contributions

This metric is based on the percentage of total gifts received that are from corporate donations.

Source: FAMU Foundation; Voluntary Support of Education survey

### Endowment Value

This metric is based on the total dollar value (size) of the University endowment.

Source: Accountability Report

### Number of Public-Private Partnership

This metric is based on the number of public-private partnerships that are executed and operational to support teaching, learning, and research.

Source: Division of Finance and Administrative Services

### Student Community Engagement Activities and Volunteer Hours

This metric is based on the number of community engagement activities and volunteer hours accumulated by students.

Source: Student Affairs, Academic Affairs

### Faculty and Staff Community Engagement Activities and Volunteer Activities

This metric is based on the number of community engagement activities and volunteer hours accumulated by faculty and staff.

Source: All Divisions, Academic Affairs

### Number of Public Policy and Higher Education Initiatives in Which FAMU Administrators, Faculty, Staff, and Students are Engaged

This metric is based on the number of initiatives that FAMU administrators, faculty, staff, and students participate in that have implications for setting public policy and impacting higher education initiatives.

Source: All Divisions

### Number of International Partnerships that Align with FAMU's Mission and Strategic Priorities

This metric is based on the number of executed international partnerships that are in alignment with the University's mission and strategic priorities.

Source: Academic Affairs

# METRICS GLOSSARY

## Number of Media Citations Per Year

This metric is based on the number of notable citations of FAMU in the media.

Source: Office of Communications

## Stakeholder Satisfaction with University Publications

This metric is based on feedback received via customer service surveys.

Source: Office of Communications, Assessment Office

## Student, Faculty, and Staff Satisfaction with Engagement Opportunities between the President and On-Campus Stakeholders

This metric is based on feedback received via surveys on the overall satisfaction with engagement opportunities with the president and other administrators.

Source: Assessment Office

## Annual Dollars Raised to Support Signature Programs

This metric is based on total funds raised to support University signature programs (e.g., Athletics, Pharmacy, Business, Marching 100, Essential Theatre)

Source: FAMU Foundation

## Annual Debt/Surplus for Athletics

This metric is based on the annual athletics revenues and/or allocations in comparison to expenditures.

Source: Athletics, Division of Finance and Administration

## Strategic Priority 5: First-Class Business Infrastructure

### Staff Satisfaction Rates with Professional Development Opportunities

This metric is based on feedback received through various survey instruments to evaluate and assess the effectiveness of professional development training.

Source: Human Resources, Assessment Office

### Number of External Staff Acknowledgements and Rewards

This metric is based on the number of external awards and recognitions that staff receive.

Source: Human Resources, Assessment Office

### Staff Turnover Rates

This metric is based on the percentage of employees who leave the University in a given year.

Source: Human Resources

### Percent of Budget Allocated for Strategic Priorities

This metric is based on the percent of the annual operating budget that is allocated to support the University's strategic priorities.

Source: Division of Finance and Administration, Budget Office

### Number of Significant Audit Findings

This metric is based on the number of audit findings that usually identify a problem related to noncompliance with University policies and procedures, governmental regulations, and/or operating efficiencies.

Source: Audit and Compliance

## Percent of Audit Findings Recommendations Implemented

This metric is based on the percent of the recommended correction actions that are implemented associated with the audit findings.

Source: Audit and Compliance

## Number of Repeat Findings

This metric is based on the number of repeat findings based on the previous audit.

Source: Audit and Compliance

## Annual Cost Savings

This metric is based on the total amount of cost savings across the university for academic and administrative support (e.g., shared services, technology services/equipment, software, supplies, printing, etc.).

Source: Division of Finance and Administration

## Number of Administrative Units Restructured

This metric is based on the number of administrative units that are restructured to increase efficiency and effectiveness in University operations.

Source: All Divisions, Human Resources

## Number of Participants in Business Related Training Programs

This metric is based on the number of employees who participate in training programs that are designed to enhance their knowledge and ability to carry out their job function and effectively manage the University's business processes.

Source: Human Resources – Training and Development

## Student, Faculty, and Staff Satisfaction Rates with IT Services

This metric is based on feedback received via survey instruments on the overall satisfaction of IT related services.

Source: Assessment Office

## Percent of On-Time Submissions of Data Files and Reports to External Agencies

This metric is based on the percentage of data files and reports that are submitted on time to external agencies (e.g., Board of Governors, IPEDS, National Surveys, etc.)

Source: Division of Strategic Planning, Analysis and Institutional Effectiveness

## Strategic Priority 6: Outstanding Customer Experiences

### Customer Satisfaction Ratings

This metric is based on feedback received via survey instruments on the overall satisfaction of core academic and administrative functions (e.g., colleges and schools, financial aid, admissions, housing, registrar, student accounts, library, career center, public safety).

Source: Assessment Office

### Number of External Awards for Service Excellence

This metric is based on the number of external recognitions that the University receives for its service excellence.

Source: Human Resources, Office of Communications

## FAMU SHORT LIST OF PEERS

### Peer Listing Update:

**THE OFFICE OF INSTITUTIONAL RESEARCH (OIR)** has compiled a listing of 17 peer institutions for use in its comparative analysis of faculty salaries at FAMU to those of other similar institutions.

Cluster analysis was used to create comparison groups based on the following criteria:

- program mix
- percent of undergraduates receiving Pell grants
- undergraduates as a percentage of total enrollment
- six-year graduation rate
- first year retention
- student/faculty ratio
- composite ACT 75th percentile scores

The cluster analysis generated 10 groups of institutions based on these characteristics. Institutions included in or near the same cluster as FAMU were retained for further consideration.

FAMU is somewhat anomalous in three respects. First, the University's program mix which includes a law school, engineering school, and college of pharmacy are uncommon for an institution of FAMU's size. Second, compared to other similarly sized institutions

FAMU's total research expenditure amount, is relatively large for an institution of its size. Finally, FAMU has a high proportion of Pell grant recipients when compared to similar institutions (especially similar non-minority serving institutions). Each of these factors was accounted for in preparing the list of potential peers.

While the extended list of 17 institutions was necessary for salary data comparisons, a shorter subset of this list is necessary for other peer comparisons. Primary areas of emphasis in shortening the list of institutions to produce the accompanying list of peers were based on total research expenditures and the percentage of undergraduates receiving Pell Grants. A series of cuts to the original listing of 334 institutions was made using these variables. The final cut includes institutions with between \$10M and \$65M in total research expenditures, and where 40% or greater of the undergraduate population received Pell Grants during the 2013-14 academic year.

In support of the University's ongoing strategic plan and other operational initiatives, the OIR and Office of Institutional Effectiveness have selected a subset of peer institutions used in the 2014 faculty salary comparability study for use in future planning and reporting efforts. This subset was developed using a number of criteria including Carnegie Classification, historical inclusion in peer listings, program mix, and national rankings.

**Proposed Peer Listing (2015)**

Institution	Control	Carnegie Classification	Engin.	Law	PharmD	Total Enrollment	% Undergrad	% Pell	Grad Rate	1st Year Retention Rate	Total Research Expend (\$M)	Student to Faculty Ratio	Comp ACT 75th Percentile
Florida Agricultural and Mechanical University	Public	DRU	Yes	Yes	Yes	10,743	83.1	64	40.9	82	52,263	17	22
Howard University	Private Nonprofit	High Res.	Yes	Yes	Yes	10,297	67.7	45	60.6	82	45,486	10	26
University of Memphis	Public	High Res.	Yes	Yes	No	21,480	80.2	47	43.2	76	51,194	14	25
University of Toledo	Public	High Res.	Yes	Yes	Yes	20,743	77.9	38	45.4	68	68,228	21	25
University of Arkansas at Little Rock	Public	DRU	Yes	Yes	No	12,377	80.6	40	24.4	70	10,500	14	27
Cleveland State University	Public	High Res.	Yes	Yes	No	17,497	69.3	43	32.0	67	61,111	19	25
North Carolina A & T State University	Public	DRU	Yes	No	No	10,561	84.0	59	42.9	80	35,103	16	21
Northern Illinois University	Public	High Res.	Yes	Yes	No	21,138	74.8	43	51.0	66	21,823	15	24
Marshall University	Public	Lg. Masters	Yes	No	No	13,407	72.8	44	44.4	69	18,998	19	24
University of Southern Mississippi	Public	High Res.	Yes	No	No	15,249	81.8	46	45.1	72	60,079	17	27
Texas A & M University-Corpus Christi	Public	DRU	Yes	No	No	10,913	83.9	42	40.2	57	15,776	22	23
Texas A & M University-Kingsville	Public	DRU	Yes	No	No	12,229	77.1	54	34.1	64	17,419	20	21
Mercer University	Private Nonprofit	Lg. Masters	Yes	Yes	Yes	8,351	52.9	41	59.5	82	31,376	12	28
Southern Illinois University-Edwardsville	Public	Lg. Masters	Yes	No	Yes	13,850	81.1	36	50.4	69	26,992	18	25
Boise State University	Public	Lg. Masters	Yes	No	No	21,981	86.6	37	38.0	71	27,920	20	26
University of South Alabama	Public	High Res.	Yes	No	No	15,065	75.1	37	33.4	68	40,172	19	26
Jackson State University	Public	High Res.	Yes	No	No	9,134	75.6	65	38.5	76	46,943	15	21
North Carolina Central University	Public	Lg. Masters	No	Yes	No	8,093	76.9	64	39.7	73	11,076	15	19

Key:

Recommended as Peers

Alternate Institutions if substitutes are needed

## PROPOSED NEW DEGREE PROGRAMS

CIP Code	Proposed Program	Rationale	2017 Areas of Strategic Emphasis	OTHER SUS UNIVERSITIES WITH SAME PROGRAM
<b>SCHOOL OF BUSINESS AND INDUSTRY</b>				
52.1399 52.1301, or 52.1302	BS Business Analytics	Business Analytics is a new discipline. Many companies are creating high-paying positions in this area. It is a degree that is within the 2017 Areas of Strategic Emphasis.	STEM	None
52.1399 or 52.1302	MS Business Analytics	Business Analytics is a new discipline. Many companies are creating high-paying positions in this area. It is a degree that is within the 2017 Areas of Strategic Emphasis.	STEM	None
52.1399 or 52.1302	PhD Business Analytics	Business Analytics is a new discipline. Many companies are creating high-paying positions in this area. It is a degree that is within the 2017 Areas of Strategic Emphasis.	STEM	None
52.1401	BS Marketing	Presently Marketing is a concentration within the Business Administration curriculum. These majors are likely to be sought after by a variety of companies, including firms that have developed new Marketing channels (technology and integrated advertising firms).	Not listed	FAU, FGCU, FIU, FSU, UCF, UF, UNF, USF-T, USF-SM, USF-SP, UWF
52.0203	BS Supply Chain Management	Supply Chain Management is a relatively new discipline. Many companies are creating high-paying positions in this area. It is a degree that is within the 2015 Areas of Strategic Emphasis – STEM.	STEM	None
52.0203	PhD Supply Chain Management	Supply Chain Management is a relatively new discipline. The PhD in Supply Chain Management will facilitate the recruitment and training of students to become future leaders in academic as well as the public and private sectors. It is a degree that is within the 2017 Areas of Strategic Emphasis is STEM.	STEM	None
52.0801	BS Finance	Presently Finance is a concentration within the Business Administration curriculum. Finance majors are likely to be sought after by the nation's elite banks and financial institutions that recruit SBI's top bachelor's candidates.	Gap Analysis	FAU, FGCU, FIU, FSU, UCF, UF, UNF, USF-T, USF-SM, USF-SP, UWF
52.1101	BS International Business	This would be a new major for SBI and would align with the University's strategic focus on international initiatives. The market is likely to be top undergraduates students who desire to work for multinational companies.	Global	FAU, FIU, UNF, USF-T, USF-SP

## PROPOSED NEW DEGREE PROGRAMS

CIP Code	Proposed Program	Rationale	2017 Areas of Strategic Emphasis	OTHER SUS UNIVERSITIES WITH SAME PROGRAM
TBD	BS Sports, Entertainment, and Facilities Administration	Sports, Entertainment, and Facilities Administration is an area in great demand by students and organizations. The management and administration of the built environment or physical plant - the largest asset of most organizations, private and public, international and domestic, including sports and entertainment organizations - have become a strategic priority. As such, many companies have high-paying positions in this area.		
TBD	MS Sports, Entertainment, and Facilities Administration	Sports, Entertainment, and Facilities Administration is an area in great demand by students and organizations. The management and administration of the built environment or physical plant - the largest asset of most organizations, private and public, international and domestic, including sports and entertainment organizations - have become a strategic priority. As such, many companies have high-paying positions in this area.		
<b>COLLEGE OF EDUCATION</b>				
13.0301	PhD Curriculum and Instruction	This program will enable FAMU to better utilize resources and strengths in the College of Education.	Education	FAU, FIU, FSU, UF, USF-T, UWF
13.1001	BS Special Education	This is a critical-need area to serve the public schools and the demand is very high.	Education	FAU, FGCU, FIU, FSU, UCF, UF, UNF, USF-T, UWF
13.1001	MS Special Education	This is a critical-need area to serve public schools. Enhances induction efforts for classroom teachers.	Education	FAU, FGCU, FIU, UCF, UF, UNF, USF-T, USF-SP, UWF

## PROPOSED NEW DEGREE PROGRAMS

CIP Code	Proposed Program	Rationale	2017 Areas of Strategic Emphasis	OTHER SUS UNIVERSITIES WITH SAME PROGRAM
13.0101, 13.9999	BS Education, Child and Family Studies	<p>This new program is for students who want to prepare to work in child- and family-focused settings such as agencies, organizations, or centers that are not academically focused or do not require personnel that have a teaching degree.</p> <p>This is an alternative to a teacher certification program for students who want to work in agencies, centers, or organizations that focus on children and families, but not in the capacity of teachers.</p>	Education for the 13. CIP Codes	FAU, FGCU
<b>COLLEGE OF AGRICULTURAL AND FOOD SCIENCES</b>				
26.1201	BS Biotechnology	Scientific personnel in biotechnology is a critical factor in further defining the competitive edge of the U.S. and the world in this area. Personnel needs for these personnel are barely being met by recruiting from a shrinking pool of scientists.	STEM	
01.1101	MS Plant and Soil Sciences	The MS in Soil Sciences will facilitate the recruitment and training of minority students to become future leaders and scientists in academia and in the government and private sectors.	STEM	None
51.0808	BS Veterinary Technology	Currently a track within Agricultural Sciences. The program is a "cutting-edge" life sciences major with an applied focus in the health and welfare of animals.		None
26.0702	PhD Entomology	This program will take advantage of a highly successful research faculty and globally recognized research programs in biological control, water quality biomonitoring and public health epidemiology in CESTA. Currently the College has a cooperative doctorate with UF.	STEM	UF
01.1201	PhD Soil Science	The PhD in Soil Sciences will facilitate the recruitment and training of minority students to become future leaders and scientists in academia and in the government and private sectors. Soil Science provides an understanding of the practical application of biology, chemistry, physics, and earth sciences principles to integrated land use and environmental protection. Soil Science graduates enjoy a wide array of science, technology, and business opportunities in economic and environmentally sound management of natural, agricultural, and urban ecosystems.	STEM	UF

## PROPOSED NEW DEGREE PROGRAMS

CIP Code	Proposed Program	Rationale	2017 Areas of Strategic Emphasis	OTHER SUS UNIVERSITIES WITH SAME PROGRAM
<b>FAMU-FSU COLLEGE OF ENGINEERING</b>				
14.0901	MS Computer Engineering	Enrollment in computer engineering is one of the fastest growing programs in the U.S. As the technology advances, there is a strong demand for computer engineering with advanced knowledge and training. MS and PhD computer engineers are in short supply and command some of the highest starting salaries.	STEM	FAU, FIU, UCF, UF, USF-T
14.0901	PhD Computer Engineering	Enrollment in computer engineering is one of the fastest growing programs in the U.S. As the technology advances, there is a strong demand for computer engineering with advanced knowledge and training. MS and PhD computer engineers are in short supply and command some of the highest starting salaries.	STEM	FAU, UCF, UF, USF-T
14.0201	MS Aerospace Engineering	Based on the current strength of faculty and research related to aerospace engineering, we are confident that the program will achieve national recognition in five years to be recognized as one of the top aerospace graduate programs.	STEM	UCF, UF
14.0201	PhD Aerospace Engineering	Based on the current strength of faculty and research related to aerospace engineering, we are confident that the program will achieve national recognition in five years to be recognized as one of the top aerospace graduate programs.	STEM	UF
14.0501	BS Biomedical Engineering	Biomedical engineering is becoming one of the major engineering areas of the 21 <sup>st</sup> century. As the understanding of DNA and genome has advanced, new companies in biotechnology, bioengineering, biomedical and pharmaceutical industry are being established which require biomedical engineers. The College of Engineering currently offers an MS and PhD in this area. A BS can be initiated with minimal new resources.	STEM	FGCU, FIU, UF
14.0901	MS Computer Engineering	Enrollment in computer engineering is one of the fastest growing programs in the U.S. As the technology advances, there is a strong demand for computer engineering with advanced knowledge and training. MS and PhD computer engineers are in short supply and command some of the highest starting salaries.	STEM	FAU, FIU, UCF, UF, USF-T

## PROPOSED NEW DEGREE PROGRAMS

CIP Code	Proposed Program	Rationale	2017 Areas of Strategic Emphasis	OTHER SUS UNIVERSITIES WITH SAME PROGRAM
14.0901	PhD Computer Engineering	Nationally, enrollment in computer engineering is one of the fastest growing in the U.S. As computer-engineering technology advances there is a strong demand for computer engineers with advanced knowledge and training. MS and PhD computer engineers are in short supply and command one of the highest starting salaries.	STEM	FAU, UCF, UF, USF-T
14.1401	MS Environmental Engineering	Environmental engineering plays an important role in protecting the earth environment. In addition to conventional technologies, environmental engineering now invokes new scientific development of material and biological and chemical analysis. The demand for environmental engineers and scientists continues to be strong.	STEM	FIU, UCF, UF, USF-T
14.1401	PhD Environmental Engineering	Environmental engineering plays an important role in protecting the earth environment. In addition to conventional technologies, environmental engineering now invokes new scientific development of material and biological and chemical analysis. The demand for environmental engineers and scientists continues to be strong.	STEM	UCF, UF, USF-T
14.1801	MS Materials Engineering	Modern engineering products require new materials. Materials engineering is a base for many engineering disciplines and plays an important role in the economic development of the U.S. MS and PhD programs will educate engineers specializing in new material production and their applications. This would be a collaborative effort between FAMU College of Science and Technology and College of Engineering.	STEM	FIU, UCF, UF, USF-T
14.1801	PhD Materials Engineering	Modern engineering products require new materials. Materials engineering is a base for many engineering disciplines and plays an important role in the economic development of the U.S. MS and PhD programs will educate engineers specializing in new material production and their applications.	STEM	FIU, UCF, UF

## PROPOSED NEW DEGREE PROGRAMS

CIP Code	Proposed Program	Rationale	2017 Areas of Strategic Emphasis	OTHER SUS UNIVERSITIES WITH SAME PROGRAM
14.2701	MS Systems Engineering	Enrollment in systems engineering will provide a solid foundation of fundamental systems engineering knowledge while also teaching students how to apply a systems perspective to business and technology. This discipline accounts for both the technical and business needs of stakeholders when solving complex problems. It provides a perspective that considers the requirements of all components and constituencies within the system, allowing companies to design the most efficient and effective approaches to solving the problems they face.	STEM	FIU, UF
<b>SCHOOL OF THE ENVIRONMENT</b>				
30.3301	BS Sustainability	There is student demand for a program that is focused on social and policy aspects of environmental issues.	STEM	UF
30.3301	MS Sustainability	There is student demand for a program that is focused on social and policy aspects of environmental issues.	STEM	USF-T
30.3301	PhD Sustainability	There is student demand for a program that is focused on social and policy aspects of environmental issues.	STEM	None
<b>SCHOOL OF ARCHITECTURE AND ENGINEERING TECHNOLOGY</b>				
04.0201	DArch Architecture	The Doctor in Architecture degree is the advanced architectural degree accepted by the accrediting board.	STEM	None
15.1001	MS Construction Engineering Technology & Management	Interdisciplinary degree with articulated paths with Architecture and several Engineering disciplines. This advanced degree in Construction ET and Management is highly sought after by industry nationwide. Graduates of this program at the BS level and others have been asking for such a program to be implemented at FAMU for many years. It is designed to be offered online as well as on campus.	STEM	FIU, UF
<b>COLLEGE OF SOCIAL SCIENCES, ARTS AND HUMANITIES</b>				
05.0201	PhD African and African American Studies	There is currently no PhD program in the state. The program is consistent with the mission and would position FAMU to make important contributions to the field. The external consultant for the 2004 program review in History recommended the program.	Global	None

## PROPOSED NEW DEGREE PROGRAMS

CIP Code	Proposed Program	Rationale	2017 Areas of Strategic Emphasis	OTHER SUS UNIVERSITIES WITH SAME PROGRAM
43.9999	BS/BA Global Security/ International Affairs/ Homeland Security	A major concern in the U.S. is to prevent terrorist attacks and increase cultural understanding. This program will provide the technological aspects of global conflict studies and homeland security. Students learn about critical thinking, risk management, threat mitigation, and solution planning.		FAU
44.0401	MPA Public Administration	This program will provide knowledge of the structure and functioning of public organizations and enable graduates to work as public administrators, leaders, and management consultants. The external consultant for the political science program review recommended this program in 2004.		FAU, FGCU, FIU, FSU, UCF, UNF, USF-T
50.0102	BS Digital Arts	There is a great demand for new curriculum in music technology to satisfy employment opportunities in churches, clubs, and other venues where multifaceted electronic equipment can minimize the number of musicians required. Many students at FAMU and in high school express an interest in this degree offering.	STEM	UCF, UF
<b>COLLEGE OF SCIENCE AND TECHNOLOGY</b>				
11.0701	PhD Computer Science	There is a market demand in academia and industry for PhD graduates in Computer Science. The program will address the shortage of minorities in the field and is part of the COESMET plan.	STEM	None
11.1003	BS Cybersecurity	This major prepares individuals with the knowledge and skills to protect the digital assets of various institutions. Majors will learn the tools and organizational practices to maintain a secure cyberspace infrastructure. Individuals with cybersecurity knowledge are highly sought after in today's high-tech marketplace.	STEM	None
11.1003	MS Cybersecurity	This major prepares individuals with the knowledge and skills to protect the digital assets of various institutions. Majors will learn the tools and organizational practices to maintain a secure cyberspace infrastructure. Individuals with cybersecurity knowledge are highly sought after in today's high-tech marketplace.	STEM	FIU
26.0101	PhD Biology	Few HBCUs offer a PhD in Biological Sciences. A recent surge in African American interest in pursuing higher degrees in sciences, and the necessity of replacing African Americans retiring from academic and non-academic positions underscore the need for this program. This is part of the COESMET plan.	STEM	FAU, FIU, FSU

## PROPOSED NEW DEGREE PROGRAMS

CIP Code	Proposed Program	Rationale	2017 Areas of Strategic Emphasis	OTHER SUS UNIVERSITIES WITH SAME PROGRAM
26.0102	MS Biomedical Sciences	This program would help prepare students for entry into dental school and other scientific fields.	STEM	FAU, FSU, UCF
27.0101	MS Mathematics	This program will increase the number of minority professionals in mathematical careers, prepare students for pursuing a PhD in mathematics and other sciences, and encourage industry partnerships.	STEM	FAU, FSU, UF, USF-T, UWF
27.0101	PhD Mathematics	This program will increase the number of minority professionals in mathematical careers, particularly in academia. Since mathematics is a foundational science, this program will also support the other PhD programs in the sciences and engineering, and develop research capabilities. This falls within the scope of COESMET.	STEM	FAU, FSU, UF, USF-T
30.3001	MS Computational Science	The MS in Computational Sciences will be a highly interdisciplinary, research-based, program which will leverage the expertise of the college's faculty in biology, chemistry, computer science, mathematics and physics, their research productivity and technological resources to provide students with the requisite computational skills, experiences, and expertise to solve a diversity of complex, real-world problems.	STEM	FSU
30.3001	PhD Computational Science	The Ph.D. in Computational Sciences will be a highly interdisciplinary, research-based, program which will leverage the expertise of the college's faculty in biology, chemistry, computer science, mathematics and physics, their research productivity and technological resources to provide students with the requisite computational skills, experiences, and expertise to solve a diversity of complex, real-world problems.	STEM	FSU
40.0501	PhD Chemistry	There is a critical shortage of U.S. citizens who pursue a PhD in Chemistry. The shortage is even more acute for African Americans, who comprised less than 3% of PhD recipients in Chemistry in 2002. FAMU is poised to build on institutional strengths to address the national need for more minority PhD chemists.	STEM	FAU, FIU, FSU, UCF, UF, USF-T
11.0802	BS Data Science	This new major would combine computer science, mathematics and statistics to prepare individuals for the world of Big Data. Data Scientists are highly sought after for employment in many fields, such as health care, finance, and science.	STEM	FPU

## PROPOSED NEW DEGREE PROGRAMS

CIP Code	Proposed Program	Rationale	2017 Areas of Strategic Emphasis	OTHER SUS UNIVERSITIES WITH SAME PROGRAM
11.0802	MS Data Science	This new major would combine computer science, mathematics and statistics to prepare individuals for the world of Big Data. Data Scientists are highly sought after for employment in many fields, such as Health care, finance, and science.	STEM	FPU
<b>SCHOOL OF ALLIED HEALTH SCIENCES</b>				
51.0706	MS Health Informatics	There are grant opportunities because of the significant market demand for graduates of such programs. This would build on our existing BS in Health Informatics.	Health	UCF
51.0908	Master of Cardiopulmonary Science	Respiratory therapists who have earned a BS degree may wish to advance their degree to a master's degree (MS) in respiratory therapy. There are currently three MS programs with an emphasis in respiratory therapy in the U.S. The proposed Master of Respiratory Therapy program will focus on preparing health care providers how to serve victims of bio-terrorism, how to become better prepared in emergency preparedness, how to address the different communicable diseases, and the knowhow of effective management and leadership skills in the health arena. The CoARC is also seeking to move the profession to include a Physician Extender Program, much like Nurse Practitioners.	Health	None
51.0912	MPA Physician Assistant	These programs are in high demand nationally and are an extremely popular career path that provides students with a career avenue in medicine. The only existing program in Florida is at UF.	Health	FGCU, FIU, FSU, UF, USF-T
51.2306	Doctorate of Occupational Therapy	The entry-level requirement for Occupational Therapists is expected to be in the OTD in the coming years and many programs in Florida are beginning to transition from the MSOT to the OTD.	Health	None

## PROPOSED NEW DEGREE PROGRAMS

CIP Code	Proposed Program	Rationale	2017 Areas of Strategic Emphasis	OTHER SUS UNIVERSITIES WITH SAME PROGRAM
51.2314	PhD Rehabilitation Science	There is a deficit in research-trained academics in both physical and occupational therapy, and a strong nation-wide demand for PhD trained scientists and educators in physical rehabilitation. Physical therapy already mandates a doctorate for entry-level therapists and occupational therapy is moving in that direction. In order to prepare future clinicians in evidence-based practice and clinical research, there needs to be a balance between clinically prepared doctoral instructors and research-prepared clinical instructors. This proposed Ph.D. program would be applicable to applicants with backgrounds in physical and occupational therapy and in other rehabilitation-related fields.	Health	UF, USF-T
<b>SCHOOL OF JOURNALISM, MEDIA AND GRAPHIC COMMUNICATION</b>				
09.0702	BS Digital Media (Digital Communications and Media/Multimedia)	There is a high demand for students prepared in the growing field of digital media including instruction in graphic design, animation and writing for media.	STEM	FAU, FGCU, FSU
09.0702	MS Digital Media (Digital Communications and Media/Multimedia)	This program will prepare students in the growing field of digital media and will appeal to students who wish to work in the industry as well as those who wish to teach at the high school or community college levels.	STEM	FAU, FSU
09.0902	MS Public Relations	This program is designed to attract students who do not have a baccalaureate in the field but wish to pursue a career in public relations.	Gap Analysis	None
<b>COLLEGE OF PHARMACY AND PHARMACEUTICAL SCIENCES</b>				
51.1005 or 51.0719	BS Clinical Research	The BS in Clinical Research is needed because it is part of the College's goals to meet the emerging manpower needs of Scripps Research Institute and other Pharmaceutical and Biotechnology firms that will be coming to Florida.	Health	FGCU, UCF, USF-T
51.1005 or 51.0719	MS Clinical Research	The MS in Clinical Research is needed because it is part of the College's goals to meet the emerging manpower needs of Scripps Research Institute and other Pharmaceutical and Biotechnology firms that will be coming to Florida.	Health	None

## PROPOSED NEW DEGREE PROGRAMS

CIP Code	Proposed Program	Rationale	2017 Areas of Strategic Emphasis	OTHER SUS UNIVERSITIES WITH SAME PROGRAM
51.2201	BS Public Health	The need for a trained public health workforce has created the need for increased undergraduate education in the discipline. The Bachelor of Science in Public Health will provide the competencies needed for entry-level positions in public health and the health care industry. The proposed program will have the distinction of focusing on health disparities experienced by the poor and underserved in the state.	Health	FGCU, FSU, UF, USF-T
51.2201	PhD Public Health	Currently, there is only one PhD degree in Public Health in the State (USF). The need for analytical research-trained public health individuals is rapidly rising, particularly in Florida. The new accreditation requirements by the Council for Education in Public Health (CEPH) is driving a need for additional faculty with PhD training in public health.	Health	FIU, UF, USF-T
<b>SCHOOL OF NURSING</b>				
51.3818	DNP (Doctor of Nursing Practice) Nursing	In 2004, the American Association of Colleges of Nursing (AACN) recommended that the current level of preparation necessary for advanced nursing practice be moved from the master's degree to the doctorate level by 2015. Therefore, the School of Nursing master's degree program must transition to the DNP. The practice doctorate is designed for nurses seeking a terminal degree in nursing practice, and offers an alternative to research-focused doctoral programs (i.e. PhD programs).	Health	FAU, FGCU, FIU, FSU, UCF, UF, UNF, USF-T

### NEW SCHOOLS FOR STRATEGIC PLAN

The University will explore the possible benefits of establishing a School of Public Health.

Proposed School	Rationale
Public Health	School status will elevate the visibility of FAMU's public health activities and position the University to enhance the education of students and significantly increase research funding from external sources and increase the serving of the community.

STUDENT SUCCESS

FACULTY INVESTMENT

HIGH IMPACT RESEARCH

CONSTITUENT ENGAGEMENT

EFFICIENCY AND EFFECTIVENESS

CUSTOMER SERVICE



1601 S. MARTIN LUTHER KING JR. BLVD  
LEE HALL, SUITE 400  
TALLAHASSEE, FLORIDA 32307  
850.599.3000 | FAMU.EDU

*Final*



***The Future is Florida State:***  
**Florida State University**  
**Strategic Plan, 2017-2022**

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## Introduction

Demographically, economically, environmentally, politically—the consensus is clear: If you want to know what the future of the United States will look like, look to Florida today.

We would add: If you want to know what the future of higher education should look like, look to Florida State University today.

We are an institution that delivers every day—in measurable ways—on both daring ideas and career-ready graduates. At a time when it can seem like the rewards of the 21<sup>st</sup> century are available only to the elite or very lucky, FSU is inventing a future where no one is relegated to the sidelines.

Driven by the challenges and possibilities unfolding in our bellwether state, and inspired by Florida's exuberantly ambitious character, FSU is a true original: wide-ranging in academic excellence, tenaciously entrepreneurial, and a trailblazer in preparing one of the most diverse student populations in the nation to become globally competent and competitive. Our collegial, inclusive campus is a genuine community, a place where interdisciplinary thinking is the norm and every student finds the support and agency to flourish

Look around FSU and you'll see signs everywhere that this is our breakout moment.

- We are a national leader in the retention and on-time graduation for traditionally underrepresented students, thanks to the innovative, intensive programs of our Center for Academic Retention & Enhancement (CARE). Overall, we have one of the highest freshman retention rates in the United States—92 percent—and a graduation rate 20 percentage points higher than the national average.
- We are a Carnegie Research I Institution and one of only two higher-education institutions in Florida designated Preeminent Universities by the state legislature. In fact, our 2017 ranking by *US News & World Report* is #38 among public research universities, up from #43 in 2016. This jump was the biggest among *all* Top 50 publics for the year and reflects our investments in academic excellence.
- Our reputation for excellence is attracting more top talent than ever before, people like internationally renowned physicist and National Academy of Science member Laura H. Greene, and Kennedy Center Honors and National Medal of Honor in the Arts recipient, ballerina Suzanne Farrell.
- In less than two decades since its founding, our highly selective College of Medicine has become a top producer of Hispanic and African-American physicians, including many much-needed family physicians. We're also pioneering new ways to diversify our nation's physician workforce through "pipeline" initiatives, like SSTRIDE (Science Students Together Reaching Instructional Diversity & Excellence) for middle and high school students, the Bridge to Clinical Medicine for students in our M.S. Program in Biomedical Sciences, and our combined seven-year B.S./M.D. program.



- This year, FSU researchers were part of a multi-university team that discovered that the Zika virus directly targets brain development cells—a nationally reported breakthrough that explained why the disease causes catastrophic birth defects. Our faculty colleagues across the FSU campus have brought in over \$1 billion in research funding in just the last five years—a testament to their dedication and innovation in solving problems that affect our nation and world.
- Our National High Magnetic Field Laboratory (MagLab) is the largest and highest-powered magnet laboratory in the world. Each year, it attracts thousands of top FSU and visiting researchers from universities and institutes around the globe who probe the fundamental questions of materials, energy, and life. Their findings result in more than 400 scientific publications in the most prestigious peer-reviewed journals annually.
- Through the example of our 28 Entrepreneurs-in-Residence and the innovation mindset that infuses every college, we're showing students how they can be confident entrepreneurs of their own lives: able to recognize and seize on opportunities, turn information into insights, and communicate compellingly and thoughtfully, regardless of their college, major or discipline, or career path.
- Our circle of donors, and their generosity, is growing. Jan Moran and the Jim Moran Foundation recently made a transformational gift of \$100 million—the largest in our history—to create the nation's largest interdisciplinary, degree-granting school of entrepreneurship. And we rank first among all Florida public universities for percentage of alumni giving back.

All these point to FSU as a place of singular vision. This strategic plan brings fresh momentum to our trajectory and offers an ambitious blueprint for capitalizing on our strengths.

The plan is the product of widespread input, reflecting open meetings, extensive discussion groups and interviews with faculty, students, and staff from all of FSU's colleges, programs, and disciplines. It embodies our belief that something extraordinary is underway at FSU: that what we are learning and doing has profound value both within our state and far beyond it. It reflects how deeply we take to heart our stewardship as a Florida public institution. And it is testament to our ongoing, shared commitment for everything we want to achieve.

We'll be the source for breakthroughs in creating, storing, and delivering energy—from more economical high-density batteries to Smart Grids—to strengthen our nation's energy independence and decrease its carbon footprint.

We'll build on our history as a center for excellence in the arts and humanities, and continue to be a beacon for creativity and imaginative thinking. These ways of looking and making invite us to see the richness of the human experience from new perspectives. They're also essential to growing the state's film, entertainment, and tourism sectors.



We'll uncover answers for making a long life synonymous with quality of life—no small consideration in a state with the highest percentage of people over the age of 65 (a ratio that will soon be reflected throughout the U.S.).

We'll develop strategies and solutions to counter the impact of climate change and rising ocean levels—finding sustainable approaches that work with Florida's booming population growth and the state's role as a global food producer.

We'll help local governments foster growth while ensuring a more level playing field for all citizens, leveraging our expertise in law, business, and data-driven policy. Our location in the Florida capital uniquely positions us—literally—to make a real difference in civic life.

We'll tackle the root causes of disparities that hold back communities, making the most of our extensive research, outreach, and alumni network in health care, social work, education, and related fields.

We'll amplify our faculty's exceptional commitment to teaching—rare in a research institution of our stature—with new forms of educational technology. We'll develop more curricular and co-curricular approaches (like "Think 15") to ensure our students persist and graduate on time. We'll provide pathways for more students to become part of our nationally recognized undergraduate research initiative, with a goal of participation by the majority of undergraduates by 2020.

Above all, we'll continue to deliver on our first priority: transforming the lives of our students and graduating them with a foundation of in-demand skills and an appetite for lifelong learning. Young men and women become FSU Seminoles at the most formative period of their lives. It's our joy and responsibility to ensure they are role models in their families, innovative contributors to their workplaces, and leaders in their communities. Our success in achieving that goal has been exemplary. But it's not the FSU way to accept the status quo.

For our students, our state, and our world, Florida State University is setting the terms for the future: erasing disciplinary boundaries, realizing the potential in every student, connecting diverse perspectives to unleash new ideas, and embracing bold, calculated risks. This is not the usual path. The way forward will be challenging and life changing—just like FSU itself. Let's go.



## Mission, Core Values, and Vision

### Mission

Florida State University preserves, expands, and disseminates knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts. The university is dedicated to excellence in teaching, research, creative endeavors, and service. The university strives to instill the strength, skill, and character essential for lifelong learning, personal responsibility, and sustained achievement within a community that fosters free inquiry and embraces diversity.

### Core Values

*Transformative Daring:* We support thoughtful risk-taking that leads to successes that improve our world dramatically. And when we face challenges, we confront them with resilience, curiosity, and renewed desire to overcome hurdles to our goals.

*Inspired Excellence:* We achieve the highest levels of success by drawing strength and understanding from the talents of those around us and from our interactions with them.

*Dynamic Inclusiveness:* We believe the benefits of a richly varied community arise not only from the diversity of people it includes, but more importantly from intentional efforts to create a strong sense of belonging that encourages deep and high-quality connections.

*Responsible Stewardship:* We transform the resources we are given and the public's trust in us into powerful impact that better the lives of those around us, near and far.

*Engaged Community:* We uphold the traditions and history that create a small-college culture within a large university. This makes FSU a welcoming place where people discover others like themselves—while also connecting to and learning from classmates and colleagues of vastly different backgrounds and experiences.

### Vision

Florida State University will be among the nation's most entrepreneurial and innovative universities, transforming the lives of our students and shaping the future of our state and society through exceptional teaching, research, creative activity, and service. We will amplify these efforts through our distinctive climate—one that places a premium on interdisciplinary inquiry and draws from the rich intellectual and personal diversity of our students, faculty, staff, and alumni. These three forces—entrepreneurship, interdisciplinarity, and diversity—deepen FSU's impact and result in a powerful return to our students and the people of Florida for their continued support and trust.



## Strategic Goals

We will achieve our vision by pursuing the following six focused and interlocking goals:

**Deepening our Distinctive Commitment to Continuous Innovation**

**Amplifying Excellence Across Our Academic and Research Programs**

**Realizing the Full Potential of Diversity and Inclusion**

**Ensuring Student Success on Campus and Beyond**

**Preparing our Graduates for 21<sup>st</sup>-Century Careers**

**Investing Strategically in Our Institution and Reputation**

### I. Deepening our Distinctive Commitment to Continuous Innovation

At Florida State, the entrepreneurial mindset is a pervasive, animating force. We believe entrepreneurial principles are very much in keeping with the goals of every aspect of higher education—after all, being a “first mover” in any endeavor starts with a dedication to discovery and transformation. In this spirit, we’ll empower all members of our community to launch solutions early, evaluate results critically, and make improvements continuously. Above all, we want this rapid innovation cycle to be flexible and collaborative, and to reflect profound empathy for the end user—which we define as humanity itself.

#### 1. Expand and incentivize FSU’s internal capacity for innovation

- Develop the new *Jim Moran School of Entrepreneurship* into a nationally recognized center for the study and practice of innovation and entrepreneurship across the academic disciplines and in the private, public, and nonprofit sectors.
- Broaden opportunities for innovation and entrepreneurship across the University. Strategies and mechanisms might include special funds for ideas with potential to contribute to the culture of entrepreneurship; an entrepreneurial sabbatical and professional leave program; recognition of entrepreneurial endeavors as “service” or “research” in academic evaluations and promotion; and the like.
- Prepare students, faculty, and staff with the skills to understand and engage in successful innovation and entrepreneurial activity across all disciplines, career fields, and civic engagements. Efforts might include promoting courses, degrees, and certificate programs focused on innovation and entrepreneurship; developing an innovation and entrepreneurship Living and Learning Community; and expanding the “Lessons in Entrepreneurship” program.
- Incentivize innovation and entrepreneurship through competitions that challenge our faculty, students, and staff. We’ll also explore recognition efforts such as a “Dare to Err” award that would recognize thoughtful risk taking on campus or a “Seminole



100" celebration that would honor the 100 fastest growing FSU alumni-owned or alumni-led businesses in the world.

## **2. Increase the University's role as an engine for Florida's economic development**

The University will actively support an innovative future for Florida that enhances economic development and quality of life across the State while providing FSU students and faculty with greater opportunities for training and work experiences to enhance their education.

- Address Florida's new and evolving workforce needs for entrepreneurially minded employees with strong critical-thinking skills. We'll build strategic alliances with government agencies, professional associations, and nonprofit organizations, and encourage businesses to seek talent from our campuses and expand career opportunities for our students.
- Expand and deepen relationships between Florida's extensive creative-industries sector and the University's historically strong arts and humanities programs. This will increase students' access to careers in the creative industries and provide businesses in these industries access to the expertise of FSU faculty and students.
- Bring together the University's strong arts, design, and STEM capabilities in academic, experiential, and service initiatives that focus on ensuring environmental sustainability at a time of significant population growth.
- Expand FSU's capacity for social entrepreneurship and bring it to bear on important social and community challenges locally and statewide.
- Build on FSU's existing strengths in public policy and its location in the state capital. We want to become the go-to source for unbiased public policy research on key issues that leverage our deep expertise in areas such as criminal justice, education, aging and longevity, and child welfare, among others.

## **3. Translate FSU research, scholarship, and creative production into applications that enhance economic development and quality of life**

- Identify potential partners in the private, public, and nonprofit sector that can work with FSU faculty to accelerate the translation and commercialization of ideas. We'll also connect entrepreneurs across the state with resources and expertise at FSU that can help them further develop their businesses.
- Develop a focused strategy for elevating the visibility of FSU's research, scholarship, and creative activity enterprise to business and industry.
- Improve the University's infrastructure and policies to better support entrepreneurial knowledge translation.



- Include undergraduate and graduate students as meaningful participants in FSU knowledge translation activities.

## **II. Amplifying Excellence Across our Academic and Research Programs**

The Florida State name and an FSU degree should command respect and open doors around the world. Our successes in undergraduate retention and degree completion are rightly considered standard-setting among public universities. But FSU's reputation for excellence is also rooted in the quality of our academic programs and research, and raising our profile in this regard takes concerted, significant investment on many fronts at once: attracting and retaining top faculty talent; becoming a destination for the brightest graduate students; encouraging high-impact interdisciplinary inquiry; and developing innovative teaching strategies. To serve the needs of our students, our scholars, and our state, we will ensure that FSU is synonymous with breakthrough thinking in every respect.

### **1. Define and develop an FSU “faculty for the future”**

FSU's faculty remain highly attuned to the importance of cross-disciplinary inquiry and to the needs and aspirations of an increasingly diverse student body. We'll support the development of new pedagogies and modes of inquiry necessary to anticipate and respond to these changes.

- Identify the most critical characteristics faculty of the future will need to thrive and help their students thrive. These should become criteria for the hiring of new faculty and the professional development of all faculty.
- Align faculty hiring with the strategic goals of the University—leveraging existing strengths with emerging disciplines, identifying synergies between college-initiated efforts and FSU-wide goals, and rewarding inter-college efforts with additional resources.
- Strengthen the development and retention of faculty, especially at the junior level, by increasing mentorship and setting clear milestones for promotion. We'll also expand recognition—in tenure, promotion, and merit allocation decisions—of interdisciplinary research and teaching as well as commercialization and entrepreneurship activities.
- Provide strong professional development for faculty that encourages ongoing pedagogical innovation and mentorship of students for careers and advanced study.
- Address staffing needs in support of faculty through both new hires and improved retention of current staff.
- Create incentives and encouragement for faculty members to connect with the Tallahassee community in their research, pedagogy, and service and to use these experiences to increase student experiential learning and civic engagement.



## **2. Enhance the quality of graduate education to achieve preeminence in strategically important areas of study and research**

- Leverage the world-class strengths of the National High Magnetic Field Laboratory and expand the resources of FSU's Innovation Park. We want to attract the highest caliber researchers and graduate students, enhance the research experiences of undergraduate students, and strengthen outreach to scientists worldwide.
- Strengthen relationships between the graduate school and professional schools and among the professional schools to encourage the development of multidisciplinary, multi-degree programs that are attractive to students.
- Attract the best graduate and post-doctoral students through greater financial support and improvement in campus amenities and quality of life.
- Expand and enrich FSU's research enterprise by strengthening the research infrastructure—IT, space, support staff, equipment, and library—required to support a substantial increase in interdisciplinary research.
- Grow and improve the volume and visibility of innovative research in engineering.

## **3. Strengthen the excellence and reputation of the University's professional schools**

- Continue to attract and retain more diverse students and faculty, building on our nationally recognized success in preparing African-American and Hispanic professionals.
- Build our partnership with FAMU in advancing the mission of the FAMU/FSU Joint College of Engineering by together increasing faculty and students and building a stronger research portfolio, while meeting our mission to help prepare African-American and women Engineers.
- Increase opportunities for paid internships, high impact community experiences, and research opportunities for all students.

## **4. Encourage and incentivize high-impact, interdisciplinary and inter-college initiatives that address pressing societal issues**

We will build on existing FSU strengths and capabilities in such areas as successful longevity and quality of life for senior citizens, energy and materials, public policy, and security and safety.

- Enhance the leadership and coordination of interdisciplinary programs and activities across the University.
- Engage the FSU community in identifying broad thematic areas in which to develop new programs and interdisciplinary faculty hiring initiatives.



- Review FSU's current guidelines for establishing and evaluating interdisciplinary centers, institutes, and academic programs and revise as appropriate.
- Promote interdisciplinary teaching and programs at the undergraduate level and, at the graduate level, remove barriers to the development of new interdisciplinary programs such as student financial support and the allocation of credit among programs in different colleges and departments.

## **5. Expand innovative teaching strategies**

- Establish an FSU Center for Teaching and Learning to support faculty professional development and innovation in pedagogical practice. This initiative will include learning from other universities and organizations employing “best” and “emerging” practices.
- Expand active engagement in research and scholarship for undergraduates, beginning in their first year at the University. This will include increasing faculty mentorship and providing more opportunities for collaborative work with faculty members, graduate students, and fellow undergraduates.
- Implement online learning strategies that will enable expansion of online programs, hybrid learning, and online collaboration while increasing student retention and lifelong learning.
- Identify digital creation, communication, and computation competencies critical for student learning and future careers.
- Recognize and support a wide variety of strategies for learning technologies, including online courses, hybrid learning, online collaboration, technology-assisted advisement, and support for lifelong and “life-wide”<sup>1</sup> learning.

## **6. Enhance FSU's strategy for expanding its global footprint and fostering a culturally rich learning environment on campus**

- Expand and strengthen strategic partnerships with universities and organizations abroad and domestically to provide more opportunities for education experiences outside of the United States.
- Create faculty and staff professional development initiatives that foster international engagement, including faculty exchanges and international research collaborations.

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<sup>1</sup> Life-wide learning comprises formal and informal learning outside of the linear K-16 education process and in a variety of settings and times, including home, museums and other cultural spaces, athletics, political involvement, workplaces, etc.



- Expand experiential, cross-cultural, and collaborative learning opportunities on campus and abroad to help students develop intercultural competencies and global awareness.
- Build and sustain a globally-minded FSU community by increasing opportunities that promote interaction and understanding among students of all cultures.

### **III. Realizing the Full Potential of Diversity and Inclusion**

Across the nation, institutions of higher education are struggling to build meaningful community from an increasingly diverse student body. With programs like Unconquered Scholars, FSU is redefining what inclusion can mean on college campuses—which has led to our being named one of only 10 “Diversity Champion” universities nationally by *INSIGHT Into Diversity* magazine. Our approach starts with a belief that diversity is about more than a particular head count: it must reflect the quality and depth of interactions. By valuing, celebrating and leveraging the differences and similarities within our community, we create a fertile environment for problem-solving—one that is more inventive and compassionate. We’re proud that our cohesive community has become a signature of the FSU experience. But we can, and we will, do more.

#### **1. Increase the diversity of FSU’s student body, faculty, and staff**

We will set and pursue aggressive goals to enroll students and recruit and retain faculty and staff at all levels of the University who reflect the diversity of Florida and our nation.

- Provide numerous pathways to FSU enrollment—including links to schools and community organizations that serve populations underrepresented in higher education—to expand access for an increasingly diverse market of prospective students.
- Ensure an affordable FSU education for all students regardless of socioeconomic status.
- Support and strengthen initiatives for the recruitment, retention, and development of a diverse faculty and staff.
- Support student affairs initiatives and employee professional development programs that help ensure a welcoming atmosphere for members of historically marginalized and underrepresented populations who join the FSU community.
- Become the nation’s most veteran-friendly university, through targeted efforts to recruit and retain students, faculty, and staff from veteran populations.

#### **2. Expand and strengthen academic and co-curricular programs, as well as administrative initiatives, that increase diversity and inclusiveness**



- Provide continued fiscal and administrative support to successful programs focused on inclusiveness in students' academic and co-curricular experiences, among them the Unconquered Scholars, Service Scholars, and Womanist Scholars programs.
- Develop new programs that recognize and support the fullest range of diversity and multiculturalism, including but not limited to disability/ability, socio-economic, age, rural/urban, veterans, sexual orientation, race, and gender identification.
- Strengthen FSU's commitment to the establishment, preservation, and strengthening of small, minority, veteran, LGBT, and women-owned business enterprises through the University's diversity in procurement initiatives.
- Work closely with the joint FAMU-FSU College of Engineering to increase the number of students from historically underrepresented groups pursuing careers in engineering and other STEM fields.

### **3. Develop globally and culturally competent students who are prepared to succeed in an increasingly multicultural and international society**

- Incorporate into curricula, courses, and materials perspectives that prepare students to live and work in a diverse and global society.
- Provide more academic, co-curricular, and experiential opportunities for students to immerse themselves in other cultures, both outside and inside the United States.
- Foster welcoming community engagement of the FSU international community with the full academic, co-curricular, and social life of the University.
- Create an Alumni Diversity and Inclusion Board within the FSU Alumni Association that will interact on an ongoing basis with the FSU Foundation, student and faculty diversity and inclusion groups, among others, in support of diversity activities.
- Develop programs through which alumni of FSU's diverse communities offer mentorship and support to students with similar backgrounds and interests.

## **IV. Ensuring Student Success on Campus and Beyond**

The possibilities that open up to students at FSU can be both exciting and overwhelming: the choices they make, and the achievements they strive for, often set the stage for an entire lifetime. Our student success initiatives honor students' determination and dreams by offering the right support at the right time—with impressive, nationally recognized results. By growing and evolving these programs, we can continue to help students focus their ambitions, unleash new talents, and cultivate broader perspectives. We produce graduates who become confident entrepreneurs of their own lives—and alumni who not only remain deeply engaged with their alma mater but also have significant impact on the communities they live in.



### **1. Expand FSU's high-impact programs of advising, leadership development, community-building, and academic support**

- Continue to be a national leader in student retention, satisfaction, engagement, and completion, building on FSU's successful programs in these areas.
- Redesign and support a distinctive honors program that emphasizes academic excellence, collegiality, and collaboration. Our goal is to create a powerful sense of community that will encourage students to raise their academic aspirations to the highest levels.
- Enhance support for the Presidential Scholars Program to facilitate recruitment of a diverse group of highly motivated critical and innovative thinkers.
- Increase academic and personal success among the cohorts of students most at-risk for attrition through multi-faceted programs and support. This may include establishing partnerships with state and local agencies that support foster youth to build a strong pipeline to the Unconquered Scholars Program.
- Reestablish a first-year experience program that complements existing first-year engagement programs and gives students the tools for undergraduate success early in their FSU years.
- Establish programs that help students connect work goals to student goals to life goals.

### **2. Deepen FSU's tradition as an engaged campus community that makes a difference locally and abroad**

- Ensure that every student has the opportunity for at least one significant experience in student organizations, research, community service, leadership roles, internships, and/or international experiences.
- Improve college readiness and outcomes by building strong connections with K-12 schools in the Tallahassee area, Florida community colleges, and other state four-year institutions from which significant numbers of students transfer to FSU.
- Increase partnerships with community agencies and schools to stimulate social entrepreneurship and to educate and involve students in civic responsibility.

### **3. Ensure that FSU remains a welcoming and safe campus community that develops the "whole person" and promotes well-being for all students**

- Encourage widespread student participation in programs that promote resilience, physical and mental health, and lifetime habits for healthy living.



- Maintain excellence across all intercollegiate athletics programs. We will expect all our athletes to succeed on the playing field and in the classroom, and to become valued community members, volunteers, and leaders on campus and beyond.
- Promote strong and enduring relationships with the FSU's surrounding communities to enhance quality of life on and off campus.

#### **4. Broaden and strengthen engagement with FSU alumni and friends worldwide**

- Take advantage of social media and other digital technologies to deepen the engagement of alumni and friends locally and worldwide.
- Provide a broad array of opportunities for alumni to connect with each other and with the University around areas of common interest.
- Enhance opportunities for alumni and students—our future alumni—to engage with and provide philanthropic support to FSU.

### **V. Preparing our Graduates for 21<sup>st</sup> Century Careers**

The defining assets of any modern organization are its intellectual property, its human capital, and its capacity to continuously test assumptions. In this new reality, helping FSU students succeed means preparing them to be professionals with keen foresight, offering them future-focused academic programs, real-world experiences, and savvy career advising. We want our students to compete and lead anywhere—whether they're working in a small business, a multi-national corporation, the non-profit sector, public service, or the “gig economy.”

As we grow our graduate programs across the University—ensuring that FSU is well-represented among the next generation of pioneers, experts, and thought-leaders—we must be ready to offer these advanced students, as well as their undergraduate counterparts, the mentoring and employment networks that make the most of their talents and their educational investment.

#### **1. Expand experiential, cross-cultural, and collaborative learning**

- Increase opportunities for community service, internships, and paid employment, and connect these experiences to preparation for post-graduation success.
- Engage all students in research, clinical, and project-based-learning experiences that provide them with career-ready competencies.
- Incorporate more learning approaches that reflect the modern workplace: such as group projects, collaborative problem solving, oral and multi-media presentations, and the like.



## **2. Provide students strong career advising and mentoring**

- Encourage students to explore career options and determine appropriate programs of study to support their career and personal goals.
- Identify faculty who are knowledgeable about employment opportunities in their fields of academic interest and encourage and incentivize them to help students identify and prepare for these opportunities.
- Link students with FSU alumni, employers, and friends of the university who can provide career advising and mentorship.

## **3. Engage graduate students in programs and services that prepare them for employment opportunities within and outside of the academy**

- Increase our graduate students' capabilities for successful academic careers by improving access to teaching experiences and other pedagogical opportunities.
- Support the coordination of efforts by faculty, departments, and colleges to strengthen graduate student advising and professional development. We need to share successful advising practices, explore career fields spanning disciplines and departments, and identify outside resources for academic and non-academic employment opportunities.
- Help graduate students explore employment options beyond academia by providing information on employment opportunities and connecting them to training and experiential learning opportunities in the private, public, and nonprofit sectors.

## **4. Leverage technology and relationships with employers and workforce development agencies throughout Florida for the benefit of students and alumni**

- Create strategic alliances with Florida organizations supporting economic and workforce development that allow them to seek talent from our campus.
- Build partnerships and connections via technology that expand our reach with employers and alumni. We'll enhance FSU's value as a source of expertise and talent—able to provide Florida's employers with both potential employees and programs for professional development.
- Continue to develop our electronic job-search application that guides students and alumni through the process: providing them guidance on networking, interviewing, and resume development; and offering employers the ability to post career opportunities viewable only by FSU students.
- Analyze student experiences and satisfaction in short- and long-term employment as well as employer feedback on their satisfaction with the FSU students they hire, and



use this information to improve employers' recruitment success, retention of new hires, and quality of job fit for students.

## **VI. Investing Strategically in Our Institution and Reputation**

While FSU's track record in stewarding resources is impressive, "doing more with less" is not a sustainable fiscal plan for an institution determined to hold the line on affordability while taking its rightful place on the national and global stage. We've already proved we have what it takes to become one of Florida's two Preeminent Universities. With support from our stakeholders that is commensurate with our bold, ambitious vision, FSU's momentum will be truly unstoppable: we will be known as a university that makes a difference in the lives of our students and in the quality of life of our society.

### **1. Build and promote a public identity for FSU that reflects our impressive academic strengths and achievements.**

The University must better inform the world about its preeminence as a major public research institution of high rank and distinguished academic quality. In particular, it needs to be proactive in clarifying its institutional identity and explaining its importance to the continued economic vitality and quality of life in Florida.

- Define a clear and compelling FSU identity. This must capture the culture, character, and academic strengths of the University; resonate deeply with its many stakeholders; and hold true for all of FSU's locations, including its online presence.
- Strengthen public understanding of FSU's commitment to excellence, affordability, access, and diversity; the quality of its undergraduate, graduate, and professional programs; and the value, impact, and importance of an FSU education to the State of Florida and the nation.
- Promote and enhance FSU's reputation as an unparalleled higher education destination for the world's best scholars, researchers, educators, and staff.
- Communicate FSU's achievements broadly among alumni worldwide to increase their awareness of the growing value of their FSU degrees and strengthen bonds with their alma mater.

### **2. Strengthen the University's financial foundation**

Now is the time to thoughtfully and analytically re-imagine FSU's business model. To ensure our longer-term financial health, we'll diversify and grow revenue streams, identify ways of improving efficiency, and reduce operating expenses.

- Prepare a sustainable long-range financial plan aligned with this Strategic Framework. Such a plan should seek to increase and diversify the University's operating income, provide for appropriate tuition increases, improve operational efficiency, and streamline administrative processes and procedures.



- Develop a new business model for the start-up costs of STEM faculty hires to address the growing funding requirements to attract outstanding STEM faculty.
- Reach broader, more diverse populations of students and increase tuition revenue by implementing new course delivery methods—enabling us to attract new applicants, improve utilization of the physical plant, and establish a more efficient course schedule.
- Increase use of classroom and residence hall capacity, particularly during the summer, creating revenue-generating programs for non-FSU students and promoting FSU space to outside groups for weekend use.

### **3. Provide an up-to-date and adaptable information infrastructure**

We will extend our technology platform to touch every function of the modern university environment—supporting teaching and learning, enhancing communication, and increasing nimbleness.

- Refine our technology platform to make it more robust and flexible for teaching and learning, assessment, research, institutional communications, and informed decision-making.
- Ensure that all departments and schools have adequate access to the technology necessary for innovative pedagogical practices and enhanced collaboration among faculty, students, staff, and departments.
- Design and implement electronic systems that will streamline administrative processes and move the University toward simpler and more efficient operations.

### **4. Foster a culture of service, problem solving, and teamwork among all FSU employees**

Today's higher education environment requires a culture of service at every level and in every part of the University enterprise—and this demands offering meaningful opportunities for faculty and staff to grow and develop.

- Become a rewarding “workplace-of-choice” for all FSU employees.
- Use organizational performance assessments to determine gaps in current service levels and conduct surveys to understand the perspectives of both “users” and “providers” on the current quality and relevance of services. Use these to identify and improve processes that are inefficient, ineffective, or unnecessary.
- Create and implement a training plan that provides opportunities for employees to develop and apply their talents in new and innovative service and problem-solving approaches.



- Continue to recognize and reward staff who demonstrate an entrepreneurial and innovative mindset in their work.

#### 5. **Incorporate sustainable living practices into all FSU activities**

We will incorporate practices that reduce our overall footprint and build a University-wide culture of environmental care. We will actively pursue:

- *Climate action* by focusing on the reduction of greenhouse gas emissions and energy use through increased conservation and efficiency efforts, increased sustainable transportation options that support a bicycle- and pedestrian-friendly campus, and optimizing the use of green building technologies.
- *Waste minimization* by increasing our overall waste diversion rate through enhanced 3R efforts (reduce, reuse, and recycling), responsible purchasing practices, and responsible waste disposal strategies.
- *Resource stewardship* by expanding conservation activities across our campuses while supporting environmentally-friendly land, habitat, and watershed management practices.
- *Education for sustainability* by increasing communication efforts and related curricular, co-curricular, service, and research initiatives.



**Conclusion: *Fulfilling Our Promise***

Career-ready graduates. Breakthrough thinking in service to the entire human community. These should be the dual aims of every institution of higher learning. But as growing calls for greater accountability and transparency make clear, many institutions—and especially public institutions—are falling far short.

Florida State is proving to be one of the rare exceptions. For too long, however, we've let others define us. With this strategic plan, we lay the groundwork for a new story—*our* story.

Look at FSU's accomplishments in a multitude of fields, the success of our students, and our ambitions to rapidly expand knowledge and measurably improve opportunity and quality of life: it's clear we are a force to be reckoned with. The ideas we've set forth here will enable us to anticipate, heed, and capitalize on the future as it unfolds in our bellwether state. With this plan, we invite the entire FSU community and all our stakeholders to join us on this journey. More than ever, the world needs a strong FSU.





STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

## AGENDA

### Academic and Student Affairs Committee

Presidents Ballroom B

Emerson Alumni Hall

University of Florida

1938 West University Avenue

Gainesville, Florida 32611

August 30, 2017

4:30 p.m. – 5:00 p.m.

or

Upon Adjournment of Previous Meetings

Chair: Mr. Norman Tripp; Vice Chair: Ms. Wendy Link

Members: Beard, Frost, Jordan, Kitson, Morton, Patel, Stewart, Tyson, Valverde

1. Call to Order and Opening Remarks Governor Norman Tripp
2. Minutes of Committee Meeting Governor Tripp  
Minutes, June 21, 2017
3. Vice Chancellor and Chief Academic Officer's Report Dr. Jan Ignash  
*Vice Chancellor for  
Academic and Student Affairs*
4. Academic and Student Affairs Updates
  - A. SUS Council of Academic Vice Presidents (CAVP) Dr. Gary Perry  
*Chair, CAVP*
  - B. SUS Council for Student Affairs (CSA) Dr. Corey King  
*Chair, CSA*
  - C. Florida Student Association Governor Kishane Patel  
*Chair, Florida Student Association*
5. Concluding Remarks and Adjournment Governor Tripp

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
August 30, 2017**

**SUBJECT:** Minutes of Committee Meeting held June 21, 2017

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**PROPOSED COMMITTEE ACTION**

Consider for approval the minutes of the meeting held on June 21, 2017 at the University of South Florida.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Committee members will review for approval the minutes of the meeting held on June 21, 2017 at the University of South Florida.

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<b>Supporting Documentation Included:</b>	Minutes, June 21, 2017
<b>Facilitators/Presenters:</b>	Governor Norman Tripp

MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
ACADEMIC AND STUDENT AFFAIRS COMMITTEE  
UNIVERSITY OF SOUTH FLORIDA  
BALLROOM  
4103 USF CEDAR CIRCLE  
TAMPA, FLORIDA 33620  
June 21, 2017

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

1. Call to Order and Opening Remarks

Chair Tripp convened the meeting on June 21, 2017, at 4:22 p.m. with the following members present and answering roll call: Governors Link, Beard, Frost, Kitson, Morton, Patel, Stewart (phone), Tyson, and Valverde. A quorum was established.

Chair Tripp commented that the Board of Governors and the University of South Florida held the Safety and Security Summit June 19-20, 2017 to continue to build awareness and share best practices on issues of mental health and student safety at SUS institutions.

Chair Tripp also commented that the Board needs to continue to hear from SUS institutions so members can advocate for university needs during next year's legislative session.

2. Minutes of Committee Meeting

Chair Tripp asked for a motion to approve the minutes from the March 30, 2017, committee meeting. Governor Kitson moved to approve the minutes and Governor Link seconded the motion. The motion was approved.

3. Vice Chancellor and Chief Academic Officer's Report

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

- Dr. Ignash participated in a U.S. Dept. of Education panel on articulation of early childhood educator programs on April 3 in Washington D.C.
- On April 14, the CAVP work group and ASA staff met via teleconference call to review 18 Bachelor and Master Degree proposals.
- The ASA staff is in the process of updating the SUS educational sites database.

- A sub-group of the CAVP is discussing the new legislative civics requirement.
- Dr. Barbu attended the Florida Center for Cybersecurity Inaugural and Annual Research Symposium at USF on April 3-4.
- On May 3, the ASA staff met with Florida College System staff to discuss the common prerequisite process and participated in the Articulation Coordinating Committee oversight call.
- Dr. Ignash participated in the FAMU-FSU College of Engineering Governance Council meeting on May 17 and met with the provosts at both institutions to discuss status relative to the Board's outline of activities.
- On May 19, Dr. Ignash updated the SUS Faculty Senate on the activities of the ASA unit.
- Ms. Cathy Oakley, Asst. Director for Academic and Student Affairs, attended the Sunshine State Scholars Recognition event on May 19-20 in Orlando.
- On May 9, ASA staff participated in its quarterly meeting with DEO staff to discuss labor market demand.
- In a separate meeting on June 2, Ms. Emily Sikes, Director of Workforce Education and Economic Development, met with DEO staff to discuss the revised BLS labor demand methodology.
- Dr. England and Ms. Oakley attended the SUS Hazing Prevention Summit at UCF on May 19 at UCF .
- Dr. Ignash attended a meeting on May 22 at FGCU with the SUS provosts to discuss performance-based funding, block tuition, and other issues with Gov. Lautenbach and Chancellor Criser.
- Dr. Barbu presented her research on the types of institutions traditional and non-traditional students target for enrollments and the factors that influenced them at the Florida Association for Institutional Research Conference on May 31.
- On Jun 14, Ms. Sikes attended the Florida Chamber Foundations Learners to Earners Summit. Ms. Sikes also moderated the SUS panel entitled Connecting Business and Research to Florida's Future Economy.
- The 2+2 work group will have its first meeting on August 15.
- Mr. Richard Stevens, Assistant Vice Chancellor for Academic and Student Affairs, is retiring after 19 years of dedicated service to this Board.

#### 4. Board of Governors Regulations

As its next order of business, the Committee approved public notices of intent to amend four Board of Governors Regulations related to student admission and academic programs. The amendments were reviewed by University General Counsels, the Council of Academic Vice Presidents, the Council of Student Affairs, and other university staff.

A. Public Notice to Amend Regulation 6.002 Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshmen.

Governor Beard moved to approve public notice to amend the regulation and Governor Link seconded the motion. The motion was approved.

B. Public Notice to Amend Regulation 6.006 Acceleration Mechanisms.

Governor Frost moved to approve public notice to amend the regulation and Governor Link seconded the motion. The motion was approved.

C. Public Notice to Amend Regulation 6.008 Postsecondary College-Level Preparatory Testing, Placement, and Instruction for State Universities.

Governor Frost moved to approve public notice to amend the regulation and Governor Patel seconded the motion. The motion was approved.

D. Public Notice to Amend Regulation 8.002 Self Supporting and Market Tuition Rate Program and Course Offerings.

Governor Frost moved to approve public notice to amend the regulation and Governor Link seconded the motion. The motion was approved.

##### 5. Academic Program Items

Next, Chair Tripp brought forward several requests to approve new programs and requests for approval of limited access status for several programs.

A. Ph.D. Applied Mathematical Sciences, CIP 27.0301, Florida International University.

Chair Tripp reported this program will focus on mathematical sciences with an emphasis on applications. The FIU Board of Trustees approved the program on December 1, 2016 for implementation Fall 2017. FIU Provost Dr. Ken Furton presented information on the proposed program. Governor Tyson moved to approve the program and Governor Frost seconded the motion. The motion was approved.

B. Ph.D. Big Data Analytics, CIP 27.0501, University of Central Florida.

Chair Tripp reported this program will emphasize statistical computing with potential concentrations in bioinformatics, banking, healthcare, education, manufacturing, and other data intensive disciplines. The UCF Board of Trustees

approved the program on March 16, 2017, for implementation Fall 2018. Vice Provost Dr. Elizabeth Dooley presented information on the proposed program. Governor Tyson asked how student advising would be handled as this proposed program is interdisciplinary in nature. Governor Kitson moved to approve the program and Governor Frost seconded the motion. The motion was approved.

C. Doctor of Occupational Therapy, CIP 51.2306, University of Florida

Chair Tripp reported this program is designed to prepare professional level occupational therapy practitioners. The UF Board of Trustees approved the program on March 17, 2017, effective Spring 2018. Provost Dr. Joe Glover and Dr. Michael Perry, Dean of the College of Public Health and Health Professions at UF, presented information on the proposed program. They noted that the profession demands practitioners have a doctorate degree to teach or practice in the field. Governor Morton noted the shortage of clinical educators in occupational therapy in the state. Governor Morton moved to approve the program and Governor Patel seconded the motion. The motion was approved.

D. Limited Access Status for the Bachelor of Science in Public Relations, Advertising, and Applied Communication, CIP 09.0900, Florida International University.

Chair Tripp reported that the two requests for limited access status coming to the Board this meeting was because the programs are professionally-oriented and students must demonstrate mastery of skills to succeed. The FIU Board of Trustees approved the limited access status request on December 1, 2016 for implementation Fall 2017.

Chair Tripp raised concerns about the rationale for limiting access to students who are qualified for the program. He questioned whether the request was due to limited faculty, space, or the rigorousness of academic requirements. Dr. Furton stated that the request for limited access status was to continue the current requirement of a 2.85 grade point average to enter communications programs. He added that FIU is taking its existing broad communications major and creating two stand-alone degree programs, a Bachelors in Public Relations, Advertising, and Applied Communication and a Bachelors in Digital Communication and Media, to better market the programs. These programs would have limited access status just as the current underlying broad communications degree program also has limited access status.

Chair Tripp raised concerns about limiting the number of qualified students for a specific program and Dr. Furton stated that, if headcount increased past projections, additional faculty would need to be hired to meet accreditation

requirements. Chair Frost then raised questions regarding the GPA requirement for the program. Governor Beard moved to approve limited access status and Governor Frost seconded the motion. The motion was approved.

E. Limited Access Status for the Bachelor of Science in Digital Communication and Media, CIP 09.0702, Florida International University.

Governor Frost moved to approve limited access status and Governor Valverde seconded the motion. The motion was approved.

F. Limited Access Status for the Bachelor of Arts/Bachelor of Science in Entrepreneurship, CIP 52.0701, Florida State University.

Chair Tripp reported the program is seeking limited access status because the number of qualified applicants exceeds the resources and capacity. The FSU Board of Trustees approved limited access status on February 22, 2017 for implementation Fall 2017.

Chair Tripp wondered how students are selected into the program if they are qualified. Provost Dr. Sally McRorie reported that the program is limited by faculty and capacity. However, the funds from the Moran donation will become available next year, at which point more faculty will be hired and a downtown building will be renovated. Dr. McRorie stated that FSU would like to take 80 students in the fall, 100 students the next fall, and then open the program up after that to non-majors, as well. At most, limited access status would be requested for three years and then lifted. Chair Tripp asked about diversity in the program. Dr. McRorie responded that the program would be diverse and that diversity and inclusion are one of the six main goals in FSU's strategic plan that will be presented to the Board of Governors this fall.

Governor Valverde moved to approve limited access status and Governor Link seconded the motion. The motion was approved.

## 6. Academic and Student Affairs Updates

### A. SUS Council of Academic Vice Presidents (CAVP)

Dr. Gary Perry, Provost and Vice President for Academic Affairs, FAU, Chair of the CAVP, reported on the following activities:

The CAVP met with Governor Lautenbach, Chancellor Criser, and Vice Chancellor Ignash at Florida Gulf Coast University to discuss the performance funding model and metrics. The meeting discussion focused on the implementation of new metrics,

excellence versus improvement scales, the bottom three (3), and the possibility of a workshop later this summer.

The steering committee for online education met to discuss the implementation of the committee and resources needed going forward.

A small work group of CAVP has met several times to discuss options for meeting the requirements of House Bill 7069 regarding civic literacy. The CAVP workgroup has discussed the development of an assessment tool, revamping the general education curriculum, or creating an online course that tests civic literacy. Discussions have also included the implications for faculty, scheduling additional general education sections, and SACS implications. The workgroup has tabled their discussion of the civics requirement until a better understanding of the legislative requirements is gained. Vice Chancellor Ignash and her office are now in charge of implementing the civics requirement and may reconvene the social sciences articulation panel to assist with meeting the civics requirement.

#### B. SUS Council for Student Affairs (CSA)

Dr. Corey King, FAU Vice President of Student Affairs and CSA Chair, provided the CSA report.

The CSA just completed the annual student affairs retreat at USF where discussions included campus protests, student affairs work, the future of fraternity and sorority life, planning and implementing of the campus safety summit.

The CSA held its annual Hazing Prevention Summit at UCF and discussed the continuation of the Alive Tech online education program. This tool is used to educate SUS students regarding hazing. Dr. King reported on the outcomes of the hazing prevention course.

The Student Affairs Vice Presidents agree that the online hazing prevention education tool is essential for continuation at our State University System institutions.

#### C. Florida Student Association (FSA)

Chair Tripp reported that the FSA selected Kishane Patel, student body president at UWF, as Chair for 2017-18. Governor Patel reported on that the FSA's goals for this coming year include:

- continue advocacy for mental health support;
- work to improve the student to mental health counselor ratio at SUS institutions;
- prioritize support for sexual assault victims;

- organize a system of lobbying efforts at key legislative committee meetings; and
- increase unity among student body presidents with monthly meetings at different SUS institutions to improve collaboration.

7. Concluding Remarks and Adjournment

Having no further business, Chair Tripp adjourned the meeting at 5:35 p.m.

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Norman D. Tripp, Chair

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Jan M. Ignash,  
Vice Chancellor for Academic and Student Affairs

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
August 30, 2017**

**SUBJECT:** Vice Chancellor and Chief Academic Officer's Report

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**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

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

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Dr. Jan Ignash

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
August 30, 2017**

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

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**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

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

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Dr. Gary Perry

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
August 30, 2017**

**SUBJECT:** Update from the State University System Council for Student Affairs (CSA)

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**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

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

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<b>Supporting Documentation Included:</b>	None
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<b>Facilitators/Presenters:</b>	Dr. Corey King
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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
August 30, 2017**

**SUBJECT:** Update on Activities of the Florida Student Association

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**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Governor Kishane Patel, Chair of the Florida Student Association, will update the Committee on recent Association activities.

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**Supporting Documentation Included:** None

**Facilitators / Presenters:** Governor Kishane Patel





STATE  
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SYSTEM  
of FLORIDA  
Board of Governors

**AGENDA**  
**Innovation and Online Committee**  
**Presidents Ballroom B**  
**Emerson Alumni Hall**  
**University of Florida**  
**1938 West University Avenue**  
**Gainesville, Florida 32611**  
**August 30 2017**  
**5:00 p.m. – 5:30 p.m.**  
**or**  
**Upon Adjournment of Previous Meetings**

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

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|-----------|--|---|
| <b>1.</b> | <b>Call to Order and Opening Remarks</b>   | <b>Governor Ned Lautenbach</b>  |
| <br>      |  |   |
| <b>2.</b> | <b>Minutes of Committee Meeting</b><br>Minutes, March 29, 2017                     | <b>Governor Lautenbach</b>  |
| <br>      |  |   |
| <b>3.</b> | <b>Legislative Budget Request: Innovative<br/>and Online Education Initiatives</b> | <b>Dr. Joseph Glover</b><br><i>UF Provost and<br/>Chair, Steering Committee</i> |
| <br>      |  |   |
| <b>4.</b> | <b>Concluding Remarks and Adjournment</b>  | <b>Governor Lautenbach</b>  |

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Innovation and Online Committee  
August 30, 2017**

**SUBJECT:** Approval of Minutes of the Meeting held March 29, 2017

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**PROPOSED COMMITTEE ACTION**

Approval of minutes of the meeting held on March 29, 2017.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Board members will review and approve the minutes of the meeting held on March 29, 2017.

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**Supporting Documentation Included:** Minutes: March 29, 2017

**Facilitators/Presenters:** Governor Ned Lautenbach

MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
INNOVATION AND ONLINE COMMITTEE  
FLORIDA A&M UNIVERSITY  
TALLAHASSEE, FL  
March 29, 2017

1. Call to Order

Chair Ned Lautenbach convened the meeting at 1:30 p.m. on March 29, 2017, with the following members present: Governors Ed Morton, Dick Beard, Sydney Kitson, Wendy Link, Pam Stewart (by phone), Norman Tripp, and Gary Tyson. A quorum was established.

2. Approval of Committee Meeting Minutes

Governor Tripp moved that the committee approve the minutes of the meetings held on October 17, 2016, and November 2-3, 2016, as presented. Governor Tyson seconded the motion, and the members concurred.

3. 2016 Annual Report for Online Education

Dr. Nancy McKee gave an overview of the first Annual Report for Online Education. She said that the term “distance learning” is frequently used in the report rather than “online education.” Dr. McKee clarified that distance learning includes the use of different types of technology when the instructor and student are separated by time or distance. It is a broader term than “online education” and has been statutorily defined. She presented the following points from the report:

- Florida is ranked second in the nation for the number of students who take online classes.
- Sixty-one percent of the State University System student body took at least one distance learning course in 2015-16. System-wide, 24% of undergraduate credit hours were in distance learning courses, although the percentages varied by institution.
- The annual report includes a time-to-degree table which reflects that students who supplement their courses by taking distance learning courses graduate faster than students who do not take any distance learning courses; Dr. McKee said the students who took 41%-60% of their courses via distance learning graduated in 3.92 years compared to 4.33 years for students who took no distance learning courses.

- Students who took only distance learning courses tend to be older than other students; the average age was 30 years old compared to 23 years old for other undergraduate students. Almost two-thirds of the students who took only distance learning courses were female.
- Of the undergraduate students who took only online courses, 96% were residents of Florida; of undergraduate students who took no distance learning courses, 93% were Florida residents.
- In the State University System, there are 210 distinct online majors and 329 total majors.
- Eighty-eight percent of students who took fully distance learning courses, and 88% of students who took only classroom courses, made grades of A, B, or C.

Governor Tripp moved the approval for the 2016 Annual Report for Online Education. Governor Kitson seconded the motion and members concurred.

#### 4. Implementation of the 2025 Strategic Plan for Online Education

Chair Lautenbach remarked that over the past year, system-wide workgroups have been addressing many of the 49 tactics that were in the Strategic Plan for Online Education. Dr. Joe Glover, who serves as the Chair for the Steering Committee, stated that efforts of the workgroups are supervised by a committee of provosts and their work is reported to the Council of Academic Vice Presidents for review.

Dr. Pam Northrup presented on behalf of the Quality Workgroup, indicating there is an intent for a course review process and then a recognition process for the development of quality and high quality online courses voluntarily submitted by faculty for review. She said the Quality Workgroup recommends that there be a state level subscription to Quality Matters provided by the Florida Virtual Campus with institutions being able to participate as affiliate institutions. There is a cost of \$5,000 for the Florida Virtual Campus and around \$1,100 for affiliate institutions. There are additional fees that go with the external high level quality course review. The recommendation for today is that a process be created, that Quality Matters be adopted at a system level, with a crosswalk being created for those institutions that have their own quality standards, and that the process be put in place so that faculty can be recognized in the Florida Virtual Campus course catalog for the development of quality and high quality courses.

Dr. Northrup indicated that there are some institutions that have created their own standards of quality. Overall, all models that measure quality are very similar. It is not about the content of the course, but about the development and quality of the course. Governor Tripp asked why it would not be in the best interest of the system going forward to have one way of looking at it. Dr. Glover indicated that the goal in the end is to have a designation of high quality courses and quality courses that would be explicitly recognized in the FLVC catalog and course descriptions signifying that the

courses have met a set of standards. Governor Tyson said there are two groups of faculty that are interested in doing online; one that is interested in the content and the other that is interested in pushing for new ways to do online learning. He said his minor concern is if they stick to one form as a conformity method, faculty might lose the ability to try new methods of doing online education.

Governor Tripp moved to approve the recommendations from the Quality Workgroup on quality course review. Governor Morton seconded the motion and members concurred.

Dr. Northrup said that the quality course designation is the second piece of this recommendation. The tactic will identify courses with the opportunity to be awarded a President's Award, Florida Quality Award, and a Chancellor's Award in addition to the Quality Matters certification. The workgroup will continue to work through the designations and process for people to be able to apply for those awards. The idea is that any course that goes through the Quality Matters designation will be given some type of a seal and faculty will be able to apply for one of these significant state level awards.

Governor Tripp moved to approve the recommendations from the Quality Workgroup on quality course designation. Governor Morton seconded the motion and members concurred.

Dr. Andy McCollough, Chair of the Online Programs and Courses Workgroup, indicated that his workgroup had 9 tactics assigned to it. Dr. McCollough introduced Mike Ronco to discuss Access Tactic 1.1.2., which was to review the current offerings of fully online degree programs by Classification of Instructional Programs (CIP) codes and make recommendations to address the gaps. Mr. Ronco indicated there were five recommendations in the agenda packet, and he explained the process used to develop those recommendations. The first step was to compile an inventory of existing online program offerings, with online programs being defined as majors; identify gaps in those offerings by using the Board of Governors Areas of Strategic Emphasis CIP codes; and make recommendations to try to reduce those gaps.

Dr. McCollough discussed Affordability Tactic 1.2.2. The recommendation of the workgroup was that a university be designated to establish, maintain, and manage a repository with state general education core courses. He said the notion is that the institutions would have searchable access to full courses, modules, videos, and ancillary materials to establish, supplement, or enrich their online and resident courses. A faculty oversight committee with system-wide representation would establish standards and maintain oversight of the materials in terms of quality and accessibility. Dr. McCollough noted that the recommendation for these master courses is that they be

available on an opt-in basis. The goal is to provide access to high quality content that could be used to supplement or fill gaps in general education programs.

Dr. Northrup presented recommendations that addressed the tactic on shared degree programs. The workgroup recommended that a system-wide shared degree program task force be created to determine if the models are viable for our state, viable to meet some of the potential online programs that are currently not developed in Florida, and are not duplicative of activities that are already happening in the state.

Ms. Jennifer Smith presented Affordability Tactic 2.1.1., which is to determine and promote methods to increase the use of open access and educational resources to reduce the costs to students. She said this tactic has three recommendations: (1) to improve the adoption of existing OER and e-text material through the selection and implementation of an OER and e-text catalog tool; (2) to implement a state-wide public relations and marketing effort to increase faculty awareness and to coordinate usage, training, and technical support across the state, with new courses investigating the use of OER; and (3) to select and implement a repository tool to support the sharing and adoption of new open educational resources.

Governor Morton noted that the cost per semester is a great challenge for many students. He asked if there are any conflicts between revenue sharing and faculty that would serve as an impediment to moving this initiative forward. Vikki Shirley said that faculty members who are enjoying financial benefits would be prohibited by Florida statutes to require students to buy their textbooks. Governor Lautenbach said the Committee would look into the issue of revenue-sharing.

Ms. Smith presented recommendations for Affordability Tactic 2.1.2., to reduce the cost of e-textbooks for students. The workgroup recommended (1) adopting e-texts, which is a cheaper alternative than print text; (2) negotiating volume pricing through the state system or other consortiums, such as Unizin; (3) aggregating e-text and OER options into one catalog tool; (4) leveraging and expanding library resources to support the appropriate use cases; and (5) implementing marketing and public relations efforts to support the e-text adoption.

Dr. Tom Cavanagh said that his subcommittee was charged with developing a proposal for managing innovation across the state; more specifically, to oversee experimental pilot projects that would push the boundaries of current technology and practice in order to disrupt existing models and to positively impact the constraints of the iron triangle of quality, cost, and access. The workgroup recommended (1) establishing a coordinating body at the system level; (2) convening an annual Florida Higher Education Innovation Summit, where all the projects that received funding would come together to share their results; and (3) obtaining recurring funding in order to enable and implement this initiative.

Governor Tripp moved to approve the recommendations from the Online Programs and Courses Workgroup. Governor Kitson seconded the motion. Members concurred, with Governor Tyson voting in the negative against the recommendation that had a faculty oversight committee being appointed by the administration when he thought it should be appointed by the Faculty Senate.

Mr. Joseph Riquelme discussed the Infrastructure Workgroup's Quality Tactic 2.2.2., which is to develop a structure to facilitate collaboration system-wide in evaluating and recommending the purchasing of software to ensure cost efficiency and effectiveness. The workgroup recommends the formation of a state education licensing committee, which will facilitate collaborations system-wide. The committee will develop a three-year plan on the technology that will be explored and the procurement process for that technology. There will be opt-in master contracts for institutions.

Mr. Riquelme also discussed Affordability Tactic 1.1.2., which is to explore additional items for potential sharing to expand the quality of student online learning while reducing costs through efficiency. The workgroup focused on developing a comprehensive Proctoring Network at the system level.

Governor Tripp asked if they had thought about putting together a study group of students that they follow on an on-going basis to get feedback to see how well everything the Board is putting in place works for them. Dr. Glover responded for UF, saying the university convenes focus groups on a regular basis to discuss student experiences and how different processes work for them. He said the Steering Committee had not had a discussion for the system and would put the issue on its agenda.

Governor Link asked for some examples on how to make sure the student who is enrolled in the course is the one who is actually taking the exams online. Mr. Riquelme responded by explaining one model where students are expected to have a webcam available when taking the exam. Before they can take the exam, the student has to show the webcam a driver's license or student I.D. There are also additional security questions and the student has to show a 360-degree view of the room in which the exam is being taken. The proctor on the other side of the webcam is able to watch the student take the exam and see what the student is doing on his or her desktop. Some new technology has a way of knowing if a student searches a question or information on cellphones or other device during the exam.

Governor Kitson asked if it was possible to require at least one exam to be taken in person. Mr. Riquelme said that there are certain programs that require exams to be taken in person, but there are some programs that are completely online with exams that are monitored through virtual proctoring.

Governor Tripp moved to approve the recommendations from the Infrastructure Workgroup. Governor Tyson seconded the motion and members concurred.

Dr. Vicki Brown discussed the work of the Student Services Workgroup and noted that it has received national attention. Quality Tactic 2.3.1 and Access Tactic 1.1.6 are about the scorecard and recommendations on how to handle distance learning student support services. The purpose of the scorecard is to make an easy-to-use process to evaluate student services at postsecondary institutions for students who are mostly off campus. It was also designed to evaluate the weaknesses and strengths of student services provided. The workgroup ended up with 42 quality indicators that cross 11 different categories. An interactive website has been created and an institution can log on and enter its scores, which will result in recommendations from the guide book being displayed for areas that have weak scores.

The workgroup also addressed the tactic on technology access for online students. She said this tactic was broader than just the SUS, so the recommendation is that it be referred to the Higher Education Coordinating Council for consideration.

Governor Tripp moved to approve the recommendations from the Student Services Workgroup. Governor Morton seconded the motion and members concurred.

Dr. DeLuca discussed Quality Tactic 1.2.2, which is to encourage faculty participation and professional development before teaching online. She said that the website, TOPkit.org, has an online certification course, which the workgroup recommends be used as the standard for certifying faculty to teach online.

Governor Tripp moved to approve the recommendations from the Professional Development Workgroup. Governor Morton seconded the motion and members concurred.

## 5. Concluding Remarks and Adjournment

Governor Lautenbach adjourned the meeting at 2:44 p.m.

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Innovation and Online Committee  
August 30, 2017**

**SUBJECT:** Legislative Budget Request: Innovative and Online Education Initiatives

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**PROPOSED COMMITTEE ACTION**

For approval

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

The Committee will consider for recommendation to the Budget Committee the following budget request:

- Innovative and Online Education Initiatives, which has four components:
  - (1) Increasing faculty and student usage of eTexts and open educational resources (OER) and reducing the costs to students;
  - (2) Developing and maintaining a repository of shared Master Courses and associated course materials;
  - (3) Developing, implementing, and maintaining a system-wide proctoring resource and streamlining/sharing of software and services;
  - (4) Implementing innovative proposals that push the boundaries of academic technology and practice and address significant needs.

- Funding Request Summary:

	<u>Recurring</u>	<u>Nonrecurring</u>	<u>Total</u>
(1) eTexts and OER	\$ 623,160	\$ 33,000	\$ 656,160
(2) Master Courses	\$ 467,000	\$200,000	\$ 667,000
(3) Proctoring/Licensing	\$ 75,000	\$ 65,000	\$ 140,000
(4) Innovations	<u>\$ 650,000</u>	<u>0</u>	<u>\$ 650,000</u>
Total	\$1,815,160	\$298,000	\$2,113,160

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**Supporting Documentation Included:** Innovative and Online Education Initiatives

**Facilitators/Presenters:** Dr. Joseph Glover, Chair, Steering Committee  
for the Implementation of the 2025 *Strategic  
Plan for Online Education*

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**Legislative Budget Request:** Innovative and Online Education Initiatives**Total Funds Requested:** \$2,113,160, of which \$298,000 is nonrecurring**Description:**

After three years of developing and implementing the 2025 Strategic Plan for Online Education, universities are taking the lead on various initiatives on behalf of the system to reduce duplication of effort, increase cost avoidances and savings, facilitate sharing of resources, and provide students with affordable instruction. To advance such affordability and efficiency goals, the SUS requests funds to:

- (1) Increase faculty and student usage of eTexts and open educational resources in order to reduce for students the costs of purchasing instructional materials for their courses;
- (2) Develop and maintain a repository of shared Master Courses and associated course materials, beginning with system-wide general education courses that will be available for use by all faculty in the SUS on an opt-in basis. Availability of these Master Courses will reduce redundant effort across the system to develop course materials on individual campuses, which will reduce development costs system-wide.
- (3) Develop, implement, and maintain a system-wide proctoring resource to ensure academic integrity and to reduce redundant effort across the system. Develop a statewide distance learning licensing website to reduce a duplication of effort and reduce spending/avoid costs in distance learning procurements.
- (4) Seed innovative projects in curriculum and academic technology that will impact quality, cost, and access and have the ability to scale throughout the system.

**Supporting Documentation:**

- (1) eTexts and Open Educational Resources (OER): The Florida Virtual Campus *2016 Student Textbook and Course Materials Survey* found that the cost of textbooks has a negative impact on student access, success and completion, with students reporting that they:
  - Occasionally or frequently take fewer courses (47.5%)
  - Do not register for a course (45.5%)
  - Drop a course (26.1%),
  - Or withdraw from courses (20.7%)

Used textbooks and textbook rental can provide some savings, but when access to online homework tools and media resources is required, an eText or OER solution is an important strategy for reducing costs. Benefits include:

- First-day access to course material to reduce the potential for students to fall behind and need to drop the course.
- Collaboration and interactive elements to enhance the learning experience.
- Support for mobile devices makes learning available anytime, anywhere.

To increase the usage of OER materials and reduce costs to students, funding is needed to coordinate implementation and usage of a state-level OER/eText catalog tool and an OER repository tool.

- The catalog tool will aggregate lower-cost eTexts and no-cost OER, enabling faculty to identify and select the most appropriate course materials at the lowest price. Through partnership with a vendor or consortium, volume pricing will be negotiated with publishers for eTexts and homework systems to be made available across the system. Student participation would be on an opt-in basis; students who selected the lower-

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cost materials would have their billing information sent to the institution's Bursar to be charged to their respective accounts, allowing them to have access to content on the first day of classes.

- The repository tool will provide a mechanism for faculty to share course content in a manner that can be easily searched and incorporated by other faculty for instructional use. Through partnership with a consortium or other entity, access would be made available to faculty throughout the system. Requested funding will support the review process to identify and evaluate materials within the OER repository for inclusion in the catalog tool, as well as be used for documentation, training of faculty, incentive funding for faculty to adopt and vet OER, and support of efforts at institutions.

On behalf of the SUS, \_\_\_\_\_ will be the lead university to coordinate implementation and usage of a state-level OER/eText catalog tool and an OER repository tool.

Return on Investment: During the 2016-17 school year, implementation of a similar eText initiative saved 40,000 students an estimated \$3.5 million at Indiana University. UF's Fall 2016 IncludEd program provided student savings of an average of 43% off print prices across 79 freshman level courses. Through small incentives to faculty (\$1,000), the first round of six courses in FSU's *Alternative Textbook Grants* program is expected to save FSU students over \$41,000 in textbook costs during the 2017-18 academic year.

- (2) Repository of Master Courses: In order to reduce or contain course development and refresh costs throughout the System, the SUS is proposing to establish a repository of courses and ancillary course materials for use by faculty who are creating or enhancing their courses; such use would be on an opt-in basis. The initial set of courses would be system-wide general education core courses (one instance of each course). Before being placed in the repository, all courses will be vetted to ensure they meet the quality standards agreed upon by SUS institutions; a system-wide faculty committee will provide necessary oversight of the repository, including selecting courses for inclusion in the repository and ensuring all courses are refreshed on a cyclical basis. Providing funding for the refresh costs will give faculty an incentive for contributing their respective courses to the repository. UF will be the lead university for creating and managing the repository on behalf of the State University System.

Return on Investment: This repository will provide an efficient, cost effective mechanism for the development and/or enrichment of courses offered by institutions. An estimated \$25,000 of development costs could be saved for each instance in which a faculty member chooses to adopt a Master course in full. New faculty members or faculty members teaching a course for the first time are expected to be the primary beneficiaries of complete courses initially, with others tapping into ancillary course materials when it is time to refresh their own courses, saving an undetermined amount of time and expense. Institutions currently offering few or no general education courses online will especially benefit from the repository, as their faculty will be able to use the deposited courses or elements thereof to develop such courses at reduced costs.

- (3) Proctoring Network: Currently, postsecondary institutions in Florida are independently developing content and resources to support proctoring and academic integrity initiatives. The development of

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a proctoring website will reduce the current duplication of effort and facilitate the advancement of proctoring. Core components will be:

- Proctoring service instructions, guidelines, procedures and resources on academic integrity;
- Resources on the best practices for course design to mitigate the risk to academic integrity;
- Repository of qualified proctors/proctoring locations across the state; and
- Proctoring service vendor information, pricing, and support.

Streamlining/sharing of software and services: The second component of this request is to develop a statewide licensing website to reduce a duplication of effort and reduce spending in technology procurement. The development of a statewide licensing website would assist in the exploration, evaluation, and procurement of technology.

On behalf of the SUS, \_\_\_\_\_ will be the lead university for developing and maintaining the proctoring website and the statewide licensing website.

Return on Investment: Increased collaboration on procurement of distance learning resources and services will result in cost savings or cost avoidances through lower negotiated rates statewide, and identifying software or services in use by other institutions will allow any institution to benefit from licensing contracts already in place.

- (4) Innovative and Disruptive Projects: The SUS is committed to expanding access to - and reducing costs for – quality education, which requires pushing the boundaries of current academic technology and practice. A system-wide coordinating committee will select proposed projects for funding, with special consideration being given to innovative proposals that address significant needs and have the ability to scale. Each project will be required to provide information in three primary categories: Reporting, Evaluation, and Plans for Scaling or Discontinuing. Project categories will include, but not be limited to:

- Adaptive Learning
- Competency-Based Learning
- Microcredentials/Digital Badges
- Multiple, accelerated terms
- Shared courses between institutions
- Shared programs between institutions
- MOOCs for credit
- Development of open educational resources (OER)

Awardees and other institutional representatives will be expected to attend an annual Florida Higher Education Innovation Summit hosted by a state institution. The goal of the summit is to disseminate information about each project to help foster the scaling of high-impact innovations across both college and university systems.

On behalf of the SUS, \_\_\_\_\_ will be the lead university for coordinating the implementation of innovative and disruptive projects.

Return on Investment: By aggregating the collective impacts of each pilot project and then disseminating success across the system statewide, the program is expected to make a significant, measureable difference in educational access, student success, and affordability.



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

## **AGENDA**

**Facilities Committee  
Presidents Ballroom B  
Emerson Alumni Hall  
University of Florida  
1938 West University Avenue  
Gainesville, Florida 32611  
August 31, 2017  
8:30 a.m. to 9:30 a.m.**

**or**

**Upon Adjournment of Previous Meetings**

**Chair: Mr. H. Wayne Huizenga, Jr.; Vice Chair: Dr. Fernando Valverde**

**Members: Beard, Jordan, Kitson, Levine, Link, Morton, Tyson**

- 1. Call to Order and Opening Remarks**                      **Governor H. Wayne Huizenga, Jr.**
  
- 2. Minutes of Committee Meeting**                                      **Governor Huizenga**  
Minutes, June 22, 2017
  
- 3. UWF Educational Plant Survey**                                      **Mr. Chris Kinsley**  
*Assistant Vice Chancellor for  
Finance & Facilities*
  
- 4. 2017-2018 Capital Improvement Trust Fund  
Projects**    **Mr. Kinsley**
  
- 5. FIU Hotel, Conference Center, and Alumni Center  
Public Private Partnership Authorization**                                      **Mr. Kinsley**

- |           |  |                          |
|-----------|--|--------------------------|
| <b>6.</b> | <b>UCF Finance Corporation Burnett Bonds Refunding</b>           | <b>Mr. Kinsley</b>       |
| <b>7.</b> | <b>2018-2019 Fixed Capital Outlay Legislative Budget Request</b> | <b>Mr. Kinsley</b>       |
| <b>8.</b> | <b>Concluding Remarks and Adjournment</b>                        | <b>Governor Huizenga</b> |

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Facilities Committee  
August 31, 2017**

**SUBJECT:** Minutes of Meeting held June 22, 2017

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**PROPOSED COMMITTEE ACTION**

Approve the minutes from the meeting held on June 22, 2017

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Committee members will review and approve the minutes from the meeting held on June 22, 2017 at University of South Florida.

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**Supporting Documentation Included:** Minutes: June 22, 2017

**Facilitators/Presenters:** Governor H. Wayne Huizenga, Jr.

MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
FACILITIES COMMITTEE  
UNIVERSITY OF SOUTH FLORIDA  
TAMPA, FLORIDA  
June 22, 2017

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

Governor H. Wayne Huizenga, Jr., Chair, convened the meeting of the Board of Governors Facilities Committee meeting at 8:42 a.m., June 22, 2017. The following members were present: Fernando Valverde, Dick Beard, Sydney Kitson, Alan Levine, Wendy Link, Edward Morton and Gary Tyson. Other members present included: Patricia Frost, Tom Kuntz, Ned Lautenbach, Kishane Patel, Pam Stewart, and Norman Tripp.

1. Call to Order

Chair Huizenga called the meeting to order.

2. Minutes of Committee Meetings: Governor Huizenga

Governor Tyson moved that the Committee approve the minutes of the Facilities Committee meeting held March 29, 2017 at Florida A&M University. Governor Link seconded the motion and it passed unanimously.

3. USF Educational Plant Survey

Chair Huizenga called on Mr. Chris Kinsley, Assistant Vice Chancellor for Finance and Facilities, to discuss the USF Educational Plant Survey. Mr. Kinsley noted that this survey (along with Florida Poly) are the first to be considered by the committee that were completed using the Dynamic Capital Planning (the "DCP") Model. The Assistant Vice Chancellor commended both universities, the survey teams and the Board Staff for their efforts. Mr. Kinsley went on to explain that the DCP Model was introduced to analyze the space impact due to online education. The initial theoretical premise was that space could be discounted at the full 100% to account for online education. However, this premise is not accurate as some online students still have need for space on campus. The current idea is that the appropriate discount should be around 80%, but this notion is still under review and will be discussed further. Mr. Kinsley also highlighted that there will be continual tweaks, but overall the new model is working.

Governor Kuntz asked how the University is reconfiguring old space, through proposed renovation projects. Mr. Kinsley responded that USF recognized that in certain categories there is a need for additional space; however, there are some options to repurpose/renovate existing space to fulfill the need, for example in office space. He also noted that there are some logistical challenges with that effort, but with proper planning and reconfiguring the challenge can be resolved. Mr. Kinsley also mentioned that USF has some renovation/reconfiguration projects on the list. Governor Kuntz also raised a concern that online is growing at a faster rate than the Board can project. He then went on to question the level of surety in the results projected today. Mr. Kinsley responded by acknowledging that reviewing the model is a start to accurately addressing this concern and affirmed the Governor that there will be continual enhancements as time progresses. Governor Huizenga added that as a result of these developments, renovation projects may become more attractive than new buildings during the funding analysis. He also mentioned that the DCP Model should be continually analyzed and adjusted as time progresses to reach a fair equilibrium. Governor Beard moved to approve, Governor Link seconded and the motion passed with approval by all members.

#### 4. FL Poly Educational Plant Survey

Mr. Kinsley noted that this was FL Poly's inaugural survey and due to the size of the institution, there was one emanating recommended project, the Applied Research Center which has already received two years of previous funding. However, Mr. Kinsley noted that the University will need an additional building in the future and given that the survey only forecasts for the next five years, the University can elect to request a change to this survey to accommodate the need. Mr. Kinsley also commented that he was pleased with the outcome of this survey using the new DCP Model. Governor Kuntz noted that the University is requesting a third building and posed a question to President Avent, requesting confirmation that over the next five years the Applied Research Center Building would satisfy the short-term needs of the University. President Avent responded favorably and acknowledged that additional space further supports the goals of the University; however, FL Poly is willing to work with the Board Office in the interim. President Avent further noted that the University is distributed across three campuses and logistically this is not ideal. Therefore, the need for office space is material. Governor Huizenga also noted that the Board is working with limited resources and there are constraints, but the Board is open to reviewing this item in the future. Governor Morton asked if student service buildings are taken in consideration, given that FL Poly's campus is so isolated. Mr. Kinsley noted that the survey only evaluates Educational and Grant needs and not student life needs, due to the restriction in the use of PECO funds.

Governor Morton made a motion to approve the Florida Polytechnic University Educational Plant Survey, Governor Tyson seconded the motion, and the item passed unanimously.

5. FIU Housing – Bond Authorization

Chair Huizenga asked Mr. Kinsley to discuss the bond authorization for FIU Parkview II Housing. Mr. Kinsley explained that this was a request to issue bonds not to exceed \$63 million. The total project cost is \$80 million. These would be traditional bonds issued through the Division of Bond Finance to finance 646 beds and 300 adjacent parking spaces on the main campus of FIU. This is Phase II of this project. Mr. Kinsley went on to discuss the strong demand associated with this project and the high projected occupancy rates upon opening. Governor Kuntz asked about the slightly higher projected rental rates. However, Mr. Kinsley noted that once this project opens in fall 2019 the other comparable rental rates would have increased and this proposed rate takes into account future market conditions.

Dr. Ken Jessell, FU's CFO, was invited to the lectern to address further questions from the Committee. After some discussion regarding cash surplus, project cost and the burden of increasing rental rates to students Governor Morton moved to authorize the bond resolution. Governor Beard seconded the motion, and the motion passed unanimously.

6. Other Items

Mr. Kinsley went on to mention that CAFA attended a presentation from Sightlines that speaks to the maintenance needs across the system. Mr. Kinsley anticipates that the Board will benefit from a similar presentation later in the year.

Mr. Kinsley also noted the developments regarding PO&M funding during this legislative cycle. Over the past two years this request was not funded. The Assistant Vice Chancellor went on to mention the implications that this may have on the System and cautioned University Presidents to be poised and prepared for this uncertainty.

7. Concluding Remarks and Adjournment

There being no further business, Chair Huizenga adjourned the meeting at 9:36 a.m., June 22, 2017.

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Chris Kinsley, Assistant Vice Chancellor  
Facilities

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H. Wayne Huizenga, Jr., Chair

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Facilities Committee  
August 31, 2017**

**SUBJECT:** University of West Florida Educational Plant Survey Validation

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**PROPOSED COMMITTEE ACTION**

Review and validate the completed University of West Florida Educational Plant Survey

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Sections 1013.03 and 1013.31, Florida Statutes

**BACKGROUND INFORMATION**

An educational plant survey is required at least once every five (5) years for all public educational entities, including state universities. At the request of UWF, Board staff facilitated and coordinated the Survey Team, and participated with university staff to ensure that all the requirements of section 1013.31, Florida Statutes, were met. In addition to UWF and Board staff, the team included staff from FSU and FAMU. The completed Educational Plant Survey (EPS) Report was approved by the UWF Board of Trustees on June 29, 2017, and is included as a supporting document.

This survey covers the period July 1, 2017 through June 30, 2022.

This EPS is the first to be completed under the new Dynamic Capital Planning (DCP) model for UWF. With regards to the DCP's impact on the Tampa Campus EPS, two observations are noted. The first is that the DCP model had little impact on the base need for space at UWF compared to the old model, which remains the about the same as the 2012 EPS at a little over 800,000 NASF. The second observation is that of UWF's 640,000 NASF of space, 240,000 has been identified by the EPS as Unsatisfactory, with Seven (7) facilities receiving demolition recommendations. Thus, the EPS recommendation is for replacement, rather than renovation of 7 of UWF's academic facilities:

New Construction (Replacement) Facilities:

- 3.1 University Center 50,000 NASF
- 3.2 Global Online ADA Connector - 3,000 GSF of circulation space
- 3.3 Science and Engineering – Research Wing  
38,700 NASF
- 3.4 Multidisciplinary Academic Center 25,000 NASF

Demolition Recommendations:

- 4.1 Bldg. 20 E 9,505 nsf
- 4.2 Bldg. 20 W 5,836 nsf (office)
- 4.3 Sciences Laboratory – Bldg. 58 45,351 nsf
- 4.4 Center on Aging and Clinical Trials – Bldg. 63 1,700 nsf
- 4.5 College of Education and Professional Studies (ERCCD) - Bldg. 77  
12,350 nsf
- 4.6 College of Education and Professional Studies (ERCCD) - Bldg. 78  
9,832 nsf
- 4.7 Outdoor Adventure Center / Bicycle Repair Shop – Bldg. 209  
3,220 nsf

The complete Educational Plant Survey Report, which is in compliance with the requirements of section 1013.31, Florida Statutes, is ready for Board consideration for validation. Once validated by the Board, survey recommended projects may be included on the Capital Improvement Plan, and are eligible for PECO funding.

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**Supporting Documentation Included:** UWF Educational Plant Survey BOT Item

**Facilitators/Presenters:** Mr. Chris Kinsley

**Action Item**

**UWF Board of Trustees Meeting**  
Finance, Facilities and Operations Committee  
May 25, 2017

**Issue/Agenda Recommendation:** FY2016/2017 Educational Plant Survey

**Proposed Action:** Approve

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**Background Information:**

Pursuant to Florida Statute 1013.31, every 5 years, each university conducts an Educational Plant Survey (EPS) to determine space needs by space type necessary for the academic mission, university operations, and accommodating the institutions faculty, staff, and students.

The EPS team provides recommendations of proposed capital improvements once a validation of current satisfactory space and a needs assessment have been completed.

The Board of Trustees must review and approve the EPS prior to President submitting the Survey to the Chancellor of the State University System. The new survey will supersede previous surveys.

**Implementation Plan:** Submit to Board of Governors Chancellor's Office July 1, 2017.

**Fiscal Implications:** None

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**Supporting documents:** 1) Recommendations of Educational Plant Survey (EPS) Team  
2) Analysis of Space needs by Category – Form B

**Prepared by:** Dr. Melinda Bowers, Associate Vice President  
Administration, Facilities and Operations,  
[mbowers@uwf.edu](mailto:mbowers@uwf.edu), 850-474-2007

**Facilitator/Presenter:** Dr. Steve Cunningham, Vice President  
Finance and Administration, [scunningham1@uwf.edu](mailto:scunningham1@uwf.edu),  
850-474-2210

## **RECOMMENDATIONS OF EDUCATIONAL PLANT SURVEY (EPS) TEAM**

### **UNIVERSITY OF WEST FLORIDA**

**Validation Dates:** October 25-27, 2016

**Needs Assessment Dates:** April 4, 2017 and May 3, 2017

**Survey Team Members:** Lori Pinkerton, Team Leader (FSU), Craig Talton (FAMU), Kenneth Ogletree (BOG), Taylor Jones (BOG), Brittany Farrior (BOG) (Validation only)

#### **Site Improvements Recommendations:**

- 1.1 Land Acquisition – This project allows the university to continue purchasing properties surrounding all campuses as identified in the adopted Campus Master Plan
- 1.2 Landscaping and Site Improvements – This is a general recommendation for landscaping and site improvements consistent with the adopted Campus Master Plan.
- 1.3 Utility Infrastructure – This is a general recommendation for items in the categories of chilled water and controls, electrical distributions, storm sewer, sanitary sewer, telecommunications, energy management control systems, irrigation, water distribution, steam equipment and distribution and roads. The project consists of improvements, extensions, modifications, and additions to the major utility systems consistent with the adopted Campus Master Plan.

The following named projects are recommended:

- 1.3a Central Utility Plant Switchgear Replacement

#### **Remodeling/Renovation Recommendations:**

- 2.1 Remodeling/renovation recommendations are in accordance with the net square footage as described in the Form B. Remodeling/renovation recommendations that yield no significant changes to existing space use categories are recommended.
- 2.2 All significant remodeling/renovation projects must be specifically identified. The projects must identify the space categories affected (i.e. from existing space use to proposed space use). Any changes to remodeling/renovation projects that exceed 100% of any space use categories will require a supplemental Survey.

#### *Main Campus*

- 2.2a Field House Fire Code Mitigation

### **New Construction Recommendations:**

New construction recommendations are in accordance with the presented net square footage and as described in the Form B. The following projects are recommended:

#### *Main Campus*

- 3.1 University Center  
50,000 nsf (15,000 study, 15,000 office, 20,000 instr. media)
- 3.2 Global Online ADA Connector  
3,000 gsf (consists of non-assignable circulation space)
- 3.3 Science and Engineering – Research Wing  
38,700 nsf (2,500 study, 30,500 res. lab, 4,200 office, 1,500 instr. media)
- 3.4 Multidisciplinary Academic Center  
25,000 nsf (1,000 study, 15,000 office, 9,000 instr. media)

### **Projects Based on Exception Procedure:**

The Survey Team is not recommending any projects based on the Exception Procedure at this time, but recognizes that based on projects presented there are several new programs awaiting Board of Governors review and approval. Should any of these programs be approved and require additional space, a supplemental survey will be required.

N/A

**Demolition Recommendations:**

Pursuant to Board of Governors' Regulation 9.004, Razing of Buildings, demolition projects beneath the \$1,000,000 threshold do not require an Educational Plant Survey recommendations; however, all reductions in space categories should be appropriately reflected in the Form B.

The following demolitions have been requested and are recommended:

- 4.1 Bldg. 20 E  
9,505 nsf (office)
- 4.2 Bldg. 20 W  
5,836 nsf (office)
- 4.3 Sciences Laboratory – Bldg. 58  
45,351 nsf (20,752 teach. Lab, 882 study, 17,025 res. lab, 6,692 office)
- 4.4 Center on Aging and Clinical Trials – Bldg. 63  
1,700 nsf (office)
- 4.5 College of Education and Professional Studies (ERCCD) - Bldg. 77  
12,350 nsf (1,143 classroom, 1,760 teach. lab, 9,447 office)
- 4.6 College of Education and Professional Studies (ERCCD) - Bldg. 78  
9,832 nsf (2,522 classroom, 2,041 teach. lab, 5,269 office)
- 4.7 Outdoor Adventure Center / Bicycle Repair Shop – Bldg. 209  
3,220 nsf (gym)

**Continuing Survey Recommendations:**

These projects were survey recommended and partially funded through legislative appropriations during the previous survey cycle, however their funding has not yet been completed. This is a recommendation for completing these projects.

- 5.1 Laboratory Sciences Annex

**Special Purpose Center Recommendations:**

- 6.1 N/A

**Standard University-wide Recommendations:**

SR1. Projects for safety corrections are recommended.

SR2. Projects for corrections or modifications necessary to comply with the Americans with Disabilities Act (ADA) are recommended.

SR3. Projects required to repair or replace a building's components are recommended provided that the total cost of the project does not exceed 25% of the replacement cost of the building.

SR4. Expansion, replacement and upgrading of existing utilities/infrastructure systems to support projects identified within this Educational Plant Survey are recommended.

**Notes:**

- A. University is to write recommendation text in accordance with current Educational Plant Survey format criteria.
- B. The Survey Team requires that projects recommended for approval are to be incorporated into the Master Plan update(s).
- C. The Survey Team recommendations to the Board of Governors cannot exceed 100% of space needs met by formula in any of the nine (9) space categories. Any project that exceeds 100% of needs met must be modified to ensure approval by the Survey Team. The 100% threshold options are as follows:
  - 1. Verify space use classification (i.e. Classroom, Teaching Lab, etc.)
  - 2. Reduce square footage in space use categories exceeding 100%
  - 3. Delete a project or the space in a use category that exceeds 100%
  - 4. Substitute with other proposed space use categories within the same project
  - 5. Shift requested project priorities to stay below 100% threshold.
  - 6. Provide a university strategy to support temporary overages.
- D. Supplemental surveys are required if any changes to project scope result in a space category exceeding 100% of formula-driven need.

## ANALYSIS OF SPACE NEEDS BY CATEGORY - FORM B REVISED

University of West Florida  
Main Campus

Net Assignable Square Feet Eligible for Fixed Capital Outlay Budgeting

Revised 03-May-17

Traditional FTE= 5,052

On-Line FTE= 2,824

TOTAL FTE= 7,877

		Class- room**	Teaching Lab**	Study	Research Lab	Office	Audi/ Exhib.**	Instruct. Media	Student Academic Support	Campus Support Gym**	Services	Total NASF
Space Needs by Space Type*: 2021-2022		60,627	75,784	141,777	196,913	236,295	15,157	31,506	0	30,313	42,533	830,905
1) Current Inventory as of: June 30th												
A)	Satisfactory Space	60,307	44,032	110,265	21,478	122,348	5,272	107	0	868	34,681	399,358
B)	Total Unsatisfactory Space	9,978	49,869	2,707	22,210	88,579	19,888	594	0	44,744	995	239,564
	1) Unsatisfactory Space with No Requested Action	4,945	3,957	307	5,185	36,339	-	594	-	-	763	52,090
	2) Unsatisfactory Space to be Renovated/Remodeled	1,368	21,359	945	-	11,949	19,888	-	-	35,499	232	91,240
	3) Unsatisfactory Space to be Terminated	-	-	573	-	1,842	-	-	-	6,025	-	8,440
	4) Unsatisfactory Space to be Demolished	3,665	24,553	882	17,025	38,449	-	-	-	3,220	-	87,794
C)	Total Under Construction	0	0	0	0	4,016	0	0	0	10,228	0	14,244
	University Park Center	0	0	0	0	4,016	0	0	0	10,228	0	14,244
												0
												0
												0
												0
TOTAL CURRENT INVENTORY:		70,285	93,901	112,972	43,688	214,943	25,160	701	0	55,840	35,676	653,166
2) Projects Funded for Construction thru: June 30th												
	Lab Sciences Annex	640	14,300	1,300	9,750	2,880	0	0	0	0	1,444	30,314
												0
												0
												0
												0
Total Funded Construction:		640	14,300	1,300	9,750	2,880	0	0	0	0	1,444	30,314
Plus: Total Planned Demolition		3,665	24,553	882	17,025	38,449	0	0	0	3,220	0	87,794
Net Space Needs		(6,633)	(7,864)	28,960	160,500	58,763	(10,003)	30,805	0	(16,282)	5,413	243,659
Percent of: Current Inventory and Funded Projects Minus Demolition Space Needs		111%	110%	80%	18%	76%	166%	2%	#DIV/0!	174%	87%	72%

(\*\*Online FTE excluded from Classroom, Teaching Lab, Auditorium/Exhibition, and Gymnasium needs.)

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Facilities Committee  
August 31, 2017**

**SUBJECT:** 2017-2018 CITF Project Allocations

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**PROPOSED COMMITTEE ACTION**

Approve the 2017-2018 university CITF project allocations

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; HB 5001 General Appropriations Act

**BACKGROUND INFORMATION**

The 2017 General Appropriations Act included funding of \$45,000,000 for projects to be funded from the Capital Improvement Fee Trust Fund, with proviso specifying that:

*Funds in Specific Appropriation 18 shall be allocated by the Board of Governors to the universities on a pro rata distribution basis in accordance with the Board of Governors Legislative Budget Request for funding from the Capital Improvements Fee Trust Fund, as approved January 26, 2017. Each board of trustees shall report to the Board of Governors the funding it allocates to each specific project.*

Attached is a draft pro rata distribution for Board consideration and the specific project or projects that is being requested by the university at this time.

In some instances, completion of the desired project will require additional funding and has been provided for informational purposes. The Board has not yet determined what amount will be requested during the 2018-2019 LBR cycle.

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**Supporting Documentation Included:** 1. 2017-2018 Capital Improvement Fee Project List

**Facilitators/Presenters:** Mr. Chris Kinsley

STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
2017/2018 CAPITAL IMPROVEMENT FEE PROJECT LIST  
as of August 31, 2017 - Pending Approval

Univ	CITF Project Selection	GAA Pro rata Amount	Project Amount
UF	J. Wayne Reitz Union Auditorium Renovation		2,200,000
	Rebuild of Institute of Black Culture (IBC) and Rebuild of Institute of Hispanic Culture (La Casita)		3,000,000
	J. Wayne Reitz Union Career Resource Center (CRC)		1,973,014
	National Panhellenic Council and Multi-Cultural Greek Council Plots		350,000
		<b>\$7,523,014</b>	<b>\$7,523,014</b>
UFO	UF Online Improvements		170,993
		<b>170,993</b>	<b>\$170,993</b>
FSU	Student Union Replacement - Phase I		4,281,464
		<b>4,281,464</b>	<b>\$4,281,464</b>
FAMU	Student Union Building		1,512,711
		<b>1,512,711</b>	<b>\$1,512,711</b>
USF	USF Tampa - Wellness Center Complex Phase I		3,936,884
	USF Tampa - Smart Parking System		900,000
	USF Tampa - Health Student Union Annex - Phase V		991,907
	USF SP - Environmental & Co-curricular Improvements		472,954
	USF SP - Coquina Hall Student Space Modification		200,000
	USF SM - Co-curricular & Wellness Support Facilities Phase IV		292,137
		<b>6,793,882</b>	<b>\$6,793,882</b>
FAU	Student Union - Expansion/Renovation - Phase II		3,852,480
		<b>3,852,480</b>	<b>\$3,852,480</b>
UWF	B. 960 (Wellness Center) Expansion Phase 1		626,000
	Ed. Research Center for Child Dev. (ERCCD) Classrooms		740,070
		<b>1,366,070</b>	<b>\$1,366,070</b>
UCF	John C. Hitt Library Renovation - Phase I		6,854,569
	John C. Hitt Library Renovation - Phase II		1,710,066
		<b>8,564,635</b>	<b>\$8,564,635</b>
FIU	Graham University Center Expansion - MMC		6,075,636
	Outdoor Recreation Support Building Renovation - BBC		400,000
		<b>6,475,636</b>	<b>\$6,475,636</b>
UNF	Student Assembly Center		2,162,432
		<b>2,162,432</b>	<b>\$2,162,432</b>
FGCU	Student Academic Health & Life Fitness Center - Phase I		1,984,471
		<b>1,984,471</b>	<b>\$1,984,471</b>
FPU	Recreation Building		168,780
		<b>168,780</b>	<b>\$168,780</b>
NCF	Fitness Center Renovation - Phase II		143,433
		<b>143,433</b>	<b>\$143,433</b>
	<b>University CITF Projects Total</b>	<b>45,000,000</b>	<b>45,000,000</b>

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

**Facilities Committee**

August 31, 2017

**SUBJECT:** A Resolution of the Board of Governors approving Florida International University to enter into a sublease for the construction, operation and maintenance of a hotel, conference center and parking on the Modesto Maidique Campus of the Florida International University.

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**PROPOSED COMMITTEE ACTION**

Adoption of a resolution approving of Florida International University ("FIU") entering into a sublease for the construction, operation and maintenance of 150 bed hotel and conference center with the Project owner, Concord Benchmark, LLC ("Owner"). If approved, FIU will enter into a 40-year agreement and sublease with the Owner. The sublease will also require Owner to construct an alumni center on the land which will be owned and operated by FIU. FIU also intends to enter into an agreement with Benchmark Management Company for operation of the hotel and conference center.

Staff of the Board of Governors, State University System of Florida, and the Division of Bond Finance, State Board of Administration of Florida, has reviewed this resolution and all supporting documentation for compliance with Florida law and the Board of Governors' P3 Guidelines. The Project is within the guidelines, however, the demand for the hotel is not solid. FIU and Owner intend to aggressively address demand, and therefore, the staff of the Board of Governors recommends adoption of the resolution and authorization of the proposed project.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Sections 1013.171 and 1010.62, Florida Statutes; and Article IX, Section 7(d), Florida Constitution

**BACKGROUND INFORMATION**

The Florida International University has reviewed a proposal for entry into a sublease for the construction of a hotel and conference center (the "Project") utilizing a Public-Private Partnership arrangement. The proposed project is to be located on the Modesto Maidique Campus ("MMC"), the main campus. The Project will be a 150 bed hotel, approximately 154,000 gross square foot building with amenities such as a pool and restaurant with approximately 300 parking spaces.

The Project cost of \$59.3 million will be financed by the Owner, who is proposing the use of equity in the amount of 40% and a construction loan for 60% of all of the cost of design, development and construction of the Project. The Owner will grant a leasehold mortgage to the lender to secure the loan. The Owner will receive 3.5% of total costs or approximately \$2.3 million as a fee for development services. The Owner will also construct an alumni center on the property at a cost of approximately \$8 million, which will be paid for by FIU. The alumni center will be owned and operated by FIU.

For use of the land, the Owner will pay FIU a base rent of \$210,000 annually, which will escalate by the by 5% every 5 years. FIU will also receive additional payments as part of profit sharing starting at 6%, once the cash return on the Project reaches 10%. The Owner will also be required to reserve 2% of gross revenue, escalating to 4% by year four of operations, for maintenance and repair of the Project.

The Florida International University Board of Trustees, at its June 1, 2017 meeting, approved the Project and the sublease.

Taken as a whole, approval of the Project is recommended by Board staff.

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**Supporting Documentation Included:**

1. Requesting Resolution
2. Project Summary
3. Estimated Sources and  
Uses of Funds
4. Historical and Projected Pledged  
Revenues and Debt Service  
Coverage

**Facilitators/Presenters:** Mr. Chris Kinsley

**A RESOLUTION APPROVING FLORIDA INTERNATIONAL UNIVERSITY TO ENTER INTO A SUBLEASE AND OPERATING AGREEMENT WITH CONCORD BENCHMARK, LLC, AND BENCHMARK MANAGEMENT COMPANY RELATED TO THE CONSTRUCTION, LEASING, FINANCING AND OPERATION OF A 150 BED HOTEL AND CONFERENCE CENTER ON THE MODESTO MAIDIQUE CAMPUS OF THE UNIVERSITY.**

The duly acting and appointed Board of Governors of the State of Florida at a meeting duly held pursuant to notice and a quorum being present do hereby make the following resolutions:

**BE IT RESOLVED:**

**1. Findings.** The Board of Governors hereby finds as follows:

(A) Pursuant to Article IX, Section 7 of the Florida Constitution, the Board of Governors is vested with the power to operate, regulate, control and manage the State University System of Florida. Pursuant to s. 1013.171, Florida Statutes, a university board of trustees may negotiate and enter agreements to lease land under its jurisdiction to corporations registered with the Secretary of State to do business in the state, for the purpose of erecting facilities necessary and desirable to serve the needs and purposes of the university, as determined by the system-wide strategic plan adopted by the Board of Governors.

(B) The Board of Trustees of Florida International University (the "University") has requested approval from the Board of Governors for the University to enter into a Public-Private Partnership arrangement with Concord Benchmark, LLC for the purpose of constructing, operating and maintaining, a 150 bed hotel and conference center with 300 parking spaces to be located on the Modesto Maidique Campus of the University and related improvements ("the Project"). Approval of an operating agreement with Benchmark Management Company for operation of the Project is also requested;

(C) The Project is expected to be financed through a combination of equity and debt from Concord Benchmark, LLC, and its investment partner.

(D) Upon consideration of the Project, the Board of Governors declares

that the Project has been properly analyzed by staffs of the Board of Governors, the University and the Division of Bond Finance and will serve a public purpose by engaging the community with the University activities and providing lodging and conference space for activities related to FIU

(E) The Project is consistent with the master plan of the University.

**2. Approval of the Project.** The Project is approved by the Board of Governors as being consistent with the strategic plan of the University and the programs offered by the University. The University is hereby authorized to enter into such leases, sub-leases, operating agreements and any other contracts as may be required to consummate the Public-Private Partnership.

**3. Repealing Clause.** All resolutions of the Board of Governors or parts thereof, in conflict with the provisions herein contained, to the extent they conflict herewith, are, to the extent of such conflict, hereby superseded and repealed.

**4. Effective Date.** This resolution shall become effective immediately upon its adoption.

PASS AND ADOPTED by the Board of Governors of the State of Florida at a public meeting duly called and held this \_\_\_\_ day of August, 2017.

## **CERTIFICATE OF THE CORPORATE SECRETARY**

The undersigned, Corporate Secretary of the Board of Governors, does hereby certify that the attached resolution relating to the approval of entry of a sublease agreement by Florida International University with Concord Benchmark, LLC for the construction, operation and maintenance of a 150 bed hotel and conference center on Modesto Maidique Campus is a true and accurate copy as adopted by the Board of Governors on August \_\_\_, 2017, and said resolution has not been modified or rescinded and is in full force and effect on the date hereof.

**BOARD OF GOVERNORS OF THE  
STATE UNIVERSITY SYSTEM OF  
FLORIDA**

Dated: \_\_\_\_\_, 2017

By: \_\_\_\_\_  
Corporate Secretary

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Project Summary  
Florida International University  
Hotel, Conference Center, and Associated Parking**

**Project Description:**

The proposed project (the “Project”), is a seven-story, 150 guest room hotel of approximately 154,000 gross square-foot, located on FIU’s main campus, the Modesto Maidique Campus (“MMC”). The Project will be designed to host small conferences and will include associated infrastructure and amenities, such as restaurants, meeting rooms, a pool and fitness center, and 300 parking spaces. The Project (the hotel and conference center) will be financed, designed, and constructed by Concord Benchmark, LLC (“Concord” or “Owner”), and will be operated by the Benchmark Management Company, LLC (the “Operator” or “BMC”). FIU will enter into an operating agreement and a 40-year ground sublease with the Owner to construct and operate the Project. The sublease will also require the Owner to enter into a design-build agreement for the alumni center, adjacent to the hotel. The sublease contains two optional 5-year renewal periods, exercisable by FIU, for operation of the hotel and conference center. The Alumni Center, which will not be financed under this Project, will be a separate building with almost 14,000 gross square foot. A separate ground sublease will be entered into between the FIU Foundation and FIU for the operation of the alumni center. Consent to enter into the agreements and subleases will need to be given by the Board of Trustees for the Internal Improvement Trust Fund.

The Owner retains ownership of the hotel and conference center throughout the term of the 40-year ground sublease, which may be extended for an additional 10 years at FIU’s option. FIU will own the hotel free and clear after the expiration of the 40-year lease.

The Project is included in the master plan of the University, *however, the Project does not support the core mission of the University to educate and graduate students.*

**Project Site Location:**

The Project will be located on MMC. The proposed site is 5.21 acres on the northwest part of campus, along the 8<sup>th</sup> Street boundary.

**Projected Start and Completion Date:**

It is anticipated that construction will commence in March of 2018, and the Project is expected to open in June 2019. The Owner will be responsible for any developmental delays or cost overruns except in the situation where FIU has requested a change.

**Project Cost:**

The total cost of the Project is \$59.3 million, approximately \$300,000 per room. Total hard costs for the hotel and conference center are estimated at \$46.9 million, with planning, equipment and other estimated soft costs of \$12.4 million.

(See estimated Sources and Uses of funds.)

**Financing Structure:**

The Project will be privately financed by the Owner. Based on the submitted pro-forma, the Owner intends to finance the Project using a structure of 40% equity provided by Owner and 60% debt. Owner will receive 3.5% of total costs, or \$2.3 million, as a fee for development services. The 60% debt portion will be in the form of a construction loan, which would be refinanced into permanent debt sometime between 12-24 months after completion. The permanent debt will be financed over thirty years, in compliance with the P3 Guidelines. The Owner is assuming a cost of debt of 4%.

The alumni center will be constructed by Concord at a cost of \$6.8 million. However, it will not be part of the P3 financing, and will not have any associated debt. The FIU Foundation will make a \$5.5 million investment with cash, and the remaining \$1.3 million from donations received by the foundation in support of the FIU Alumni Association.

**Quantitative Demand for Project:**

FIU commissioned two studies to determine the demand for the Project, *but neither study shows strong demand for the Project*. One study conducted by PKF Consulting USA (PKF), concluded in December of 2013, that there was insufficient demand to support the development of a large-scale hotel and conference center at MMC, based on the following:

1. University conference centers do not produce significant or consistent levels of conferencing demand.
2. FIU had no conference planning division.
3. National competition for conferencing is very strong.

4. FIU's distance from beach areas or tourist attractions.
5. Lack of current development in Sweetwater, just north of MMC. Sweetwater was found to be a more attractive location for hotel development due to its close location to amenities.
6. FIU enrollment showed a majority local population with little demand for lodging.
7. The MMC area already had an abundance of hotel types in the vicinity. The PKF study analyzed 17 hotels within 7 miles of the proposed Project site, and noted that 6 more were under construction during the time of the study in 2013.

The study found that 74% of FIU's needs for conference space were already being met on-campus. However, the study did find that a smaller scale hotel with 95 beds, a restaurant and bar could operate successfully in the future.

PKF updated its study in June 2015 and found a slight increase in demand when it focused on demand created by the MMC specifically. PKF surveyed FIU departments to determine demand for lodging and meeting space needs. From this survey PKF found FIU-generated lodging demand of 23,300 rooms per years (versus its estimate of 14,100 rooms per year in the 2013 study). With this updated room demand estimate which equated to a 67% occupancy rate for a 95 room hotel, PKF still points to a gap of 8,000 to 10,400 rooms per year which would need to be filled by external sources to operate at a successful level.

FIU also hired JLL to conduct a market demand study along with financial projections and cost estimates, which was completed in October 2015. The JLL study found sufficient demand for a 150-bed hotel, and believes a smaller hotel would eliminate benefits received from economies of scale. JLL based their findings on current market demand and the trend in the area for increasing lodging demands. JLL's study also assumed that the hotel would be branded and operated by a well-known operator, which tends to increase occupancy. *JLL's study found that by 2020, the hotel would stabilize at 73% occupancy. JLL estimated that with FIU leadership implementing incentive policies to drive demand, the hotel could achieve 75% occupancy, but if the hotel relied solely on the FIU demand, occupancy would only reach 48%.*

JLL did find a gap between the estimated development costs of \$37.2 million versus an estimated market value of \$32.2 million. JLL recommended ways to close the gap including donations to FIU, surface parking over a structured facility, and potential rental income from the Alumni Center.

FIU does not believe there will be a gap, and notes that the PKF assessment did not take into account the impact of having the alumni center co-located with the hotel, and that local hotel occupancies are trending well above the PKF findings. FIU also believes the Owner will address any concerns by increasing FIU demand, as well as marketing to non-FIU business demands. One strategy proposed by the Owner was to form partnerships with local companies to use the hotel conference center for events and trainings. In addition, the Owner intends to build 300 revenue generating surface parking spots, rather than the more expensive 100 space structured garage.

**P3 Justification:**

FIU has chosen to utilize a public-private partnership ("P3") to finance the Project. The primary benefit of a P3 is the transfer of demand risk to the Owner. By using a P3, FIU contends it is able to mitigate risk. In addition, FIU will not be required to manage or maintain the Project, which is outside of its area of expertise. Owner will be required to have funds for operations and maintenance, as the lease will require an annual reserve starting at 2% of gross revenue escalating to 4% by year four of operations.

FIU points to impediments if the university were to pursue the Project without a partner, and would not pursue the hotel and conference center without an outside partner. The partner chosen for hotel operation, BMC, has global experience in management and marketing of independent resorts, hotels, and conference centers.

**Security/Lien Structure:**

Project revenues consist of guest room rates, food and beverage service, and parking. Debt service payments will be made from net Project revenues after payment of operating expenses and other expenses, such as taxes and management fees and base rent payments and profit sharing to FIU. Owner's return on equity (15.0%) is paid last from available net excess cash flow. Non-payment of the base rent and any required profit sharing are considered a default under the lease agreement.

The Owner will have a leasehold interest in the Project, which may provide security for a mortgage. Should the Owner default on any debt associated with the Project, the lender could assume control of the Project, subject to the terms and conditions of the ground sublease

**Taxable Debt:**

A portion of the Project will be financed by the Owner with taxable debt. No tax-exempt debt will be utilized.

**University Support of Project:**

Debt will not be a legal obligation of FIU or a Direct Support Organization. FIU has not pledged its credit towards the Project and is not legally obligated to pay debt service or maintain the Project.

The parties have not made a final decision, however, the agreements provide that Owner may connect to chilled water, potable water, and sanitary sewer utilities and may purchase chilled water, potable water and sewer services from FIU reimbursed at Owner's cost, including capital recovery.

Ten of the 300 Project parking spaces will be reserved for the alumni center. FIU will be responsible for the upkeep for those 10 spaces.

In addition, the Owner intends to provide opportunities for paid student internships, opportunities for jobs for graduates, and coordinate with the university regarding opportunities to expand curricula. Owner will also provide an annually-negotiated discount on rooms for FIU, and negotiate preferential conference center rates when possible. The University anticipates using the ground rent and profit participation revenue to support instructional and research activities and student scholarships.

The average room rates are projected to start at \$152.76/night and rise 3% a year for the first three years, subject to market conditions. FIU has no role in the rate-setting process. The occupancy rate is projected to be 66% in year 1. Stabilization of the Project is projected in year 8 with an occupancy rate of 74.5%.

FIU's police department will be responsible for all law enforcement activity on the Project.

**Return on Investment:** Under a 40-year ground sublease, which may be extended by FIU, FIU will receive an annual payment for rent starting at \$210,000, which will increase by 5% every 5 years. The default terms are still being finalized, however, the failure to pay rent will be a default which, if left uncured, will accumulate a penalty.

In addition to the ground rent, attached chart, and beginning in year one of operations, if the cash-on-cash return of the Project is between 10.0% to 12.5%, then the University would receive 6.0% of profits. If return is between 12.5% to 15.0%, the University would receive 8.0% of profits and if the cash-on-cash return is greater than 15.0% then the University would receive 10.0% of profits. Failure to pay profit sharing will also result in a default if money is owed.

FIU intends to use the funds generated from the Project to support scholarships, strategic hires, and other endeavors, including strategic hiring of new faculty members and recruitment of quality students outside of the South Florida area. The goal is to remain flexible to react to current conditions, but for all of the proceeds to support its academic and research mission. The anticipated return to the University over the first ten years of the project is \$5.2 million. The intent is for the University President and Leadership to direct the funds to their best use on an annual basis during the budget process.

The total site for the Project is 5.21 acres, with 4.60 allocated for the hotel, conference center, and parking. FIU conducted a review of the Project land, comparable sales and other sources, and believes the rent payments will be more than fair market value.

At the end of the 40-year sublease, unless renewed, the Project will revert to FIU. FIU justifies the two five-year renewal terms (exercisable at FIU's option) by the increased profit sharing to the University once outstanding debt is satisfied and by the industry norm of 50 to 99 years for hotel ground leases.

The parties are also negotiating a termination right that will be an option 10 years after the Project opening. The termination right would allow FIU to purchase the Project for a price to be determined by an independent appraisal.

**Analysis and  
Recommendation:**

Staff of the Board of Governors and the Division of Bond Finance has reviewed the information provided by Florida International University with respect to the request for Board of Governors

approval for Project. The Project is obviously not part of the University's core mission to educate students; however, it serves an identified University need and purpose. The University is committed to using the funds strictly for academic enhancements which is part of the core mission. the studies provided did not indicate a market demand for the Project; however there was robust vendor interest in the Project, as well as several hotel projects underway in the study area. Insufficient demand could result in the Owner's inability to operate and maintain the Project. Any failure would be handled by the default provisions of the Owner's loan, and there are provisions in the lease which provide protections for FIU.

The lease term with renewals would create up to a 50-year lease term, but because the renewals are at FIU's option rather than the Owner's, the 40-year limit in the P3 Guidelines is effectively met.

Board staff recommends approval of the Project.

	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>	<u>2028</u>	<u>Total</u>
<b>Total Net Operating Cash Flow of Project</b>	\$ 1,212,082	\$ 819,400	\$ 1,770,520	\$ 2,618,913	\$ 2,812,988	\$ 3,142,546	\$ 3,287,272	\$ 3,464,518	\$ 3,647,079	\$ 4,670,285	
<b>Total Cash-on-Cash Return of Project</b>	5.1%	3.4%	7.4%	11.0%	11.8%	13.2%	13.8%	14.6%	15.3%	19.6%	
<b>FIU Cash Flow Distribution</b>				\$ 157,135	\$ 168,779	\$ 251,404	\$ 262,982	\$ 277,161	\$ 364,708	\$ 467,028	\$ 1,949,197
<b>Hotel Ground Rent to FIU</b>	<u>\$ 122,500</u>	<u>\$ 210,000</u>	<u>\$ 210,000</u>	<u>\$ 210,000</u>	<u>\$ 210,000</u>	<u>\$ 215,250</u>	<u>\$ 220,500</u>	<u>\$ 220,500</u>	<u>\$ 220,500</u>	<u>\$ 220,500</u>	<u>\$ 2,059,750</u>
<b>Total FIU Revenue</b>	\$ 122,500	\$ 210,000	\$ 210,000	\$ 367,135	\$ 378,779	\$ 466,654	\$ 483,482	\$ 497,661	\$ 585,208	\$ 687,528	\$ 4,008,947

STATE OF FLORIDA, BOARD OF GOVERNORS  
FLORIDA INTERNATIONAL UNIVERSITY  
Hotel and Conference Center

Estimated Sources and Uses of Funds

**Sources of Funds**

Taxable Loan	\$ 33,944,654
Equity Contribution	\$ 23,778,000
Net Revenue Towards Financing	\$ 1,723,755
Total Sources of Funds	<u>\$ 59,446,409</u>

**Basis for Amounts**

General Partner equity: \$2,378,000; Limited Partner Equity: \$21,400,000

**Uses of Funds**

Construction & Hard Costs	\$ 46,997,447
Soft Costs	\$ 9,360,153
Financing Costs	\$ 3,088,809
Total Uses of Funds	<u>\$ 59,446,409</u>

Planning, Design, Construction

(Including the Developer fee - \$1,778,579)

Refinance into permanent debt will occur 12 - 24 months after the completion of construction depending on stabilization. The assumed cost of debt is 4%.

BOARD OF GOVERNORS											
STATE UNIVERSITY SYSTEM OF FLORIDA											
FLORIDA INTERNATIONAL UNIVERSITY											
HOTEL AND CONFERENCE CENTER P3											
DEVELOPMENT PERIOD	0	1	2	3	4	5	6	7	8	9	10
DEVELOPMENT YEAR	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
HOTEL OPERATING REVENUE			\$ 7,158,817	\$ 12,742,416	\$ 14,433,485	\$ 15,971,429	\$ 16,945,759	\$ 17,852,463	\$ 18,351,643	\$ 18,902,193	\$ 19,469,259
HOTEL DEPARTMENTAL EXPENSE			\$ (3,348,264)	\$ (6,002,036)	\$ (6,402,814)	\$ (6,636,924)	\$ (6,745,876)	\$ (6,982,682)	\$ (7,181,928)	\$ (7,397,385)	\$ (7,619,307)
HOTEL DEPARTMENTAL INCOME			\$ 3,810,552	\$ 6,740,379	\$ 8,030,670	\$ 9,334,505	\$ 10,199,883	\$ 10,869,781	\$ 11,169,716	\$ 11,504,807	\$ 11,849,952
HOTEL UNDISTRIBUTED OPERATING EXPENSE			\$ (1,712,528)	\$ (3,059,137)	\$ (3,163,479)	\$ (3,360,812)	\$ (3,517,437)	\$ (3,635,843)	\$ (3,744,173)	\$ (3,856,594)	\$ (3,972,390)
HOTEL GROSS OPERATING PROFIT			\$ 2,098,025	\$ 3,681,243	\$ 4,867,191	\$ 5,973,693	\$ 6,682,446	\$ 7,233,939	\$ 7,425,543	\$ 7,648,214	\$ 7,877,562
HOTEL MANAGEMENT FEES			\$ (214,243)	\$ (382,272)	\$ (433,005)	\$ (479,143)	\$ (508,373)	\$ (535,574)	\$ (550,549)	\$ (567,066)	\$ (584,078)
HOTEL INCOME BEFORE NON-OPERATING EXPENSE			\$ 1,883,782	\$ 3,298,970	\$ 4,434,187	\$ 5,494,551	\$ 6,174,074	\$ 6,698,365	\$ 6,874,993	\$ 7,081,148	\$ 7,293,484
HOTEL FIXED CHARGES			\$ (502,348)	\$ (866,936)	\$ (872,876)	\$ (1,036,129)	\$ (1,054,075)	\$ (1,148,440)	\$ (1,171,954)	\$ (1,193,020)	\$ (1,287,659)
HOTEL FF&E RESERVES			\$ (142,829)	\$ (254,848)	\$ (433,005)	\$ (638,857)	\$ (677,830)	\$ (714,099)	\$ (734,066)	\$ (756,088)	\$ (778,770)
HOTEL NET OPERATING INCOME			\$ 1,238,605	\$ 2,177,186	\$ 3,128,307	\$ 3,819,565	\$ 4,442,168	\$ 4,835,826	\$ 4,968,974	\$ 5,132,040	\$ 5,227,055
COMBINED NET OPERATING INCOME			\$ 1,238,605	\$ 2,177,186	\$ 3,128,307	\$ 3,819,565	\$ 4,442,168	\$ 4,835,826	\$ 4,968,974	\$ 5,132,040	\$ 5,227,055
LESS DEBT SERVICE			\$ (26,522)	\$ (1,357,786)	\$ (1,357,786)	\$ (1,357,786)	\$ (1,797,959)	\$ (1,944,684)	\$ (1,944,684)	\$ (1,944,684)	\$ (1,944,684)
NET OPERATING CASH FLOW			\$ 1,212,082	\$ 819,400	\$ 1,770,520	\$ 2,461,779	\$ 2,644,209	\$ 2,891,142	\$ 3,024,290	\$ 3,187,357	\$ 3,282,371
SOURCES AND USES OF FUNDS						\$	\$	\$	\$	\$	\$
DEVELOPMENT COSTS	\$477,106	\$31,415,073	\$25,856,998	\$1,357,786	\$339,447	\$	\$	\$	\$	\$	\$
NET REVENUE TOWARD COSTS						\$	\$	\$	\$	\$	\$
EQUITY	\$477,106	\$23,300,894				\$	\$	\$	\$	\$	\$
DEBT	\$0	\$8,114,178	\$25,856,998	\$1,357,786	\$339,447	\$	\$	\$	\$	\$	\$
CAPITAL EVENTS NET PROCEEDS						\$	\$	\$	\$	\$	\$
HOTEL SALE						\$	\$	\$	\$	\$	\$
TOTAL LEVERED CASH FLOW	\$ (477,106)	\$ (23,300,894)	\$ 1,212,082	\$ 819,400	\$ 1,770,520	\$ 2,461,779	\$ 2,644,209	\$ 2,891,142	\$ 3,024,290	\$ 3,187,357	\$ 3,282,371
RETURN ON COSTS	0.0%	0.0%	2.1%	3.7%	5.3%	6.4%	7.5%	8.1%	8.4%	8.6%	8.8%
CASH-ON-CASH RETURN	0.0%	0.0%	5.1%	3.4%	7.4%	10.4%	11.1%	12.2%	12.7%	13.4%	13.8%
DEBT SERVICE COVERAGE RATIO	0.00x	0.00x	46.7X	1.6X	2.3X	2.8X	2.5X	2.5X	2.6X	2.6X	2.7X

STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS

Facilities Committee

August 31, 2017

**SUBJECT:** A Resolution of the Board of Governors approving Florida International University to enter into a sublease for the construction, operation and maintenance of a hotel, conference center and associated parking on the Modesto Maidique Campus of the Florida International University.

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(Note: The bold and italicized language represents analysis by the Division of Bond Finance that it wishes to emphasize.)

**PROPOSED COMMITTEE ACTION**

Adoption of a resolution approving of Florida International University ("FIU") entering into a sublease for the construction, operation and maintenance of 150 bed hotel and conference center (the "Project") with the Project owner, Concord Benchmark, LLC ("Owner"). If approved, FIU will enter into a 40-year agreement and sublease with the Owner. The sublease will also require Owner to construct an alumni center on the land which will be owned and operated by FIU. FIU also intends to enter into an agreement with Benchmark Management Company for operation of the hotel and conference center.

Staff of the Board of Governors, State University System of Florida, and the Division of Bond Finance, State Board of Administration of Florida, has reviewed this resolution and all supporting documentation for compliance with Florida law and the Board of Governors' P3 Guidelines. The Board of Governors' staff has determined that the Project is within the guidelines, though it does not meet the core mission of the University, and while demand for the hotel is not solid, because of FIU and Owner's intent to aggressively address demand, recommends adoption of the resolution and authorization of the Project. *The Division of Bond Finance has raised issues regarding the conclusions reached in the three market demand studies prepared for the Project and potential problems arising from the physical attachment of the University's alumni center to the hotel, which are outlined in more detail in the Project Summary attached hereto.*

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Sections 1013.171 and 1010.62, Florida Statutes; and Article IX, Section 7(d), Florida Constitution

### **BACKGROUND INFORMATION**

The Florida International University has reviewed a proposal for entry into a sublease for the construction of a hotel and conference center (the "Project") utilizing a Public-Private Partnership arrangement. The proposed project is to be located on the Modesto Maidique Campus, the main campus. The Project will be a 150 bed hotel, approximately 154,000 gross square foot building with amenities such as a pool and restaurant with approximately 300 parking spaces.

The Project cost of \$59.3 million will be financed by the Owner, who is proposing the use of equity in the amount of 40% and a construction loan for 60% of all of the cost of design, development and construction of the Project. The Owner will grant a leasehold mortgage to the lender to secure the loan. The Owner will receive a development fee of 3.5% of total costs or approximately \$2.3 million. The Owner will also construct an alumni center on the property at a cost of approximately \$8 million, which will be paid for by FIU. The alumni center will be owned and operated by FIU.

For use of the land, the Owner will pay FIU a base rent of \$210,000 annually, which will escalate by 5% every 5 years. FIU will also receive additional payments as part of profit sharing starting at 6%, once the cash return on the Project reaches 10%. The Owner will be required to reserve 2% of gross revenue, escalating to 4% by year four of operations, for maintenance and repair of the Project.

The Florida International University Board of Trustees, at its June 1, 2017 meeting, approved the Project and the sublease.

*The Division of Bond Finance has raised issues regarding the conclusions reached in the three market demand studies prepared for the Project and potential problems arising from the physical attachment of the University's alumni center to the hotel, which are outlined in more detail in the Project Summary attached hereto.*

*Taken as a whole, approval of the Project is recommended by Board staff.*

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**Supporting Documentation Included:**

1. Requesting Resolution
2. Project Summary
3. Estimated Sources and  
Uses of Funds
4. Historical and Projected Pledged  
Revenues and Debt Service  
Coverage

**Facilitators/Presenters:** Mr. Chris Kinsley

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Project Summary  
Florida International University  
Hotel, Conference Center, and Associated Parking**

*(Note: The bold and italicized language represents analysis by the Division of Bond Finance that it wishes to emphasize.)*

**Project Description:**

The proposed project (the "Project"), is a seven-story, 150 guest room hotel of approximately 154,000 gross square-foot, located on FIU's main campus, the Modesto Maidique Campus ("MMC"). The Project will be designed to host small conferences and will include associated infrastructure and amenities, such as restaurants, meeting rooms, a pool and fitness center, and 300 parking spaces. The Project (the hotel and conference center) will be financed, designed, and constructed by Concord Benchmark, LLC ("Concord" or "Owner"), and will be operated by the Benchmark Management Company, LLC (the "Operator" or "BMC"). FIU will enter into an operating agreement and a 40-year ground sublease with the Owner to construct and operate the Project. The sublease will also require the Owner to enter into a design-build agreement for the alumni center, adjacent to the hotel. The sublease contains two optional 5-year renewal periods, exercisable by FIU, for operation of the hotel and conference center. The Alumni Center, which will not be financed under this Project, will be a separate building with almost 14,000 gross square foot. A separate ground sublease will be entered into between the FIU Foundation and FIU for the operation of the alumni center. Consent to enter into the agreements and subleases will need to be given by the Board of Trustees for the Internal Improvement Trust Fund.

The Owner retains ownership of the hotel and conference center throughout the term of the 40-year ground sublease, which may be extended for an additional 10 years at FIU's option. FIU will own the hotel free and clear after the expiration of the 40-year lease. However, after 40 years, the Project may be obsolete or worthless and be a liability for FIU.

The Project is included in the master plan of the University, *however, the Project does not support the core mission of the University to educate and graduate students.*

<b>Project Site Location:</b>	The Project will be located on FIU's main campus. The proposed site is 5.21 acres on the northwest part of campus, along the 8 <sup>th</sup> Street boundary.
<b>Projected Start and Completion Date:</b>	It is anticipated that construction will commence in March of 2018, and the Project is expected to open in June 2019. The Owner will be responsible for any developmental delays or cost overruns except in the situation where FIU has requested a change.
<b>Project Cost:</b>	<p><i>The total cost of the Project is \$59.3 million, approximately \$300,000 per room.</i> Total hard costs for the hotel and conference center are estimated at \$46.9 million, with planning, equipment and other estimated soft costs of \$12.4 million.</p> <p>(See estimated Sources and Uses of funds.)</p>
<b>Financing Structure:</b>	<p><i>The Project will be privately financed by the Owner.</i> Based on the submitted pro-forma, the Owner intends to finance the Project using a structure of 40% equity provided by Owner and 60% debt. <i>The Owner will receive a development fee of 3.5% of total costs or an estimated \$2.3 million.</i> The 60% debt portion will be in the form of a construction loan, which would be refinanced into permanent debt sometime between 12-24 months after completion. The permanent debt will be financed over thirty years, in compliance with the P3 Guidelines. The Owner is assuming a cost of debt of 4%.</p> <p><i>The alumni center will be constructed by Concord at a cost of \$6.8 million.</i> However, it will not be part of the P3 financing, and will not have any associated debt. The FIU Foundation will make a \$5.5 million investment with cash, and the remaining \$1.3 million from donations received by the foundation in support of the FIU Alumni Association.</p>
<b>Feasibility Studies:</b>	<p><i>FIU commissioned three studies to determine the demand for the Project, but none of the studies show strong demand for the Project.</i> One study conducted by PKF Consulting USA (PKF), concluded in December of 2013, that there was <i>insufficient demand to support the development of a large-scale hotel and conference center at MMC</i>, based on the following:</p>

1. *University conference centers do not produce significant or consistent levels of conferencing demand.*
2. *FIU had no conference planning division.*
3. *National competition for conferencing is very strong.*
4. *FIU's distance from beach areas or tourist attractions.*
5. *Lack of current development in Sweetwater, just north of MMC. Sweetwater was found to be a more attractive location for hotel development due to its close location to amenities.*
6. *FIU enrollment showed a majority local population with little demand for lodging.*
7. *The MMC area already had an abundance of hotel types in the vicinity. The PKF study analyzed 17 hotels within 7 miles of the proposed Project site, and noted that 6 more were under construction during the time of the study in 2013.*

*The study found that 74% of FIU's needs for conference space were already being met on-campus.* However, the study did find that a smaller scale hotel with 95 beds, a restaurant and bar could operate successfully in the future.

*PKF updated its study in June 2015 and found an increase in demand when it focused on demand created by the MMC specifically. PKF surveyed FIU departments to determine demand for lodging and meeting space needs. From this survey PKF found FIU-generated lodging demand of 23,300 rooms per years (versus its estimate of 14,100 rooms per year in the 2013 study). With this updated room demand estimate which equated to a 67% occupancy rate for a 95 room hotel, PKF still points to a gap of 8,000 to 10,400 rooms per year which would need to be filled by external sources to operate at a successful level.*

*FIU also hired JLL to conduct a market demand study along with financial projections and cost estimates, which was completed in October 2015. The JLL study found sufficient demand for a 150-bed hotel, and believes a smaller hotel would eliminate benefits received from economies of scale. JLL based their findings on current market demand and the trend in the area for increasing lodging demands. JLL's study also assumed that the hotel would be branded and operated by a well-known operator, which tends to increase occupancy. JLL's study indicates that by 2020, the hotel would stabilize at 73% occupancy. JLL estimated that with FIU leadership implementing incentive policies to drive demand, the hotel could achieve 75% occupancy, but if the hotel relied solely on the FIU*

*demand, occupancy would only reach 48%. This places a demand on FIU to create executive programs to ensure the success of the project.*

*JLL did find a gap between the estimated development costs of \$37.2 million versus an estimated market value of \$23.2 million. JLL recommended ways to close the gap including donations to FIU, surface parking over a structured facility, and potential rental income from the Alumni Center.*

FIU does not believe there will be a gap, and notes that the PKF assessment did not take into account the impact of having the alumni center co-located with the hotel, and that local hotel occupancies are trending well above the PKF findings. FIU also believes the Owner will address any concerns by increasing FIU demand, as well as marketing to non-FIU business demands. One strategy proposed by the Owner was to form partnerships with local companies to use the hotel conference center for events and trainings. In addition, the Owner intends to build 300 revenue generating surface parking spots, rather than the more expensive 100 space structured garage.

**P3 Justification:**

FIU has chosen to utilize a public-private partnership ("P3") to finance the Project. *The primary benefit of a P3 is the transfer of demand risk to the Owner.* By using a P3, FIU contends it is able to mitigate risk. In addition, FIU will not be required to manage or maintain the Project, which is outside of its area of expertise. Owner will be required to have funds for operations and maintenance, as the lease will require an annual reserve starting at 2% of gross revenue escalating to 4% by year four of operations.

FIU points to impediments if the university were to pursue the Project without a partner, and would not pursue the hotel and conference center without an outside partner. The partner chosen for hotel operation, BMC, has global experience in management and marketing of independent resorts, hotels, and conference centers.

**Security/Lien Structure:**

Project revenues consist of guest room rates, food and beverage service, and parking. Debt service payments will be made from net Project revenues after payment of operating expenses and other expenses, such as taxes and management fees and base rent payments and profit sharing to FIU. Owner's return on equity (15.0%) is paid last from available net excess cash flow. Non-

payment of the base rent and any required profit sharing are considered a default under the lease agreement.

The Owner will have a leasehold interest in the Project, which may provide security for a mortgage. Should the Owner default on any debt associated with the Project, the lender could assume control of the Project, subject to the terms and conditions of the ground sublease. *Foreclosure or repossession of the leasehold interest may prove problematic for FIU, particularly with the alumni center attached.*

**Taxable Debt:**

A portion of the Project will be financed by the Owner with taxable debt. No tax-exempt debt will be utilized.

**University Support of Project:**

*Debt will not be a legal obligation of FIU or a Direct Support Organization.* FIU has not pledged its credit towards the Project and is not legally obligated to pay debt service or maintain the Project. However, the University has stated they view the Project as a partnership, and *if the Project does not meet projections, the university may be pressured to provide financial assistance. Because of location of the Project and the integration of the alumni center and associated parking with the Project, the Project may be considered in FIU's debt profile by the rating agencies.*

The parties have not made a final decision, however, the agreements provide that *Owner may connect to chilled water, potable water, and sanitary sewer utilities and may purchase chilled water, potable water and sewer services from FIU* reimbursed at Owner's cost, including capital recovery.

Ten of the 300 Project parking spaces will be reserved for the alumni center. FIU will be responsible for the upkeep for those 10 spaces.

In addition, the Owner intends to provide opportunities for paid student internships, opportunities for jobs for graduates, and coordinate with the university regarding opportunities to expand curricula. Owner will also provide an annually-negotiated discount on rooms for FIU, and negotiate preferential conference center rates when possible. The University anticipates using the ground rent and profit participation revenue to support instructional and research activities and student scholarships.

*The average room rates are projected to start at \$152.76/night and rise 3% a year for the first three years, subject to market conditions. FIU has no role in the rate-setting process. The occupancy rate is projected to be 66% in year 1. Stabilization of the Project is projected in year 8 with an occupancy rate of 74.5%.*

*FIU's police department will be responsible for law enforcement and security on the Project. The University's business services personnel will also be used to monitor hotel operations and services.*

**Return on Investment:** Under a 40-year ground sublease, which may be extended by FIU, FIU will receive an annual payment for rent starting at \$210,000, which will increase by 5% every 5 years. The default terms are still being finalized, however, the failure to pay rent will be a default which, if left uncured, will accumulate a penalty.

*If the Project is successful, the University is entitled to a share of the profits.* In addition to the ground rent, attached chart, and beginning in year one of operations, if the cash-on-cash return of the Project is between 10.0% to 12.5%, then the University would receive 6.0% of profits. If return is between 12.5% to 15.0%, the University would receive 8.0% of profits and if the cash-on-cash return is greater than 15.0% then the University would receive 10.0% of profits. Failure to pay profit sharing will also result in a default if money is owed.

*FIU intends to use the funds generated from the Project to support scholarships, strategic hires, and other endeavors, including strategic hiring of new faculty members and recruitment of quality students outside of the South Florida area. The goal is to remain flexible to react to current conditions, but for all of the proceeds to support its academic and research mission. The anticipated return to the University over the first ten years of the project is \$5.2 million. The intent is for the University President and Leadership to direct the funds to their best use on an annual basis during the budget process.*

The total site for the Project is 5.21 acres, with 4.60 allocated for the hotel, conference center, and parking. FIU conducted a review of the Project land, comparable sales and other sources, and believes the rent payments will be more than fair market value.

*At the end of the 40-year sublease, unless renewed, the Project will revert to FIU. FIU justifies the two five-year renewal terms (exercisable at FIU's option) by the increased profit sharing to the University once outstanding debt is satisfied and by the industry norm of 50 to 99 years for hotel ground leases. At the end of 40 years the hotel may be worthless or obsolete and a liability for FIU. Demolition and removal may be problematic since the alumni center is attached to the hotel.*

*The parties are also negotiating a termination right that will be an option 10 years after the Project opening. The termination right would allow FIU to purchase the Project for a price to be determined by an independent appraisal.*

**Analysis and  
Recommendation:**

Staff of the Board of Governors and the Division of Bond Finance has reviewed the information provided by Florida International University with respect to the request for Board of Governors approval for Project. *The Project is not part of the University's core mission to educate students;* however, it serves an identified University need and purpose. The University is committed to using the funds strictly for academic enhancements which is part of the core mission. *The three studies provided did not indicate strong/sufficient demand for the Project;* however there was robust vendor interest in the Project, as well as several hotel projects underway in the study area. *Insufficient demand could result in the Owner's inability to operate and maintain the Project. If the Project does not meet projections, FIU may be pressured to provide financial assistance.* Any failure would be handled by the default provisions of the Owner's loan, and there are provisions in the lease which provide protections for FIU. However, *foreclosure or repossession of the leasehold interest may prove problematic for FIU, particularly with the alumni center attached.*

The lease term with renewals would create up to a 50-year lease term, but because the renewals are at FIU's option rather than the Owner's, the 40-year limit in the P3 Guidelines is effectively met. *At the end of the lease, the Project reverts to FIU but it may be obsolete or worthless and a liability for the University.*

*Board staff recommends approval of the Project.*

*DBF has several concerns about the Project outlined below. The three market studies do not seem to support demand for the size and scope of the Project.* The 2013 PKF market demand study concluded that there was not sufficient existing demand to support development of a hotel and conference center at FIU. The 2015 PKF market study update found somewhat higher demand for lodging demand and meetings that would potentially support a 95-room hotel with 3800 square of meeting space at FIU. The final 2015 JLL market study, which focused primarily on financial projections, indicated that the estimated cost of \$37.2 million exceeded the projected market value of \$23.2 million but that steps could be taken to resolve the gap. In any case, the JLL market study noted weakness/threats of limited demand (other than FIU), potential new lodging supply pressuring occupancy rates and increasing construction costs. Lastly, the JLL demand study suggests a 150-room hotel is “appropriate” because a smaller hotel would reduce economies of scale and increase room rates.

*The Project is essentially a commercial venture unrelated to the University’s core mission of student education. Although unrelated to student education or services, the Project will utilize FIU resources and personnel, including 5 acres of land that is part of or adjacent to the core campus. The Project will combine the hotel with university facilities (the alumni center and meeting space) which could potentially put pressure on FIU to provide financial assistance if projections are not met and/or cause the debt to be included in FIU’s debt profile. Currently, the need for lodging and conference/meeting space is accommodated by on-campus meeting spaces or off-campus private sector alternatives available in the area.*

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

**Facilities Committee**

August 31, 2017

**SUBJECT:** A Resolution of the Board of Governors approving the issuance of debt by the University of Central Florida Finance Corporation on behalf of the University of Central Florida to refinance the outstanding Capital Improvement Revenue Bonds, Series 2007

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**PROPOSED COMMITTEE ACTION**

Adoption of a resolution approving the issuance of a bank loan, by the University of Central Florida Finance Corporation (the "Finance Corporation") on behalf of the University of Central Florida (the "University"), in an amount not to exceed \$64,000,000 (the "Debt") to refinance the outstanding capital improvement revenue bonds and terminate the existing swap rate agreement associated with these bonds.

Staff of the Board of Governors, State University System of Florida, and the Division of Bond Finance has reviewed this resolution and all supporting documentation. Based upon this review, it appears that the proposed Financing Plan is in compliance with Florida Statutes governing the issuance of university debt and complies with the Debt Management Guidelines adopted by the Board of Governors. Accordingly, staff of the Board of Governors recommends adoption of the resolution and authorization of the proposed refinancing.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Florida Board of Governors Debt Management Guidelines; Section 1010.62(3), Florida Statutes; and Article IX, Section 7, Florida Constitution.

**BACKGROUND INFORMATION**

In 2007, The Board of Governors approved the issuance of variable-rate, tax-exempt revenue bonds in an amount not exceeding \$60 million for the purpose of partially financing the construction of the Burnett Biomedical Sciences (the "BBS") Building. The bonds were issued using an interest rate swap agreement to create a synthetic fixed rate on the debt and secured by a lien on the indirect overhead cost portion of the University contract and grant revenues. As the result of increasing letter of credit fees, the University currently has an increased debt service payment of approximately \$4.7 million, which the proposed new loan payment would drop to approximately \$4 million over the next seven – ten years.

Universities have been authorized by the Board to engage in refundings for debt service savings without specific Board of Governors approval. However, in this instance, the University is seeking to increase debt and refinance the existing bonds (which are complex in nature) and the Board is required to review this transaction compared to the current financing.

The debt will be secured by a lien of the indirect overhead cost portion of the University contract and grants revenues ("Pledged Revenues"). The Pledged Revenues are derived from contracts and grants related to University research activities. The University indirect cost revenues are a gross pledge and the payment of debt service will be paid prior to any other payments.

Without the benefit of the projected refunding savings, the University would continue to pay a higher annual debt service payment, and increasing associated costs of the existing bonds.

The University's Board of Trustees approved the Project and the financing thereof at its July 20, 2017 meeting. The Finance Corporation Board approved the Project and the financing thereof at its July 20, 2017 meeting.

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**Supporting Documentation Included:**

1. Requesting Resolution
2. Project Summary
3. Estimated Sources and Uses of Funds
4. Historical and Projected Pledged Revenues and Debt Service Coverage

**Facilitators/Presenters:** Mr. Chris Kinsley

**A RESOLUTION AUTHORIZING THE REFINANCING  
OF OUTSTANDING CAPITAL IMPROVEMENT  
BONDS, SERIES 2007, BY THE UNIVERSITY OF  
CENTRAL FLORIDA FINANCE CORPORATION, A  
UNIVERSITY DIRECT SUPPORT ORGANIZATION, IN  
AN AMOUNT NOT TO EXCEED \$64,000,000; AND  
PROVIDING AN EFFECTIVE DATE.**

The duly acting and appointed Board of Governors of the State of Florida at a meeting duly held pursuant to notice and a quorum being present do hereby make the following resolutions:

**BE IT RESOLVED:**

**1. Findings.** The Board of Governors hereby finds as follows:

(A) Pursuant to Article IX, Section 7 of the Florida Constitution, the Board of Governors is vested with the power to operate, regulate, control and manage the State University System of Florida. The Board of Governors is further vested with the authority to approve the issuance of debt by a direct support organization pursuant to Section 1010.62(3), Florida Statutes.

(B) The University of Central Florida Finance Corporation (the "Corporation") was incorporated by the University of Central Florida Board of Trustees (the "University Board") to provide direct support to the University of Central Florida (the "University") and designated as a "University Direct Support Organization" by the University Board pursuant to Section 1004.28, Florida Statutes.

(C) The University Board has requested approval from the Board of Governors for the Corporation to issue debt, in an amount not to exceed \$64,000,000 (the "Debt") for the purposes of refinancing the outstanding 2007 Capital Improvement Revenue Bonds (the "Outstanding Bonds") and paying a swap termination fee relating to the Outstanding Bonds (collectively, the "Financing Plan").

(D) Upon consideration of the Financing Plan, the Board of Governors further finds that the issuance of the Debt is for a purpose that is consistent with the mission of the University; is structured in a manner appropriate for the prudent financial management of the University; is secured by revenues adequate to provide for all debt service payments; has been properly analyzed by the staffs of the Board of Governors and the Division of Bond Finance; and is consistent with the Board of

## Governors' Debt Management Guidelines.

(E) The Board of Governors declares that the Financing Plan will serve a public purpose by refinancing the Outstanding Bonds at a lower interest rate for the next seven to ten years subject to the understanding that at the end of the reset period, a new interest rate will be determined, which could be higher or lower, with no guarantee of overall interest rate savings as a result of the refinancing. The refunding of the 2007 Bonds is in the best interest of the University because termination of the swap agreement will eliminate the requirement to maintain the existing letter of credit facility. The cost of the letter of credit facility has risen from 24 basis points to 175 basis points, and there is no cap on the fee associated with the letter of credit facility.

**2. Approval of the Financing Plan.** The Financing Plan is approved by the Board of Governors as being consistent with the strategic plan of the University and the programs offered by the University.

**3. Approval of the Debt.** The Board of Governors hereby approves issuance of the Debt by the Finance Corporation for the purposes described herein, in an amount not to exceed \$64,000,000. The refunding will be financed with a bank loan between the Corporation and a bank. The maturity on the proposed loan will not be extended beyond the term of the outstanding debt. The Financing Plan will be structured as a 20 year amortizing loan, with an interest rate reset or put option after seven or ten years. The proceeds of the Loan will be used to: (i) refinance the existing bonds, (ii) pay the swap termination fee and (iii) pay any cost associated with issuing the Debt. The Debt will be secured by a lien of the indirect overhead cost portion of the University contract and grants revenues and may additionally be secured by other revenues that are determined to be necessary and legally available. The Debt will be privately placed.

**4. Compliance.** The University Board will comply, and will require the University and the Finance Corporation to comply, with the following:

(A) All federal tax law requirements upon advice of bond counsel or the Division as evidenced by a "Certificate as to Tax, Arbitrage and Other Matters" or similar certificate to be executed by the University Board prior to the issuance of the Debt.

(B) All covenants and other legal requirements relating to the Debt.

**5. Repealing Clause.** All resolutions of the Board of Governors or parts thereof, in conflict with the provisions herein contained, to the extent they conflict herewith, are, to the extent of such conflict, hereby superseded and repealed.

**6. Authorization of Further Actions Consistent Herewith.** The members of the Board of Governors, attorneys, or other agents or employees of the Board of Governors are hereby authorized and directed to do all acts and things required of them by this resolution or desirable or consistent with the requirements hereof, to assure the full, punctual and complete performance of all the terms, covenants and agreements contained in the Debt and this resolution; including execution of such documents, certificates, contracts and legal opinions and other material delivered in connection with the financing of the Financing Plan for use by the University, the issuance of the Debt or as necessary to preserve the exemption from the taxation of interest on any of the Debt which are tax-exempt, in such form and content as the Chair, Vice Chair or authorized officers executing the same deem necessary, desirable or appropriate.

**7. Effective Date.** This resolution shall become effective August 31, 2017.

Adopted this 31<sup>st</sup> day of August, 2017

## **CERTIFICATE OF THE CORPORATE SECRETARY**

The undersigned, Corporate Secretary of the Board of Governors, does hereby certify that the attached resolution relating to the issuance of Debt by the Financing Corporation is a true and accurate copy as adopted by the Board of Governors on August 31, 2017, and said resolution has not been modified or rescinded and is in full force and effect on the date hereof.

**BOARD OF GOVERNORS OF THE  
STATE UNIVERSITY SYSTEM OF  
FLORIDA**

Dated: \_\_\_\_\_, 2017

By: \_\_\_\_\_  
Corporate Secretary

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Project Summary  
University of Central Florida  
Refinancing of Burnett Biomedical Sciences Building**

**Background:**

In 2007, the Board of Governors approved the issuance of variable-rate, tax-exempt revenue bonds in an amount not exceeding \$60 million for the purpose of partially financing the construction of the Burnett Biomedical Sciences (the “BBS”) Building. The BBS Building is a 198,000 square foot building on the University of Central Florida (the “University”) Health Sciences Campus at Lake Nona in southeast Orlando. This multi-story building contains research laboratories, specialty laboratories, administration offices and laboratory support. The BBS Building was funded through PECO funds (\$22 million), private donations (\$10 million), the Courtelis Matching Fund (\$10 million) and tax-exempt bonds (\$60 million) (the “2007 Bonds”) issued by the UCF Health Facilities Corporation (now the University of Central Florida Finance Corporation, the “Corporation”).

The 2007 Bonds were issued as variable rate debt with an interest rate swap agreement to create a synthetic fixed rate on the debt. The bonds are secured by a lien on the indirect overhead cost portion of the University contract and grant revenues. Although the University would have preferred a traditional fixed rate financing option, the variable rate finance structure was chosen because the Pledged Revenues represented a new credit and the University was unable to obtain bond insurance at a reasonable price.

During the time of initial financing, the University projected that debt service would not exceed \$4 million annually assuming an interest rate of 4.25%, based on an interest rate swap agreement, used to mitigate risk. The swap agreement was executed prior to the downturn of the economy when rates were increasing and was entered into with Fifth Third bank at a rate of 4.376%.

In an effort to further assess risk, the University initially stress tested the probability of rates declining 100 basis points to 3.25%, which would have generated a swap termination fee of approximately \$6.7 million. The current market swap rate is 1.92% (233 basis points lower than projected) which has now resulted in a swap termination fee of approximately \$13 million (as of June 2017).

The swap agreement was secured by a Letter of Credit ("LOC"), also issued by Fifth Third Bank. The LOC fee for the first ten years was set at 24 basis points; however, the LOC recently renewed for another three years at a fee equal to 175 basis points, with no indication from the bank or guarantee that the LOC fee will not increase further. Due to the increase in LOC fees, the overall interest rate on the bonds has effectively increased to 6.30%, with annual debt service expenses increasing from approximately \$4 million to approximately \$4.5-\$4.7 million for the next 10 years, with a slight decline annually until maturity in 2037 (assuming no further increase in fees).

Given the current market conditions and increasing LOC fees, the University is seeking to reduce costs, lower market risk and interest risk exposure, and lower debt service. As a result, the University is requesting authorization to refund the existing revenue bonds and refinance the debt through a 20-year bank loan with an interest rate reset after either seven or ten years.

The Debt Management Guidelines of the Board of Governors generally do not require the approval of the Board of Governors for refundings for debt service savings. However, given that the University is seeking to increase debt by approximately \$13 million to terminate a swap agreement in connection with the refinancing of the variable rate 2007 Bonds (which are complex in nature), the Board is required to review this transaction compared to the current financing. It is anticipated that the proposed refinancing will provide debt service savings and eliminate associated bond costs (bond remarketing, bank trustee, surveillance rating, swap fees and LOC costs) during the initial fixed rate term; however, because of the interest rate reset in either seven or ten years, there is no guarantee that the refinancing will result in an overall interest rate savings over the remaining term of the debt.

**Description of  
the Refinancing:**

The University is requesting authorization from the Board of Governors to refund the outstanding \$49.825 million variable rate 2007 Bonds through a bank loan which will be at a fixed rate for the first seven or ten years. As part of the refinancing, the issuance of additional debt will be necessary to finance the payment of the approximately \$13 million swap termination fee relating to the 2007 Bonds.

The proposed bank loan will be issued in an amount not exceeding \$64 million to refund the outstanding 2007 Bonds, fund the swap termination fee, and associated costs of issuance of the debt (the "Project").

**Approvals:**

The University Board of Trustees (the "BOT") approved the Project on July 20, 2017; the Corporation Board approved the proposed financing terms of the Project on July 20, 2017.

**Quantitative  
Demand Analysis:**

The purpose of the BBS building is to provide educational and research facilities for the UCF College of Medicine (the "COM") and College of Biomedical Sciences. As a part of the COM, the BBS Building serves as an anchor to the Lake Nona Medical Center, University of Florida School of Pharmacy (Orlando campus) and the Sanford Burnham Prebys Medical Discovery Institute.

The BBS building houses a total of 225 employees (as of June 2017) divided between research-intensive faculty with labs and office space, PhD and MS graduate students in the UCF Biomedical Sciences Graduate Program, Burnett School undergraduate students doing independent research studies and the staff who support the research and training activities. Approximately 50% of all of the thesis graduate students in the UCF-wide Biomedical Sciences Graduate Program are being trained in labs in the BBS building.

The BBS building supports a research intensive culture. In FY17, there were 98 applications submitted by 33 BBS researchers requesting \$77 million in extramural support. Currently, there are 39 extramural research awards that provide \$7.4 million in support for researchers in the BBS building - 96% of the FY17 research dollars in the BBS building are awarded to Burnett School faculty.

The main research efforts in the BBS building are focused on: Cancer, Infectious Disease, Neurosciences, Cardiovascular Diseases, Biomedical Engineering, and Public Health. Some of the high profile research programs include: Crohn's Disease, Zika Virus Immunity, Neuroscience Movement Disorders, Mosquito Research Colony, Clinical and Translational Research Core, Animal Imaging Core, Merit Awardee and Biosafety Level 3 Labs.

**Study of Private Sector  
Alternatives:**

The proposed debt issuance is for the purpose of refinancing an existing building; therefore, private sector alternatives were not included as a part of this review.

**Project Cost and  
Financing Structure:**

The Project will be financed with a not to exceed \$64 million bank loan between the Corporation and a bank, which will be selected competitively. Selection is tentatively scheduled during the week of August 11<sup>th</sup>. The maturity date of the proposed loan will not be extended beyond the term of the outstanding debt.

The proposed financing will be structured as a 20 year amortizing loan, with an interest rate reset or put option after seven or ten years. The Project assumes an overall level net debt service structure with semi-annual payments starting in January 2018 through July 2037. If the initial interest rate period is seven years, the estimated interest rate is 2.55%. If the initial interest rate period is ten years, the estimated interest rate is 3.00%. However, it should be noted that the proposed refinancing will increase the existing debt due to the required swap termination payment of approximately \$12.7 million. After the initial seven or ten year interest rate period, it is currently unknown what interest rate the Corporation will need to pay for the remaining thirteen or ten year period of the loan.

(See Estimated Sources and Uses of Funds)

**Security/Lien Structure:**

The debt will be secured by a lien on the indirect overhead cost portion of the University contract and grants revenues ("Pledged Revenues"). The pledge of the Pledged Revenues is a gross pledge, meaning that payment of debt service will be paid prior to any other payments from the Pledged Revenues. The Pledged Revenues are derived from contracts and grants related to University research activities.

**Pledged Revenues and  
Net Debt Coverage:**

During the historical five-year period (2012-2016), Pledged Revenues dropped from \$20.1 million to \$18.2 million, resulting in corresponding gross debt service coverages decreasing from 5.34x in 2012 to 4.91x in 2016. Future gross debt service coverage is projected to be in the 5-6x range.

During the same period, net debt service coverages, after including operations and maintenance expenses, decreased from 1.03x in 2012 to 0.80x in 2016. In 2013, debt service coverage fell to 0.42x due to increased expenditures in Services, Supplies and Utilities. This line item grew from \$8.03 million (in 2012) to \$11.2 million (in 2013).

Based on projections, the University expects that Pledged Revenues will grow from \$20.2 million (in 2017) to \$24.6 million (in 2021). Net coverage ratios are expected to improve to 1.36x in 2020; rising from an all-time low of 0.24x in 2017.

The projected debt service for the Project has been calculated using an interest rate of 2.55% for the first seven years of the loan, with annual debt service at approximately \$4 million. The University has also presented estimates for a bank loan with a ten year fixed rate period at 3.00%, with annual debt service at approximately \$4.2 million; however, the loan rate and resulting debt service payments will have to be renegotiated after the initial fixed-rate term based on market rates at that time, or the University can secure other fixed rate financing solutions at any time upon the exercise of their call option which they intend to include with the terms of the bank loan.

(See detailed summary of historical and projected debt service coverage)

**Type of Sale:**

The University provided an analysis which details the desired method of selling the debt as required by the Debt Management Guidelines. The University is requesting approval for a structured bank loan through private placement under a competitive bid process. The bank loan structure was chosen because of certain limitations with a bond issues: higher debt service, lower debt service savings, volatility in possible bond ratings, requirement of a funded debt service reserve, and other restrictive covenants.

**Selection of Professionals:**

The professionals involved in this transaction were selected due to previous long-standing affiliations, with the exception of the bank.

The bond counsel is Bryant, Miller and Olive and the financial advisor is Hilltop Securities Inc.

**Analysis and  
Recommendation:**

The project was approved by the University BOT and the Corporation BOT on July 20, 2017, and submitted by the University to the Board of Governors Office and the Division of Bond Finance for review.

The results of the review by the Division of Bond Finance have been incorporated into the project summary, unless otherwise noted.

The University originally borrowed \$60 million (10 years ago), of which \$49.825 million remain outstanding. If the Project is approved, the new outstanding debt will total \$64 million, albeit at a potentially lower interest rate.

Including all financing costs and the cost of the \$13 million swap termination fee, the University is estimating debt service savings of approximately \$6 million over the life of the financing based on the assumption that the current 7-year estimated fixed rate of 2.55% is held constant for the full 20 year maturity of the loan. Similarly, the University also provided cost savings based on a 10-year, 3% fixed rate option, estimated at \$3.1 million. However, choosing a bank loan with either a seven or ten year interest rate reset or put option does not fully safeguard against interest rate risk and leaves the University vulnerable to rising interest rates, which can potentially decrease the anticipated savings of \$6 million after the initial seven or ten year initial interest rate period.

It appears that the proposed financing is in compliance with the Florida Statutes governing the issuance of university debt and is in compliance with the Board of Governors' Debt Management Guidelines. Accordingly, staff of the Board of Governors recommends adoption of the resolution authorizing the proposed financing.

## ATTACHMENT - SOURCES AND USES

**STATE UNIVERSITY SYSTEM OF FLORIDA**  
**BOARD OF GOVERNORS**  
**UNIVERSITY OF CENTRAL FLORIDA**  
**UCF Finance Corporation**  
**Burnett Biomedical Research Facility**  
**Estimated Sources and Uses of Funds**  
**Refunding of Existing Capital Improvement Revenue Bonds**

**Sources of Funds**

Bond Par Amount

Equity Contribution

**Total Sources of Funds**

\$ 63,043,000

150,000

**\$ 63,193,000**

**Basis for Amounts**

Estimated bond par amount based on fixed, tax-exempt interest rate of 2.55% for 20 years  
(7 Year Put)

**Uses of Funds**

Refunding 2007 Bonds

\$ 50,187,892

Swap Termination Fee

12,862,379

As of 06/30/2017

Cost of Issuance

142,086

Bond Counsel \$62,000; Financial Consultant \$62,000; Bank Counsel \$10,000; \$8,086  
Other Issuance Costs.

Contingency

643

**\$ 63,193,000**

## HISTORICAL DEBT SERVICE COVERAGE FROM PLEDGED REVENUES

ATTACHMENT HISTORICAL AND PROJECTED PLEDGED REVENUES AND DEBT SERVICE COVERAGE										
STATE UNIVERSITY SYSTEM OF FLORIDA										
BOARD OF GOVERNORS										
UNIVERSITY OF CENTRAL FLORIDA										
UCF FINANCE CORPORATION (BURNETT BIOMEDICAL RESEARCH FACILITY)										
HISTORICAL AND PROJECTED DEBT SERVICE COVERAGE										
	Historical					Budget	Projected			
	Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Total Gross Indirect Cost Revenues (100% Pledged)	20,144,381	19,267,600	17,765,419	17,955,527	18,235,494	20,200,000	21,210,000	22,270,000	23,380,000	24,550,000
Expenditures										
Compensation & Benefits	\$ 8,239,830	\$ 6,511,924	\$ 6,572,950	\$ 5,708,777	\$ 8,313,450	\$ 9,100,000	\$ 9,300,000	\$ 9,500,000	\$ 9,700,000	\$ 9,900,000
Services, Supplies, Utilities	\$ 8,033,875	\$ 11,218,135	\$ 6,786,512	\$ 9,465,798	\$ 6,962,991	\$ 10,200,000	\$ 8,100,000	\$ 8,300,000	\$ 8,500,000	\$ 8,700,000
Total Operating Expenses	\$ 16,273,705	\$ 17,730,059	\$ 13,359,462	\$ 15,174,575	\$ 15,276,441	\$ 19,300,000	\$ 17,400,000	\$ 17,800,000	\$ 18,200,000	\$ 18,600,000
Net Revenues Available <sup>1</sup>	3,870,676	1,537,541	4,405,957	2,780,952	2,959,053	900,000	3,810,000	4,470,000	5,180,000	5,950,000
Annual Debt Service										
2007 Series Current Bond Debt Service Payment	\$ 3,769,805	\$ 3,702,709	\$ 3,732,373	\$ 3,725,951	\$ 3,714,391	\$ 3,780,468				
2007 Bond Series Debt Service Payment (No Refunding)							\$ 4,716,826	\$ 4,716,826	\$ 4,716,826	\$ 4,716,826
2017 Proposed Refunding Loan							\$ 4,057,506	\$ 4,057,980	4,057,847	4,058,083
Revenues Available After Debt Service	\$ 16,374,576	\$ 15,564,891	\$ 14,033,046	\$ 14,229,576	\$ 14,521,103	\$ 16,419,532	\$ 17,152,494	\$ 18,212,020	\$ 19,322,153	\$ 20,491,917
Gross Debt Service Coverage <sup>2</sup>	5.34	5.20	4.76	4.82	4.91	5.34	5.23	5.49	5.76	6.05
Net Debt Service Coverage <sup>3</sup>	1.03	0.42	1.18	0.75	0.80	0.24	0.94	1.10	1.28	1.47
<sup>1</sup> By the end of fiscal year 2011, the University accumulated over \$36M in available cash balances from indirect cost revenues. Those cash reserves were used strategically to invest in a number of University initiatives, including those reflected in the deficits.										
<sup>2</sup> The Finance Corp is required to maintain debt service coverage ratio of 1.25x gross C&G indirect cost revenues over debt service.										
<sup>3</sup> This ratio is not required as a part of the financing documents for the Burnett Biomedical Series Bonds. This is a BOG Office requirement.										

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

**Facilities Committee**

August 31, 2017

**SUBJECT:** A Resolution of the Board of Governors approving the issuance of debt by the University of Central Florida Finance Corporation on behalf of the University of Central Florida to refinance the outstanding Capital Improvement Revenue Bonds, Series 2007

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*(Note: The bold and italicized language represents analysis by the Division of Bond Finance that it wishes to emphasize.)*

**PROPOSED COMMITTEE ACTION**

Adoption of a resolution approving a bank loan, for the University of Central Florida Finance Corporation (the "Finance Corporation") on behalf of the University of Central Florida (the "University"), in an amount not to exceed \$64,000,000 (the "Debt") to refinance outstanding capital improvement revenue bonds and terminate the existing swap rate agreement associated with these bonds.

Staff of the Board of Governors, State University System of Florida, and the Division of Bond Finance has reviewed this resolution and all supporting documentation. Based upon this review, it appears that the proposed Financing Plan is in compliance with Florida Statutes governing the issuance of university debt and complies with the Debt Management Guidelines adopted by the Board of Governors. However, *the proposed transaction requires additional borrowing of \$13 million to pay a swap termination fee and the Division of Bond Finance is exploring other alternatives to avoid or reduce the swap termination fee. No definitive solution has been formulated to avoid the \$13 million swap termination fee but discussions are on-going. Nevertheless, staff of the Board of Governors recommends adoption of the resolution and authorization of the proposed refinancing.*

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Florida Board of Governors Debt Management Guidelines; Section 1010.62(3), Florida Statutes; and Article IX, Section 7, Florida Constitution.

**BACKGROUND INFORMATION**

In 2007, The Board of Governors approved the issuance of 30-year, variable-rate, tax-exempt revenue bonds (the "2007 Bonds") in an amount not exceeding \$60 million for the purpose of partially financing the construction of the Burnett Biomedical Sciences

Building. The 2007 Bonds are secured by and payable from a lien on the indirect overhead cost portion of the University contract and grant revenues and are also secured by a letter of credit ("LOC") from Fifth Third Bank (the "Bank"). The 2007 Bonds were issued as variable rate debt with an interest rate swap agreement with the Bank to create a synthetic fixed rate; however, the LOC was tied directly to the swap and was only for 10 years which left the University exposed to increases in interest rates and financing costs. The 10-year term of the LOC has expired and the Bank increased the cost of the LOC from 24 bps to 175 bps, increasing the effective cost of the financing. Additionally, the new LOC is only for a 3 year term, subjecting the University to renewal risk on the LOC exposing itself to future increases in financing costs.

*Due to increased LOC fees, annual debt service has increased and the University wants to refund the bonds to reduce annual debt service payments.* Under the proposed new loan structure, annual debt service payments would be reduced over the initial fixed-rate period; *however, the University would still be exposed to interest rate risk after the initial term of the proposed bank loan (either seven or ten years) and the refinancing will also require \$13 million of additional debt to fund the cost of a swap termination fee. Since the LOC was tied directly to the swap agreement and cannot be terminated without also terminating the swap, the University does not have the option to find a lower cost LOC alternative without refinancing the debt or renegotiating the LOC and/or swap termination fee with the Bank.*

Universities have been authorized by the Board to engage in refundings for debt service savings without specific Board of Governors approval. However, in this instance, the University is seeking to increase debt and refinance the existing bonds and the Board is required to review this transaction compared to the current financing.

The Debt will be secured by a lien of the indirect overhead cost portion of the University contract and grants revenues ("Pledged Revenues"). The Pledged Revenues are derived from contracts and grants related to University research activities. The University indirect cost revenues are a gross pledge and the payment of debt service will be paid prior to any other payments.

The University's Board of Trustees and the Finance Corporation's Board approved the refinancing of the 2007 Bonds at their July 20, 2017, meetings.

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**Supporting Documentation Included:**

1. Requesting Resolution
2. Project Summary
3. Estimated Sources and Uses of Funds
4. Historical and Projected Pledged Revenues and Debt Service Coverage

**Facilitators/Presenters:** Mr. Chris Kinsley

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Project Summary  
University of Central Florida  
Refinancing of Burnett Biomedical Sciences Building**

*(Note: The bold and italicized language represents analysis by the Division of Bond Finance that it wishes to emphasize.)*

**Background:**

In 2007, the Board of Governors approved the issuance of variable-rate, tax-exempt revenue bonds in an amount not exceeding \$60 million for the purpose of partially financing the construction of the Burnett Biomedical Sciences Building (the “BBS Building”). The BBS Building is a 198,000 square foot building on the University of Central Florida (the “University”) Health Sciences Campus at Lake Nona in southeast Orlando. This multi-story building contains research laboratories, specialty laboratories, administration offices and laboratory support. The BBS Building was funded through PECO funds (\$22 million), private donations (\$10 million), the Courtelis Matching Fund (\$10 million) and tax-exempt bonds (\$60 million) (the “2007 Bonds”) issued by the UCF Health Facilities Corporation (now the University of Central Florida Finance Corporation, the “Corporation”).

The 2007 Bonds were issued as 30-year bonds secured by and payable from a lien on the indirect overhead cost portion of the University contract and grant revenues and are also secured by a Letter of Credit (“LOC”) with Fifth Third Bank (the “Bank”). Although the University would have preferred a traditional fixed rate financing option, the credit was not viewed strong enough to execute a long term fixed rate transaction and the University was unable to obtain bond insurance at a reasonable price. Consequently, the 2007 Bonds were issued as variable rate debt with an interest rate swap agreement, also with Fifth Third Bank, to create a synthetic fixed rate. The term of the LOC was less than the life of the bonds so the University was accepting renewal risk on the LOC and exposing itself to future increases in interest rates and financing costs.

Even though the swap agreement was for the 30 year term of the debt, the *LOC was initially entered into with a 10 year*

*term subject to renegotiation and extension thereafter. When the initial term of the LOC expired in 2017, the University and the Bank negotiated a three year extension with the Bank requiring substantially higher annual fees of 175 bps (compared to the initial rate of 24 bps). These increased LOC fees have resulted in an increase in the effective interest rate on the bonds of 151 bps, or approximately \$9 million over the term of the loan, and increases in annual debt costs of approximately \$800,000 in 2017-18 from \$3.9 million to \$4.7 million, and declining annually thereafter.*

*Since the LOC is tied directly to the swap agreement and cannot be terminated without also terminating the swap, the University does not have the option to find a lower cost LOC alternative without refinancing the 2007 Bonds or renegotiating the LOC and/or swap termination fee with the Bank. The swap termination requires the payment of a swap termination fee that is currently estimated to be almost \$13 million.*

**Description of  
the Refinancing:**

Given current market conditions and increased LOC fees, the University is seeking to refinance the 2007 Bonds to reduce annual debt costs and to reduce risks associated with variable rate debt, such as LOC renewal risk. As a result, the University is requesting authorization from the Board of Governors to refund the outstanding \$49.825 million variable rate 2007 Bonds through a 20-year bank loan with an interest rate reset after either seven or ten years. The proposed bank loan will be issued in an amount not exceeding \$64 million to refund the outstanding 2007 Bonds, fund the swap termination fee of approximately \$13 million, and pay associated costs of the bank loan. *The proposed refinancing does not eliminate interest rate risk and the potential for future increases in interest rates and financing cost for the BBS Building.*

*The University is proposing to refinance the debt to provide budgetary relief by reducing annual debt service costs in the near term.* Under the proposed new bank loan structure, annual debt service payments would be approximately \$4 - \$4.2 million over the initial fixed-rate period of seven or ten years compared to the annual cost of \$4.4 - \$4.7 million over that period without the refinancing and assuming no

renegotiation with the Bank; however, *the University would still be exposed to interest rate risk after the initial interest rate period (either seven or ten years) and the refinancing will also require \$13 million of additional debt to fund the cost of the swap termination fee.*

*Total financing costs based upon the original structure of the debt and original LOC fees were estimated to be \$112.4 million over the life of the financing. As a result of the increased LOC fees, the estimated total costs are \$121.9 million, or \$9.5 million more than anticipated. Total financing costs for the proposed refinancing are estimated to be \$115.3 million for the 7-year option or \$118.9 million for the 10-year option. However, this assumes interest rates are not higher at the end of the initial interest rate period.*

**Approvals:**

The University Board of Trustees (the “BOT”) and the Corporation’s Board approved the proposed refinancing on July 20, 2017.

**Quantitative  
Demand Analysis:**

The purpose of the BBS Building is to provide educational and research facilities for the UCF College of Medicine (the “COM”) and College of Biomedical Sciences. As a part of the COM, the BBS Building serves as an anchor to the Lake Nona Medical Center, University of Florida School of Pharmacy (Orlando campus) and the Sanford Burnham Prebys Medical Discovery Institute.

The BBS Building houses a total of 225 employees (as of June 2017) divided between research-intensive faculty with labs and office space, PhD and MS graduate students in the UCF Biomedical Sciences Graduate Program, Burnett School undergraduate students doing independent research studies and the staff who support the research and training activities. Approximately 50% of all of the thesis graduate students in the UCF-wide Biomedical Sciences Graduate Program are being trained in labs in the BBS Building.

The BBS Building supports a research intensive culture. In FY17, there were 98 applications submitted by 33 BBS

researchers requesting \$77 million in extramural support. Currently, there are 39 extramural research awards that provide \$7.4 million in support for researchers in the BBS Building – 96% of the FY17 research dollars in the BBS Building are awarded to Burnett School faculty.

The main research efforts in the BBS Building are focused on: Cancer, Infectious Disease, Neurosciences, Cardiovascular Diseases, Biomedical Engineering, and Public Health. Some of the high profile research programs include: Crohn's Disease, Zika Virus Immunity, Neuroscience Movement Disorders, Mosquito Research Colony, Clinical and Translational Research Core, Animal Imaging Core, Merit Awardee and Biosafety Level 3 Labs.

#### **Study of Private Sector Alternatives:**

The proposed debt issuance is for the purpose of refinancing debt that was incurred to finance an existing building; therefore, private sector alternatives were not included as a part of this review.

#### **Refinancing Cost and Financing Structure:**

The 2007 Bonds will be refinanced with a not to exceed \$64 million bank loan between the Corporation and a bank, which will be selected competitively. Selection was scheduled during the week of August 11<sup>th</sup>. The maturity date of the proposed loan will not be extended beyond the term of the outstanding debt.

The proposed refinancing will be structured as a 20 year amortizing loan, with a fixed initial interest rate period of seven or ten years, and an interest rate reset or put option thereafter. The refinancing assumes an overall level net debt service structure with semi-annual payments starting in January 2018 through July 2037. If the initial interest rate period is seven years, the estimated interest rate is 2.55%. If the initial interest rate period is ten years, the estimated interest rate is 3.00%. *However, it should be noted that the proposed refinancing will increase the existing debt due to the required swap termination payment of approximately \$13*

*million. After the initial seven or ten year interest rate period, the interest rate will be reset or the outstanding loan amount will have to be refinanced. Therefore, the ultimate cost of the BBC Building financing cannot be determined because the refinancing proposal does not eliminate interest rate risk or refinancing risk.*

(See Estimated Sources and Uses of Funds)

**Security/Lien Structure:** The debt will be secured by a lien on the indirect overhead cost portion of the University contract and grants revenues ("Pledged Revenues"). The pledge of the Pledged Revenues is a gross pledge, meaning that payment of debt service will be paid prior to any other payments from the Pledged Revenues. The Pledged Revenues are derived from contracts and grants related to University research activities.

**Pledged Revenues and  
Net Debt Coverage:**

*During the historical five-year period (2012-2016), Pledged Revenues decreased from \$20.1 million to \$18.2 million, resulting in corresponding gross debt service coverages decreasing from 5.34x in 2012 to 4.91x in 2016. Future gross debt service coverage is projected to be in the 5-6x range.*

*During the same period, net debt service coverages, after including operations and maintenance expenses, decreased from 1.03x in 2012 to 0.80x in 2016. In 2013, debt service coverage fell to 0.42x due to increased expenditures in Services, Supplies and Utilities. This line item grew from \$8.03 million (in 2012) to \$11.2 million (in 2013).*

Based on projections, the University expects that Pledged Revenues will grow from \$20.2 million (in 2017) to \$24.6 million (in 2021). Net coverage ratios are expected to improve to 1.36x in 2020; rising from an all-time low of 0.24x in 2017.

The projected debt service for the refinancing has been calculated using an interest rate of 2.55% for the first seven years of the loan, with annual debt service of approximately \$4 million. The University has also presented estimates for a bank loan with a ten year fixed rate period at 3.00%, with

annual debt service of approximately \$4.2 million; however, the loan rate and resulting debt service payments will have to be renegotiated after the initial fixed-rate term based on market rates at that time (interest rate risk), or the University can secure other fixed rate financing solutions at any time upon the exercise of their call option which they intend to include with the terms of the bank loan.

(See detailed summary of historical and projected debt service coverage)

**Type of Sale:**

The University provided an analysis which details the desired method of selling the debt as required by the Debt Management Guidelines. The University is requesting approval for a structured bank loan through private placement under a competitive bid process. The bank loan structure was chosen because of certain limitations with a bond issues: higher debt service, lower debt service savings, volatility in possible bond ratings, requirement of a funded debt service reserve, and other restrictive covenants.

**Selection of Professionals:**

The professionals involved in this transaction were selected due to existing relationships, with the exception of the bank. The bond counsel is Bryant, Miller and Olive and the financial advisor is Hilltop Securities Inc.

**Analysis and Recommendation:**

The refinancing was approved by the University BOT and the Corporation's BOT on July 20, 2017, and submitted by the University to the Board of Governors Office and the Division of Bond Finance for review.

The Debt Management Guidelines of the Board of Governors generally do not require the approval of the Board of Governors for refundings for debt service savings. However, given that *the University is seeking to increase debt by approximately \$13 million to terminate the swap in connection with the proposed refinancing*, the Board is

required to review this transaction compared to the current financing. It is anticipated that the proposed refinancing will provide budgetary relief by reducing debt service costs during the initial fixed-rate term.

Including all financing costs and the cost of the \$13 million swap termination fee, the University is estimating debt service savings of approximately \$6 million over the remaining life of the financing based on the assumption that the current 7-year estimated fixed rate of 2.55% applies for the full 20 year maturity of the loan. Similarly, the University also provided cost savings based on a 10-year, 3% fixed rate option, estimated at \$3.1 million. However, *the proposed refinancing is estimated to cost the University \$2.9 million more than the original financing prior to the LOC fee increase. The proposed refinancing will mitigate the impact to the University's budget caused by the LOC fee increase, but will still be more expensive than the original financing and still leave the University exposed to higher interest rates, i.e. interest rate risk. Notwithstanding the University's goal to eliminate interest rate risk related to possible future LOC increases, choosing a bank loan with either a seven or ten year interest rate reset or put option does not safeguard against interest rate risk and still leaves the University vulnerable to rising interest rates, which can potentially further increase the ultimate cost of financing the BBS Building.*

*The proposed refinancing was precipitated by an increase in LOC fees and associated debt service cost. Normally an issuer would solicit a substitute LOC provider to address the price increase. However, the current LOC Agreement with the Bank does not allow another bank LOC to be substituted without also terminating the swap and paying a \$13 million termination fee. All measures to eliminate, reduce, or renegotiate this requirement should be exhausted as a condition precedent to moving forward with the proposed refinancing.*

It appears that the proposed refinancing is in compliance with the Florida Statutes governing the issuance of university debt and is in compliance with the Board of Governors' Debt Management Guidelines. Accordingly, staff of the Board of

Governors recommends adoption of the resolution authorizing the proposed refinancing.

FINAL - Revised August 21, 2017

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Facilities Committee  
August 31, 2017**

**SUBJECT:** 2018-2019 State University System Fixed Capital Outlay Legislative Budget Request

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**PROPOSED COMMITTEE ACTION**

Review and approve the 2018-2019 SUS Fixed Capital Outlay Legislative Budget Request

Approval is recommended by the Chancellor

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

The requested budget provides the State University System of Florida continued capital outlay support and has been prepared in accordance with statutory requirements and guidelines adopted by the Board of Governors. All university fixed capital outlay budget requests have been approved by the institutional boards of trustees.

In summary, the staff recommendation to the Board is adoption of a lump sum budget as the initial budget request for 2018-2019. The proposed amounts are in accordance with the official estimated amounts as provided by Florida law. A workshop is scheduled for October 3, 2017, at FGCU. At the workshop, the Committee will review selected high priority PECO projects with detailed project presentations by both university representatives and Board staff, per the attached list. Universities wishing to present additional projects may request these be added to the agenda, and projects may be added or removed from the presentation at the Committee Chair's discretion. Following the workshop, a prioritized PECO project list will be developed for consideration and review at the November 9, 2017 Board meeting. If adopted by the Board, this will represent the amended and final 2018-2019 FCO LBR prior to the start of the Legislative Session, January 9, 2018.

FINAL - Revised August 21, 2017

### **Specific Fixed Capital Outlay Appropriation Requests**

- ♦ **[ADOPT \$122,755,230 ] The PECO 2017-2018 SUS Five Year Fixed Capital Outlay Request** provides funding to meet 1) Capital maintenance, in the amount of \$48,629,307; 2) SUS Projects, in the amount of \$ 74,125,923.

**[ADOPT \$ 40,000,000 ] Request for Capital Improvement Trust Fund Allocation,** represents an amount based on current CITF revenue projections, with a base assumption of no future fee increases. The pro-rata distribution will be adopted at a future meeting of the Board.

- ♦ **[Information] SUS Projects for Review** represents a preliminary list of projects selected for review at the October 3, 2017 Facilities Workshop. This list was developed based on the 2018-2019 Capital Improvement Plan lists approved by each university board trustees. The final list, and order of presentations will be determined by the Facilities Chair.

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**Supporting Documentation:**

To Be Provided

**Facilitators/Presenters:**

Mr. Chris Kinsley



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

## AGENDA

### Audit and Compliance Committee

Presidents Ballroom B  
Emerson Alumni Hall  
University of Florida  
1938 West University Avenue  
Gainesville, Florida 32611  
August 31, 2017  
9:30 a.m. to 10:00 a.m.

or

Upon Adjournment of Previous Meeting

Chair: Ms. Wendy Link; Vice Chair: Mr. Alan Levine  
Members: Frost, Huizenga, Jordan, Lautenbach, Morton, Valverde

- |    |  |  |
|----|--|--|
| 1. | Call to Order and Opening Remarks                      | Governor Wendy Link  |
| 2. | Minutes of Committee Meeting<br>Minutes, June 21, 2017 | Governor Link  |
| 3. | SUS Audits Summary                                     | Mr. Joseph Maleszewski,<br><i>Inspector General and<br/>Director of Compliance</i> |
| 4. | OIGC Annual Report for Fiscal Year 2016-2017           | Mr. Maleszewski  |
| 5. | OIGC Updates   | Mr. Maleszewski  |
| 6. | Concluding Remarks and Adjournment                     | Governor Link  |

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Audit and Compliance Committee  
August 31, 2017**

**SUBJECT:** Minutes of Committee Meeting held June 21, 2017

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**PROPOSED COMMITTEE ACTION**

Approval of the June 21, 2017, Committee meeting minutes.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Committee members will consider approval of the minutes of the June 21, 2017, Committee meeting.

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**Supporting Documentation Included:** Minutes: June 21, 2017

**Facilitators/Presenters:** Governor Wendy Link

MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
AUDIT AND COMPLIANCE COMMITTEE MEETING  
UNIVERSITY OF SOUTH FLORIDA  
TAMPA, FLORIDA  
JUNE 21, 2017

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

Chair Wendy Link convened the meeting of the Audit and Compliance Committee on June 21, 2017, at 3:51 p.m., in the Ballroom at the Marshall Student Union on the campus of the University of South Florida in Tampa, Florida. The following Audit and Compliance Committee members were present: Alan Levine (by phone); Patricia Frost; H. Wayne Huizenga, Jr.; Ned Lautenbach; Ed Morton; and Fernando Valverde. The following members of the Board were also present: Richard Beard, Sydney Kitson, Tom Kuntz, Kishane Patel, Norman Tripp, and Gary Tyson.

1. Call to Order

Ms. Link called the meeting to order.

2. Approval of Minutes

Mr. Huizenga motioned that the Committee approve the minutes of the Audit and Compliance Committee meeting held March 30, 2017, as presented. Mr. Morton seconded the motion. The minutes were approved.

3. FGCU Corrective Action Plan, Report of Investigation (OIGC No. 2017-025)

Mr. Joe Maleszewski, the Board of Governors Inspector General and Director of Compliance, provided Committee members with a summary of the corrective actions taken to date in response to the results of his office's whistle-blower investigation regarding allegations levied against Florida Gulf Coast University Board of Trustees members. The final report was issued March 28, 2017, and Mr. Maleszewski's presentation is in follow-up to the detailed report summary he had provided at the March 2017 Audit and Compliance Committee meeting.

Mr. Maleszewski explained the investigative report contained 13 recommendations (nine related to allegations, and four related to ancillary issues) made to FGCU Trustees and staff. At the March 2017 Board of Governors meeting, there were two additional recommendations made. Mr. Maleszewski stated that the University has

been very responsive to the recommendations and has been quick to initiate corrective actions. He expects to be able to report that corrective actions are complete by the November 2017 Board of Governors meeting.

To date Mr. Maleszewski said, 53% of the corrective actions have been completed, and the remaining 47% are in process. The completed corrective actions include:

- a) Electing a new Board of Trustees vice chair from among the appointed members;
- b) Making the Board of Trustees Audit and Compliance Committee an autonomous committee;
- c) Separating the duties for the Board of Trustees chair and the Audit and Compliance Committee chair;
- d) Providing training to the Board of Trustees regarding the Sunshine Law;
- e) Consulting with the Southern Association of Colleges and Schools (SACS) regarding the University's updated mission, vision, and strategic goals;
- f) Obtaining a legal opinion regarding the applicability of meeting minutes requirements contained within Section 1001.71, Florida Statutes, and Board of Governors Regulation 1.001(2)(j) to Board of Trustees advisory committee meetings;
- g) Providing administrative supervisory training related to policies and expectations regarding matters of discrimination and harassment; and
- h) Providing administrative coordination between the general counsel and the Office of Institutional Equity and Compliance.

Two of the in-process corrective actions relate to policy updates, and they are expected to be approved at the Board of Trustees meeting in June 2017. Such action will complete these two items. FGCU expects to complete the remaining five corrective actions by September 2017.

#### 4. Approval of the 2017-2018 OIGC Work Plan

Mr. Maleszewski provided a brief summary to the Committee regarding his office's proposed 2017-2018 Work Plan. He explained that the plan is risk-based to provide the most effective coverage of Board office OIGC activities and OIGC System-related responsibilities with the three professional OIGC staff. Identified audit projects include Information Resource Management, IT Governance; and the Board of Governors Foundation.

Additionally, the OIGC will coordinate efforts for university chief audit executives to audit Performance Based Funding Data Integrity as has been done the past several years. The OIGC also expects to complete some compliance-related projects and perform follow-up work related to past audits and investigations. Last, the

Work Plan reserves 10% of project time to meet management's or the Board's needs as other priorities are identified.

Mr. Lautenbach motioned to approve the OIGC Annual Work Plan for Fiscal Year 2017-2018. Mr. Huizenga seconded the motion. The plan was approved.

5. Update, Florida A&M University Athletics Cash Deficit

Ms. Link expressed her appreciation to Interim President Robinson, Board of Trustees Chair Kelvin Lawson, Athletics Director Milton Overton, Interim Chief Financial Officer Wanda Ford and other University staff for their participation in monthly calls and that they have been forthcoming and very transparent in their efforts to remedy the cash deficit.

Mr. Maleszewski presented the Committee with an update on the athletics cash deficit at Florida A&M University. Mr. Maleszewski explained that the deficit, which has grown over the last decade to \$8 million, is contrary to Board of Governors Regulation 9.013, Auxiliary Operations. The regulation requires that university athletics departments must be self-supporting. Additionally, the deficit has been an audit finding in the last three Auditor General operational audits of the University, which may prompt legislative oversight. Mr. Maleszewski said that Board of Trustees Chair Kelvin Lawson and Interim University President Larry Robinson may be asked to describe their corrective action efforts to the Joint Legislative Auditing Committee on this issue later in the year. Mr. Maleszewski explained that the Auditor General will continue to cite this deficit as a finding until the cumulative cash deficit has been paid, which is expected to take 12 years.

Mr. Maleszewski explained that corrective actions have been led by Athletics Director Milton Overton, Interim Chief Financial Officer Wanda Ford (among other University administrators) with diligent oversight by Chair Lawson and Interim President Robinson. They have consulted on a monthly basis with Mr. Maleszewski and Audit and Compliance Committee Chair Wendy Link to define, assess, and address the cash deficit. At this point, Mr. Maleszewski asked Interim President Robinson to provide additional information on the University's corrective actions to date.

Interim President Robinson expressed his gratitude to Ms. Link and Mr. Maleszewski for their support and assistance during the monthly calls. Dr. Robinson said they expect to balance the athletics department's budget this year and have a surplus of \$9,000.00. He commended University staff, especially Athletics Director Overton, for implementing cost-saving measures that were not always popular. Referring to his prepared slides, Dr. Robinson provided an overview of the University's efforts to date to reduce the deficit. He noted that the University expects the Athletics program will be self-supporting by year four of their corrective action plan.

Mr. Tripp asked how we can know if university athletics departments are self-supporting. He suggested the Board consider having an annual certification from universities that they are in compliance with our regulation requiring university athletics programs be self-supporting. This process may aid in preventing a growing deficit that would eventually lead to a university having to go before the Joint Legislative Auditing Committee. Ms. Link and Mr. Maleszewski agreed that the certification process Mr. Tripp suggested is implementable.

6. Update, Six-month Follow-up Report, Auditor General Operational Audit of the Board of Governors Office

Mr. Maleszewski provided Committee members with an update on the corrective actions taken to date in response to the Auditor General's operational audit of the Board of Governors office (report released November 2016). As required by statute, the inspector general is required to provide a six-month follow-up report to the chancellor, Board of Governors chair, Audit and Compliance Committee chair, and the Joint Legislative Auditing Committee. He did so May 17, 2017, and summarized the report for the Committee. He said the operational report contained no adverse findings regarding the Board office's operations. It did, however, contain one finding with five areas identified as needing regulatory enhancement.

The finding stated, "The [Board of Governors] needs to enhance regulations to help State universities establish uniform standards that conform to statutory requirements." The five areas identified for regulatory enhancement were remuneration of university presidents and administrative employees; sponsored research; anti-hazing policies; student code of conduct; and purchasing practices. Mr. Maleszewski provided a brief status of the corrective actions in process and said he will continue to monitor and report Board office progress on each item in future Committee meetings.

7. Concluding Remarks and Adjournment

Ms. Link asked Board members if anyone had any questions or comments. Hearing none, the Audit Committee was adjourned at 4:22 p.m.

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Wendy Link, Chair

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Lori Clark, Compliance and Audit Specialist

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Audit and Compliance Committee  
August 31, 2017**

**SUBJECT: State University System of Florida Audits Summary**

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**PROPOSED COMMITTEE ACTION**

Information only

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Inspector General Maleszewski will provide Committee members with a summary of the audit coverage for State University System of Florida universities.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Mr. Joseph Maleszewski

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Audit and Compliance Committee  
August 31, 2017**

**SUBJECT: OIGC Annual Report, Fiscal Year 2016-2017**

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**PROPOSED COMMITTEE ACTION**

Information only

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

As required by section 20.055(8)(a), Florida Statutes, the Board of Governors inspector general has prepared an annual report summarizing his office's activities for the 2016-2017 fiscal year.

---

**Supporting Documentation Included:** 2016-2017 OIGC Annual Report

**Facilitators/Presenters:** Mr. Joseph Maleszewski

# Office of Inspector General and Director of Compliance

Annual Report  
2016-2017



STATE  
UNIVERSITY  
SYSTEM  
*of* FLORIDA

**Board of Governors**

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## INTRODUCTION

In compliance with Florida's Inspectors General Act, Section 20.055, Florida Statutes, the Office of Inspector General and Director of Compliance (OIGC) has prepared this annual report to summarize the office's activities for the 2016-2017 fiscal year. This report is submitted to the Chancellor of the State University System of Florida (System) Board of Governors, members of the Board of Governors (Board), and the Auditor General of Florida.



## AUTHORITY, STANDARDS, AND FUNCTIONS

### AUTHORITY

As authorized by Article IX, Section 7 of the Florida Constitution and Section 20.155(5), Florida Statutes, the Board established the OIGC in July 2007 to promote accountability, integrity, and efficiency by providing quality audits, investigations, management reviews, and technical assistance. Subsequently, the Board adopted the *Audit and Compliance Committee Charter* and the *Office of the Inspector General and Director of Compliance Charter* (Charters). The OIGC charter identifies the authority under which the OIGC operates, and specifies its mission, organization, standards of work, code of ethics, access, independence, objectivity, and its Board office-related and System-related responsibilities.

To achieve and maintain independence and objectivity, the inspector general and director of compliance (inspector general) reports functionally to the Board, through the chair of the audit and compliance committee (committee), and administratively to the chancellor. This dual reporting relationship promotes effective communication and coordination of OIGC activities, while ensuring that the inspector general is not impaired in any manner from performing his mandated duties and responsibilities.

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

If the Board, based upon the recommendation by the committee, determines that a state university board of trustees is unwilling or unable to address credible allegations made by any person relating to waste, fraud, or financial mismanagement, the inspector general shall conduct, coordinate, or request investigations [Section 20.155 (5), Florida Statutes and Board regulation 4.001].

### STANDARDS

All work in the OIGC is conducted in accordance with the *Principles and Standards for Offices of Inspector General*, published by the Association of Inspectors General.



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

Audit engagements are performed in accordance with the *International Professional Practices Framework (Standards for the Professional Practice of Internal Auditing)*, published by the Institute of Internal Auditors, Inc.; or, where appropriate, the *Government Auditing Standards*, published by the United States Government Accountability Office; or the *Information Systems Auditing Standards* published by ISACA.<sup>1</sup> These standards require that auditors plan and perform the audit to obtain sufficient and appropriate evidence that provides a reasonable basis for findings and conclusions.

Investigative assignments are performed in accordance with the Quality Standards for Investigations included in the *Principles and Standards for Offices of Inspector General*, published by the Association of Inspectors General.

### FUNCTIONS

In accordance with the Charters, the OIGC's four main areas of responsibility are audits, investigations, compliance, and committee support.

#### 1. Audits

As defined by the Institute of Internal Auditors:

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

The OIGC promotes integrity, accountability, and process improvement by providing objective, timely, sufficient, and value-added audit services. The inspector general conducts audits of the Board office and prepares reports of his findings. The inspector general determines the scope and assignment of audits; however, the committee chair and the chancellor may at any time direct the inspector general to perform an audit of a special program, function, or organizational unit.

Pursuant to Section 20.055, Florida Statutes, the internal audit activity of the OIGC includes developing audit plans; conducting audits; following-up on audits and related management corrective actions; developing a Quality Assurance and Improvement Program; and consulting with management regarding programs, operations, initiatives, rules, and regulations.

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<sup>1</sup> Previously known as the Information Systems Audit and Control Association, ISACA is now known by its acronym only, to reflect the broad range of Information Technology governance professionals it serves.



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

The inspector general represents the Board on the State University Audit Council (SUAC), composed of System universities' chief audit executives. SUAC meets biannually in person to address common issues and share best practices.

### 2. Investigations

The goal of the OIGC's investigative function is to deter, detect, and investigate internal and external fraud, waste, mismanagement, misconduct, and other abuses in the Board office. The OIGC also has the responsibility to investigate waste, fraud, or financial mismanagement within System universities.

The OIGC maintains a hotline webpage. This webpage provides information and forms for individuals to file complaints on a variety of matters to appropriate jurisdictions depending on the nature of the complaint, the matters involved, and the individual making the complaint. The webpage can be accessed from the Board website either by selecting the "Contact Us" link or through the OIGC webpage.



<http://flbog.edu/contact/complaint/>

### 3. Compliance

The OIGC is responsible for promoting and supporting a culture of compliance, risk management, and accountability. The office assists in the prevention and detection of conduct that is contrary to applicable laws, regulations, rules, policies, or procedures; and promotes a culture that encourages a commitment to compliance.

The inspector general represents the Board on the State University System of Florida Compliance and Ethics Consortium, which is composed of compliance directors and representatives from each of the System universities. The Consortium was established to provide an avenue for member institutions to discuss the development and implementation of compliance and ethics programs, new federal and state regulations, best practices, and common issues.

THE STATE UNIVERSITY SYSTEM *of* FLORIDA | Board of Governors**4. Support for the Audit and Compliance Committee**

The OIGC provides staffing support for the committee, which meets face-to-face or by conference call at least four times per year. Activities in support of the committee routinely include:

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



## AUDIT ACTIVITIES

During the 2016-2017 fiscal year, the OIGC engaged in the following internal audit-related activities:

- Performance Based Funding Data Integrity Audits and Certifications;
- Regulations Development;
- Regulations Development Procedure Consulting Engagement;
- Teleworking Audit;
- FAMU Intercollegiate Athletics Cash Deficit Follow-Up;
- Other OIGC Audit Activities;
  - CAERS Revisions;
  - International Internal Auditing Awareness Month, May 2017;
  - Internal Collaboration Projects;
- OIGC Risk Assessment and Work Plan;
- Auditor General - Board Office Operational Audit;
- OIGC Quality Assurance And Improvement Program; and
- State University Audit Council.

Each of these topics is covered in detail on the following pages.

## PERFORMANCE-BASED FUNDING DATA INTEGRITY AUDITS AND CERTIFICATIONS

Over the past few years, Florida has joined a number of states who are moving away from funding that incentivizes student access based on the number of full-time equivalent students. Florida has adopted a funding model, aligned with state goals and priorities, that provides incentives for system institutions to help students successfully complete degree programs. The model has four guiding principles:

1. Use metrics that align with System strategic plan goals;
2. Reward excellence or improvement;
3. Have a few clear, simple metrics; and
4. Acknowledge the unique mission of each institution.

Key components of the Performance-based Funding Model include:

- Institutions are evaluated on either excellence or improvement for each metric.
- Information is based on one-year data.
- The benchmarks for excellence are based on the Board of Governors 2025 System Strategic Plan goals and analysis of relevant data trends, whereas the benchmarks for improvement are determined after reviewing data trends for each metric.

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

- The Florida Legislature and Governor determine the amount of new state funding and a proportional amount of institutional funding that would come from each university's recurring state base appropriation.

This Performance-based Funding Model includes 10 metrics that evaluate institutions on a range of issues. Two of the 10 metrics are choice metrics: one picked by the Board and one by the university's board of trustees. The success of the Performance-based Funding Model is tied to the integrity of the data submitted by each institution. To provide assurance that the data submitted for this process is reliable, accurate, and complete, the Board developed a data integrity certification process.

In his June 23, 2016, letter and instructions to each university president and board of trustees chair, Board of Governors chair, Tom Kuntz, announced that each university president shall execute a data integrity certification affirmatively certifying the accuracy and completeness of information provided to the Board for Performance-based Funding decision-making.

Additionally, Chair Kuntz requested each university's board of trustees direct their university's chief audit executive to perform an audit of the university's processes that ensure the completeness, accuracy, and timeliness of data submissions to the Board.

At the March 2017 Board of Governors Audit and Compliance Committee meeting, members were provided an update on the results of the Performance-based Funding Data Integrity Certification process, which included the certifications submitted, audits conducted, and corrective action plans. These results are summarized by university in the following table.



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

**Performance Based Funding Data Integrity Summary, Year 4**

UNIV.	CONCLUSIONS	OBSERVED ISSUES	ACTION PLAN	CERTIFICATION
FAMU	<ul style="list-style-type: none"> <li>Controls Adequate</li> <li>Basis for Certification</li> </ul>	<ul style="list-style-type: none"> <li>Information Technology Access Controls</li> <li>Timeliness of Submissions</li> <li>Graduation and Degree Audit Controls</li> </ul>	Completion Date: June - November 2017	Modified Certification – control deficiencies (with no significant impact) and late data submissions
FAU	<ul style="list-style-type: none"> <li>Controls Adequate</li> <li>Basis for Certification</li> </ul>	<ul style="list-style-type: none"> <li>Timeliness of Submissions</li> </ul>	Completion Date: January 30, 2017	Modified Certification – late data submissions
FGCU	<ul style="list-style-type: none"> <li>Controls Adequate</li> <li>Basis for Certification</li> </ul>	<ul style="list-style-type: none"> <li>Timeliness of Submissions</li> </ul>	Completion Date: January 23, 2017	Modified Certification – late data submissions
FIU	<ul style="list-style-type: none"> <li>Controls Adequate</li> <li>Basis for Certification</li> </ul>	<ul style="list-style-type: none"> <li>Information Technology Access Controls</li> </ul>	Completion Date: March – April 2017	Unmodified Certification
FPU	N/A	N/A	N/A	N/A
FSU	<ul style="list-style-type: none"> <li>Controls Adequate</li> <li>Basis for Certification</li> </ul>	<ul style="list-style-type: none"> <li>No adverse findings</li> </ul>	N/A	Unmodified Certification
NCF	<ul style="list-style-type: none"> <li>Controls Adequate</li> <li>Basis for Certification</li> </ul>	<ul style="list-style-type: none"> <li>No adverse findings</li> </ul>	N/A	Unmodified Certification
UCF	<ul style="list-style-type: none"> <li>Controls Adequate</li> <li>Basis for Certification</li> </ul>	<ul style="list-style-type: none"> <li>No adverse findings</li> </ul>	N/A	Unmodified Certification
UF	<ul style="list-style-type: none"> <li>Controls Adequate</li> <li>Basis for Certification</li> </ul>	<ul style="list-style-type: none"> <li>No adverse findings</li> </ul>	N/A	Unmodified Certification
UNF	<ul style="list-style-type: none"> <li>Controls Adequate</li> <li>Basis for Certification</li> </ul>	<ul style="list-style-type: none"> <li>Policies and Procedures – Limited Written Procedures; Secondary Review of Data</li> <li>Timeliness of Submissions</li> </ul>	Completion Date: January 2018	Modified Certification – late data submissions
USF	<ul style="list-style-type: none"> <li>Controls Adequate</li> <li>Basis for Certification</li> </ul>	<ul style="list-style-type: none"> <li>Hours to Degree – Corrections and Resubmissions</li> </ul>	N/A	Unmodified Certification
UWF	<ul style="list-style-type: none"> <li>Controls Adequate</li> <li>Basis for Certification</li> </ul>	<ul style="list-style-type: none"> <li>Access to Sensitive Data</li> </ul>	Completion Date: April 28, 2017	Unmodified Certification

**REGULATIONS DEVELOPMENT**

In coordination with chief audit executives (CAE), chief compliance officers (CCO), general counsels, and other university administrators, the OIGC developed four new regulations adopted by the Board at its November 2016 meeting. The regulations were designed to aid OIGC and university staff in effectively implementing their roles and responsibilities supporting accountability and transparency. The four new regulations are:

- 4.001, *University System Processes for Complaints of Waste, Fraud, or Financial Mismanagement;*
- 4.002, *State University System Chief Audit Executives;*
- 4.003, *State University System Compliance and Ethics Programs; and*
- 4.004, *Board of Governors Oversight Enforcement Authority.*

Universities have been working diligently to comply with these new regulations as evidenced by OIGC receipt of required documentation, and on-going discussions with various university staff, administrators, and trustees regarding their progress.



## REGULATIONS DEVELOPMENT PROCEDURE CONSULTING ENGAGEMENT

Board office general counsels asked OIGC staff to consult on a project to improve the Board office's regulation development process. The collaboration resulted in a revision to the internal operating policy and procedure, as well as a training session for all Board staff.

## TELEWORKING AUDIT

The OIGC identified teleworking as an audit topic in a previous risk assessment. Based on the preliminary research phase of the audit engagement, management determined that the information provided at the entrance conference was sufficient for their needs. As a result, OIGC staff closed the engagement, and management will provide related training to unit managers. OIGC will monitor as appropriate.

## FAMU INTERCOLLEGIATE ATHLETICS CASH DEFICIT FOLLOW-UP

Since January 2013, the Board has been monitoring corrective actions regarding a number of FAMU issues identified in various audit and investigative reports. The goal of this monitoring was to establish an accountability relationship between our Board and the university's administration and Board of Trustees. The athletics cash deficit is the last of these issues.

FAMU's athletics cash deficit corrective actions have been led by athletics director Milton Overton and interim chief financial officer Wanda Ford (among other university administrators) with diligent oversight by both Board of Trustees chair Kelvin Lawson and interim university president Larry Robinson. The OIGC has provided consulting services to help define, assess, and address the FAMU intercollegiate athletics cash deficit.

FAMU has an athletics cash deficit that has grown over the last decade to nearly \$8 million. Such a deficit is contrary to Board of Governors Regulation 9.013, *Auxiliary Operations*, which states, "Each institution may determine whether its auxiliary services will be self-supporting on an individual or collective basis, except for athletics, which shall be a self-supporting entity." As of March 2017, this issue has been cited in three Auditor General Operational audits, triggering legislative oversight.

We anticipate that Chair Lawson and Interim President Robinson will be asked to provide a response to the Joint Legislative Auditing Committee on this issue later this year.



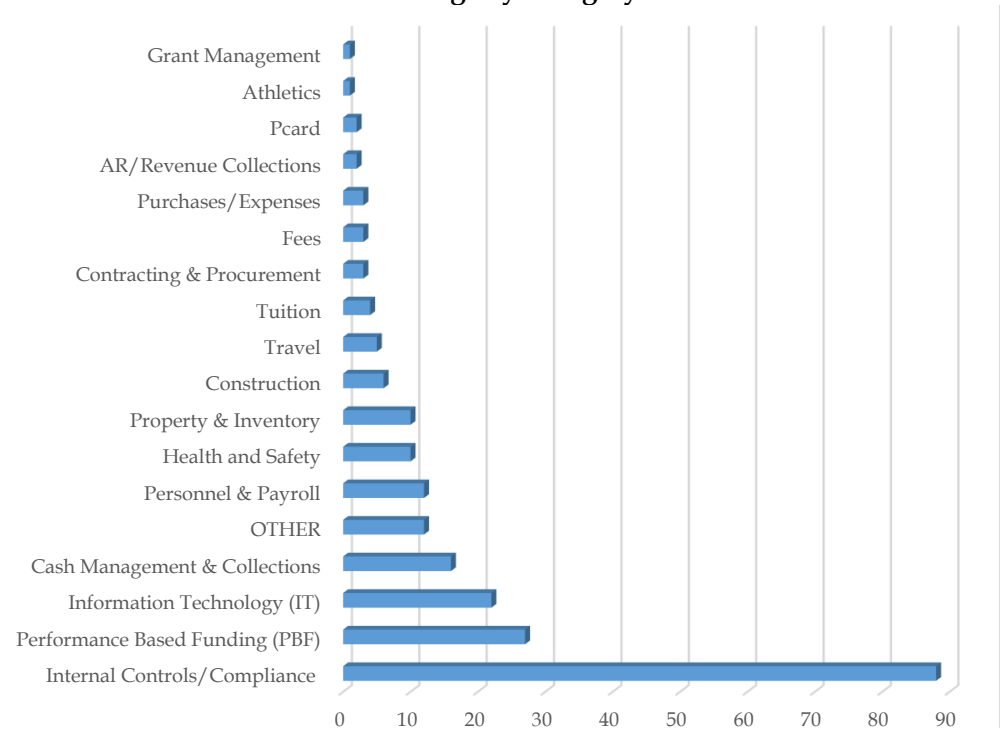
## OTHER OIGC AUDIT ACTIVITIES

### Chief Audit Executives Reporting System Revisions

With the Board's adoption of the four new regulations in November 2016, the OIGC immediately began work to revise the Chief Audit Executives Reporting System (CAERS)<sup>2</sup> so that it will accommodate the compliance-related documents universities are now required to submit in accordance with Board of Governors Regulation 4.003, *State University System Compliance and Ethics Programs*. OIGC staff are working with the Board office application development team in planning the necessary changes to CAERS. Once the changes are ready, OIGC staff and the Board office application development team will co-host a training session for university staff who will need to use the application.

For fiscal year 2016-2017, the System's 12 public universities submitted 67 internal audit reports in CAERS. These internal audits included 227 total audit findings, categorized as follows:

**Internal Audit Findings by Category for FY 2016-2017**



### International Internal Auditing Awareness Month, May 2017

The Institute of Internal Auditors encourages all internal audit offices, during the month of May, to engage in activities promoting their services, duties, and

<sup>2</sup> CAERS is currently designed and used for System internal audit-related documents only.



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responsibilities to heighten awareness of the internal auditing profession. OIGC staff held an Open House on May 22, 2017, and invited all Board staff to stop by to enjoy treats and to better acquaint themselves with the OIGC and the role of internal auditing through brochures, puzzles, quizzes, a slideshow, and meeting the OIGC staff.

### Internal Collaboration Projects

In response to the recommendations made in an audit the previous fiscal year, one of the audit clients developed two presentations for Board staff:

1. *Is there a manual on how to write a manual? A primer on how to write one; and*
2. *You don't know what a good spreadsheet you have until you clean it: Cleaning and refining your Excel spreadsheet.*

The manual writing presentation focused on the importance of having written policies and procedures and offered suggestions for starting small given the typical heavy workload for Board staff. The spreadsheet makeover presentation focused on using the often-overlooked features Excel offers to automate data input and reduce errors. It also included suggestions for incorporating instructions or other information to make the spreadsheet clearer for other staff who might need to use it. Lori Clark collaborated with the audit client to host these presentations.

### OIGC RISK ASSESSMENT AND WORK PLAN

Section 20.055, Florida Statutes, specifies that the inspector general develop long-term and annual audit plans based on the findings of periodic risk assessments, and that the plan contain audits to be conducted during each year and related resources required for these audits. By statute, the plan is submitted to the committee, the Board, and the chancellor for approval. A copy of the approved plan is also submitted to the Auditor General.

In the spring 2017, the OIGC implemented a risk assessment survey that was sent to all Board staff. In addition to reviewing and summarizing the survey results, OIGC staff reviewed Board regulations, the Florida Constitution, applicable statutes, internal operational manuals, handbooks, organizational charts, and various reports (including prior audit reports) and other available data in drafting the 2017-2018 work plan.

The committee approved and the Board ratified *The Office of the Inspector General and Director of Compliance Work Plan 2017-2018* at its June 2017 Board meeting. The plan contains audit projects as well as other projects designed to provide the most effective coverage of Board office operations and OIGC System-related responsibilities.



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To keep Board members informed, Inspector General Maleszewski provides a status of OIGC staff activities as listed on the work plan in his quarterly newsletters. Current and past OIGC Newsletters are accessible via the OIGC webpage (<http://www.flbog.edu/board/office/ig/reports.php>).

The OIGC 2017-2018 annual and long term work plan is provided in the table below.

Annual Work Plan - FY 2017-2018	
Project Title	Estimated Hours
<b>AUDIT ACTIVITIES - ASSURANCE AND CONSULTING</b>	
Legislative Program Appropriations	350
Information Resource Management, Information Technology Governance	350
State University System of Florida Board of Governors Foundation	350
Performance Based Funding Model, University Data Integrity Coordination	150
<b>INVESTIGATIVE ACTIVITIES</b>	
Complaint Intake and Triage	500
Preliminary Inquiries	100
Investigations	300
Investigative Monitoring	100
<b>COMPLIANCE ACTIVITIES</b>	
Board Office Compliance Program Plan Development	200
Board of Governors Regulations, Compliance	200
Implementation of Regulations 4.001 through 4.004	200
<b>OIGC OPERATIONAL ACTIVITIES</b>	
Risk Assessment and Audit Plan, 2018-2019	150
OIGC Annual Report, 2016-2017	100
Data Request System for Collection of SUS External Audit Reports	200
Update OIGC Complaints Index (Access Database)	120
Committee and Board Meeting Preparations	400
<b>FOLLOW-UP ACTIVITIES</b>	
Board Office Operational Audit	100
FAMU Athletics Cash Deficit	80
Board Office Performance-based Funding Process and Controls	100
Board Office Telecommuting	40
Rule 74-1 Compliance Assessment, IT Project Management	40
FGCU Investigation, Case No. 2017-025	180
Special Request Hours (Approximately 10%)	500
Carry Forward Hours	260
<b>Total</b>	<b>5,070</b>
<b>Long-Term Work Plan - FY 2017-2018</b>	
OIGC-related Regulations Development	400
Board Office Data Security	300
Board Office Contracts	300
Board Office Travel	250
Board of Governors Regulations, Compliance	200

The OIGC work plans are subject to change based on the results of the periodic risk assessments and requests made by the Board or the chancellor to evaluate particular activities or programs.



## AUDITOR GENERAL - BOARD OFFICE OPERATIONAL AUDIT

In November 2016, the Auditor General issued the State University System Board of Governors Operational Audit report ([Report No. 2017-048](#)). This audit primarily focused on Board office operations for the period July 2014 through May 2016.

The report contained no adverse audit findings related to Board office operations. The one finding presented by the Auditor General relates to Board guidance and oversight in the areas of remuneration of teaching faculty, sponsored research, anti-hazing, student code of conduct, and procurement. As a result, the Auditor General recommended enhancements to Board regulations.

In his response, the chancellor agreed to address the audit finding in the following manner:

- Regarding remuneration of presidents and administrative employees, Board staff will work to ensure alignment between the regulation and Section 1012.976, Florida Statutes, with respect to the remuneration of university teaching faculty. At issue is the definition of “university teaching faculty” and whether that appropriately includes positions like deans and provosts.
- With regard to sponsored research, the chancellor agreed to review and revise, as appropriate, regulations related to sponsored research. The chancellor established a System workgroup to advise on this process. The Board approved a resulting regulation, Board of Governors Regulation 10.002, *Sponsored Research*, on June 22, 2017.
- Regarding anti-hazing and student codes of conduct, the chancellor agreed to review and revise, as appropriate, relevant regulations. The Auditor General recommended specific penalties and enforcement actions for hazing incidents within Board regulations. Such an approach may be challenging as incidents are scenario-specific, and there is a long-held principle that disciplinary intervention should contribute to the educational and personal growth of the student. The chancellor agreed to develop a process for collecting the number of campus hazing incidents and to work with university student affairs professionals to assess consistency with the long-held principles outlined in his response.
- Related to purchasing practices, the chancellor agreed to continue efforts to document consideration of the appropriateness of waivers from the competitive solicitation process for certain goods and services such as accounting and advertising. The Board approved a responsive update to Board of Governors Regulation 18.001, *Procurement Regulation* in November 2016.



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In accordance with Section 20.055(6)(h), Florida Statutes, the OIGC provided a six-month written response to the chancellor (issued May 17, 2017) on the status of corrective actions taken. The response was also filed with the Board chair and the Joint Legislative Auditing Committee. Additional follow up will be conducted on a six-month cycle.

## OIGC QUALITY ASSURANCE AND IMPROVEMENT PROGRAM

The OIGC is statutorily required to follow the *International Professional Practices Framework* as published by the Institute of Internal Auditors, Inc. Standard 1300 requires that the chief audit executive develop and maintain a Quality Assurance and Improvement Program (QAIP) that covers all aspects of the internal audit activity. The OIGC performs periodic self-assessments to meet this requirement. On May 5, 2017, the OIGC prepared a memorandum to summarize the OIGC internal QAIP self-assessment.

The assessment was conducted using the Institute of Internal Auditors' assessment tools and the results were summarized.

To address an item noted in a prior assessment, the OIGC developed a quarterly newsletter as a means of enhanced reporting and communication to management regarding OIGC activities. This quarterly OIGC newsletter is distributed to Board members, the chancellor, the State University Audit Council, and the State University System of Florida Compliance and Ethics Consortium. Routine newsletter content includes descriptions of OIGC activities and projects, staffing levels, training events attended and provided, and an OIGC work plan update. Each newsletter is posted to the OIGC webpage at:  
<http://www.flbog.edu/board/office/ig/reports.php>

In addition to our internal assessment, the external assessment was conducted by the Auditor General's office. Auditor General [Report No. 2016-063](#), *Board of Governors Office of Inspector General's Internal Audit Activity* released December 17, 2015, contained no findings. The external assessment was reported in the [2015-2016 OIGC Annual Report](#) and is being included in this year's report because the "clean" quality assessment review by the Auditor General's office combined with the internal assessment allow us to conclude that the OIGC QAIP is adequately designed and implemented (complied with) to provide reasonable assurance of conformance with applicable professional auditing standards.

Although not material to overall conformance to professional standards, some improvement opportunities were identified during the OIGC self-assessment. These improvements included better aligning our charters and policies and procedures manual to each other, as well as to professional standards and



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regulations. Additionally, the OIGC has been challenged to complete the projects on our annual work plan due to competing deadlines and unplanned, non-audit projects. To meet its mission, the internal audit activity could benefit from an additional staff member who could address audits of university non-profit support organizations and other backlogged OIGC work efforts.

### STATE UNIVERSITY AUDIT COUNCIL

The inspector general represents the Board on the State University Audit Council (SUAC), which is composed of CAEs from each of the System universities. SUAC's purpose is to provide an opportunity for System CAEs to share information and best practices.



*Left-Right: FAU (Morley Barnett), FIU (Allen Vann), UWF (Betsy Bowers), USF (Virginia Kalil), FSU (Sam McCall), UCF (Robert Taft), BOG (Joe Maleszewski), FGCU (Bill Foster) and Board of Governors Audit and Compliance Committee Chair (Wendy Link)*

SUAC typically meets in-person twice annually with conference calls in between as needed. This fiscal year, SUAC met twice in-person:

**October 13-14, 2016** - FIU's chief audit executive, Allen Vann, the current SUAC chair, convened this in-person meeting on the University of South Florida campus. During the meeting, SUAC members reviewed and discussed the draft *Standards for Complaint Handling and Investigations for the State University System of Florida*. These standards are required by Board of Governors Regulation 4.002, *State University System Chief Audit Executives*. SUAC members also discussed implementation of the new Board regulations (4.001 – 4.004), scheduled for Board consideration and approval at its November 2016 meeting. In addition, the following topics were discussed:

- Performance Based Funding Data Integrity Audits;
- Direct Support Organization Financial Statements;



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- Conflict of Interest Reporting;
- Payment Card Industry (PCI) Compliance;
- Legislative Updates; and
- Audit Work Plan items.

**May 18-19, 2017** - SUAC met on the campus of Florida Atlantic University and was joined by Audit and Compliance Committee Chair Wendy Link. Discussion topics included:

- Chief Audit Executive Updates;
- Legislative Update;
- *Standards for Complaint Handling and Investigations for the State University System of Florida*;
- Enterprise Risk Management;
- Performance Based Funding Data Integrity Audits; and
- Financial Aid Audits.



## INVESTIGATIVE ACTIVITIES

In accordance with Section 20.055, Florida Statutes, the OIGC is responsible for initiating, conducting, supervising, and coordinating investigations designed to detect, deter, prevent, and eradicate fraud, waste, mismanagement, misconduct, and other abuses in the Board office.

In accordance with Section 20.155, Florida Statutes, if the Board determines that a state university board of trustees is unwilling or unable to address allegations made by any person relating to waste, fraud, or financial mismanagement, the OIGC shall conduct, coordinate, or request an investigation.

During the 2016-2017 fiscal year, the OIGC engaged in the following investigative activities:

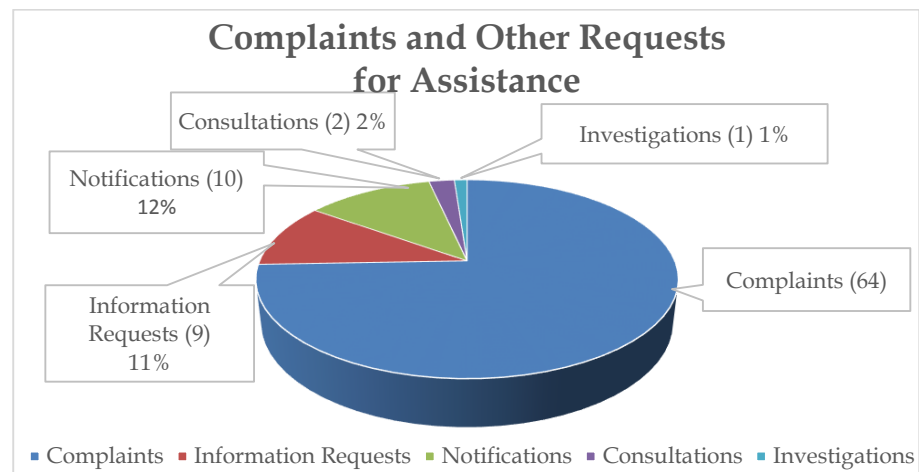
- Complaints and Requests for Assistance;
- Historical Complaints Disposition;
- Whistle-blower Activity;
- Investigation Guidance and Assistance; and
- Background Checks.

Each of these topics is covered in detail on the following pages.

## COMPLAINTS AND REQUESTS FOR ASSISTANCE

During the 2016-2017 fiscal year, the OIGC received, reviewed, and processed 86 new complaints and other requests for assistance from current or prospective students, parents, university faculty and staff, Board staff, and the public. The OIGC categorized, indexed, and assigned a case number to each item for tracking, disposition, and follow-up purposes.

The following chart depicts the categories of cases received:





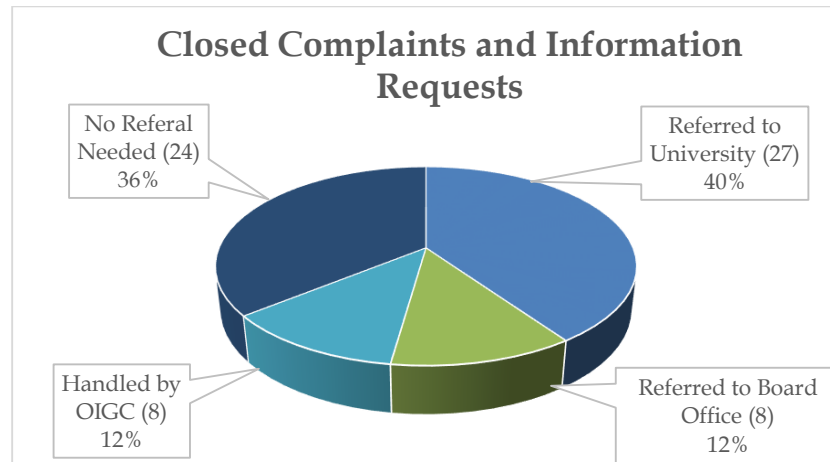
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Consultations are requested by System CAEs and conducted for the purpose of sharing expertise on matters related to investigations and Whistle-blower matters. The informational notifications were received pursuant to Board of Governors Regulations 4.001-4.003 to keep the Board informed concerning allegations of fraud, abuses, and deficiencies in university programs and operations. The two consultations and 10 informational notifications received during the reporting period were closed.

Of the 64 complaints and nine information requests (public records requests) received, the OIGC closed 67 in the following ways:

- Referred 27 to the appropriate university for handling;
- Referred eight to the appropriate Board office unit for handling;
- Processed eight within the OIGC; and
- Determined 24 required no referral as they were either previously or concurrently being addressed by other appropriate entities, did not include sufficient information to proceed, or were unrelated to the System.

The following chart and table depict the above closure activity:





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Types of Complaint and Information Request Activity	Total
Referred to university CAE, CCO, and/or board of trustees: 1. Student Related a. Employee Misconduct (3) b. Financial Aid/Billing (2) c. Health/Safety Issues (1) d. Misuse of Funds (1) e. Violations of Law/Policy (2) 2. Non-student Related a. Employee/Contractor Misconduct (5) b. Health/Safety Issues (1) c. Management Issues (2) d. Misuse of Funds (1) e. Personnel Issues (5) f. Violations of Law/Policy (4)	27
Referred to appropriate Board staff: 1. Student Related a. Employee Misconduct (1) b. Financial Aid/Billing (2) 2. Non-student Related a. Conflict of Interest (1) b. General Inquiry (2) c. Public Records Request (1) d. Regulation Issues (1)	8
Handled by OIGC: 1. Student Related a. Misconduct (1) 2. Non-student Related a. Misconduct (1) b. Public Records Requests (6)	8
No referral needed: 1. Insufficient Information Provided a. Personnel Issues (2) b. Misconduct (1) 2. Issues Already Addressed by Appropriate Entity a. Management Issues (10) b. Misconduct (2) c. Public Records Request (1) d. Student Complaint (1) 3. Non-system Related a. Federal Government Issue (1) b. Private University Issue (6)	24
<b>TOTAL</b>	<b>67</b>



## HISTORICAL COMPLAINTS DISPOSITION

At the beginning of the 2016-2017 fiscal year, five cases (four complaints and one informational notification) carried over from the previous fiscal year. The OIGC conducted follow-up activities on these cases, resulting in closures for all of the files.

Beginning in fiscal year 2014-2015, the OIGC conducted an internal quality assessment review of 75 historical complaints received between January 2009 and August 2014. As depicted in the chart below, the first year of this review resulted in 61 closures. During the 2015-2016 fiscal year, the OIGC conducted follow-up activity on the remaining 14 files, resulting in nine (9) closures. During the 2016-2017 fiscal year, the OIGC continued to conduct follow-up activity on the remaining five (5) files, resulting in closures for all of the files.

Historical Complaints Disposition January 2009 – August 2014			
Fiscal Year	Number Reviewed	Number Closed	Number Remaining
2014-2015	75	61	14
2015-2016	14	9	5
2016-2017	5	5	0

## WHISTLE-BLOWER ACTIVITY

The Whistle-blower's Act plays a critical role in ensuring accountability. The statute prohibits adverse personnel action for certain individuals reporting information.

In fulfilling responsibilities to receive complaints and coordinate all activities of the Board office as required by the Whistle-blower's Act, the OIGC assesses every complaint received to determine if Whistle-blower Act provisions might apply. This year, the OIGC did not receive any Board staff complaints that qualified for handling under Whistle-blower Act provisions.



In accordance with Section 112.3189(1), Florida Statutes, each university's board of trustees is responsible for designating an individual who, for purposes of Sections 112.3187(5) and 112.3189, Florida Statutes, shall be deemed an agency inspector general. Under Board of Governors Regulation 4.002, *State University System Chief Audit Executives*, each university's chief audit executive is to be the individual designated by the board of trustees to review statutory whistle-blower information and coordinate all activities of the Whistle-blower's Act. Therefore, state universities, and not the OIGC, receive complaints and



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coordinate all activities as required by the Whistle-blower's Act for their respective university. In the event the university board of trustees is unwilling or unable to address credible allegations, the OIGC may be asked to conduct an investigation on behalf of the university.

The OIGC initiated a Whistle-blower investigation on October 5, 2016, based on a referral from Florida Gulf Coast University's (FGCU) Office of Internal Audit. The investigation addressed multiple allegations involving members of FGCU's Board of Trustees, and included concerns about violations of Florida's Government in the Sunshine Law, Board of Governors regulations, and the University's regulations and policies. On March 28, 2017, the OIGC issued a final report, sustaining two allegations related to violations of Florida's Sunshine Law, Board of Governors regulations, and FGCU's policies; noting five additional ancillary issues; and making 13 recommendations, including enhanced trustee training/orientation, and policy revisions/updates. The investigation is no longer active; however, the OIGC considers the case open to monitor and follow-up on FGCU's corrective actions.

## INVESTIGATIVE GUIDANCE AND ASSISTANCE

For fiscal year 2016-2017, the OIGC provided guidance on investigative procedures to a number of universities including Florida A&M University, Florida Atlantic University, Florida Gulf Coast University, Florida State University, University of Central Florida, University of South Florida, and University of West Florida.

Under Board of Governors Regulation 4.002, *State University System Chief Audit Executives*, CAEs are required to conduct investigative assignments in accordance with professional standards issued for the System. The OIGC worked with SUAC to develop and establish a comprehensive set of investigative standards, entitled *Standards for Complaint Handling and Investigations for the State University System of Florida*. SUAC adopted these standards on November 17, 2016.

In addition, the OIGC provided external assistance to CAEs by providing information on the following:

- Legislative updates and bill analyses on legislation that could affect universities; and
- Florida's Whistle-blower Act.



## BACKGROUND CHECKS

Board office policy requires the inspector general to review and approve pre-employment background screenings of Board staff. This past fiscal year, the OIGC reviewed and approved the results of three Level 2 and five Level 1 background checks for new Board staff and student assistants.



## COMPLIANCE ACTIVITIES

During the 2016-2017 fiscal year, the OIGC engaged in the following compliance activities:

- System Financial and Operational Audit Reports;
- System Internal Audit Reports;
- System Compliance with Board of Governors Regulation 4.003; and
- State University System of Florida Compliance and Ethics Consortium.

Each of these topics is covered in detail on the following pages

### SYSTEM FINANCIAL AND OPERATIONAL AUDIT REPORTS

As required by law, the Auditor General conducts annual financial audits for each System university, and operational audits at least every three years [Section 11.45(2)f., Florida Statutes]. The OIGC receives final reports of all Auditor General audits of each System university. For fiscal year 2016-2017, the OIGC received, logged, and reviewed 12 Auditor General financial audits and five Auditor General operational audits. All findings are tracked for follow-up purposes and discussed with the appropriate interested parties.

In accordance with Section 1008.322, Florida Statutes, the Board shall oversee the performance of state university boards of trustees in the enforcement of laws, rules, and regulations. This includes OIGC follow-up and liaison responsibilities regarding audit follow-up for repeat audit findings and issues of significant noncompliance. In November 2016, the Board approved Board of Governors Regulation 4.004, *Board of Governors Oversight Enforcement Authority*, to implement this statute.

### SYSTEM INTERNAL AUDIT REPORTS

In November 2016, Board of Governors Regulation 4.002, *State University System Chief Audit Executives*, was approved to further establish university CAEs as a point for coordination of and responsibility for activities that promote accountability, integrity, and efficiency in university operations. This regulation requires additional CAE submissions to keep the Board informed.

As discussed previously in the Other OIGC Audit Activities section, the OIGC received and logged 67 internal audit reports from System universities. OIGC staff reviewed these reports to identify any trends and confirm with a given university that it is addressing any adverse trends. Inspector General Maleszewski will provide annual summaries of these audit reports, along with



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the external audit reports for each System institution, to the Audit and Compliance Committee each fall.

### SYSTEM COMPLIANCE WITH REGULATION 4.003

Of the four new Board regulations described in the Regulations Development section of this document, Board of Governors Regulation 4.003, *State University System Compliance and Ethics Programs*, has been the most challenging to implement. Examples of some of the issues universities are challenged to address include:

- Establishing a separate audit and compliance committee;
- Distinguishing the role of the general counsel in ethics matters and how that relates to the role of the chief compliance officer;
- Establishing complaint triage committees to ensure the appropriate coordination and communication of staff responsible for proper case management and disposition;
- Developing whistle-blower regulations; and
- Establishing protocols and practices to ensure the needed access for chief compliance officers and chief audit executives to their president and board.

To measure universities' progress in their compliance program implementation, the OIGC worked with the State University System of Florida Compliance and Ethics Consortium to develop a "Compliance and Ethics Program Status Checklist." The checklist will facilitate university presidents', boards of trustees', and the Board's monitoring of the implementation status of the 19 elements identified in Board of Governors Regulation 4.003 as the essential elements of an effective Compliance and Ethics Program.

Inspector General Maleszewski provided the following summary table to the Audit and Compliance Committee at its March 2017 meeting and discussed it in further detail. The summary was based on the checklist's results compiled the previous month. It represents a baseline for System universities' implementation of their compliance programs. The SUS Compliance Program Status Checklist will be administered again in November 2017. The regulation requires university compliance and ethics programs be established two years from the November 2016 date of the regulation's approval.



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SUS Compliance Program Status Checklist Summary					
Univ.	University-Wide Compliance Program	Program Plan	BOT Committee	Chief Compliance Officer	External 5-Year Program Review
FAMU	● ● N/B N/B	N/B N/B ● ✓ N/B	● ● N/B N/B	● ● ● N/B N/B	-
FAU	● ✓ ● ✓ ● ✓	● ● ● ● ✓ ●	● ● ● ● ●	✓ ✓ ● ✓ ●	-
FGCU	● ● ● ● ●	● ● ● ● ✓ N/B	● N/B ● ✓	✓ ● ● ✓ ✓	-
FIU	✓ ✓ ● ✓ ●	● ● ● ✓ ● ●	✓ ● ● ✓ ✓	● ✓ ● ✓ ✓	-
FPU	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	-
FSU	● N/B ● ●	N/B ● N/B ● N/B	N/B N/B N/B N/B	N/B N/B N/B N/B	-
NCF	● N/B ✓ ●	● ● ● ● ● N/B	● ● N/B N/B	● ● ● ● ●	-
UCF	✓ ✓ ✓ ✓ ✓	● ● ● ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	-
UF	● ● ● ● ●	● ● ● ● ✓ ●	● ● ● ● ●	● ● ● ● ●	-
UNF	● ✓ ● ✓ ●	● ● N/B ● N/B	✓ ✓ ✓ ✓ ✓	✓ ✓ ● ✓ ●	-
USF	✓ ✓ ✓ ✓ ✓	● ● ● ● ✓ ✓	✓ ● ● ✓ ●	✓ ● ● ✓ ✓	-
UWF	● ● ● ✓ ✓	● ● ● ● ●	✓ ✓ ✓ ✓ ●	● ● ✓ ● ●	-
✓	Indicates that the university president and board chair assert that the regulation components making up this area are fully implemented in accordance with Board of Governors Regulation 4.003.				
●	Indicates that the university president and board chair anticipate regulation components making up this area to be completed by November 3, 2017.				
●	Indicates that the university president and board chair anticipate regulation components making up this area to be completed by November 3, 2018 (completion of items beyond this date constitute non-compliance with Board of Governors Regulation 4.003).				
●	Indicates that the university president and board chair anticipate regulation components making up this area to be completed by May 3, 2019 (six months beyond the period established in Board of Governors Regulation 4.003).				
N/B	Indicates that the university president and board chair acknowledge that the university has not begun implementing the regulation components making up this area. The "N/B" indicator should be used in conjunction with one of the green/amber/red light indicators to communicate anticipated completion periods for items not yet begun.				

## STATE UNIVERSITY SYSTEM OF FLORIDA COMPLIANCE AND ETHICS CONSORTIUM

The State University System of Florida Compliance and Ethics Consortium was formed in June 2013. Inspector General Maleszewski represents the Board on the Consortium, which is composed of compliance directors and representatives from each of the System universities. The Consortium's mission is to provide an avenue for System institutions to discuss the development and improvement of compliance and ethics programs, new federal and state regulations, best practices, and issues they may be facing. The Consortium met four times this year via conference call or in-person as follows:

**September 16, 2016** – During this conference call, the Consortium discussed draft Board of Governors Regulation 4.003, *State University System Compliance and Ethics Programs*, which was in the public notice stage at that time. The Board was scheduled to consider it for approval at its November 2016 meeting. The group also discussed summer camps and background checks for third-party camp facilitators and staff.

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**December 12-13, 2016** – The University of Central Florida’s chief compliance officer and Consortium chair, Rhonda Bishop, convened this in-person meeting on the University of South Florida campus to discuss and share best practices related to implementing Board of Governors Regulation 4.003, *State University System Compliance and Ethics Programs*. In addition, the group also discussed creating safe harbor (from liability or penalty under specified circumstances), hotline issues, Title IX investigations, and regulatory updates. University of South Florida’s Title IX coordinator provided a general informational session regarding Title IX requirements.

**March 31, 2017** - During this conference call, the Consortium discussed each university’s status in implementing an effective compliance and ethics program, the possible use of a peer review process to comply with the requirements for a five-year external program evaluation, and the creation of a portal for submitting required items to the Board. The Consortium’s chair, Rhonda Bishop, also gave an overview of the federal NIST 800-171 requirements.

**June 22, 2017** - During this conference call, Consortium Chair Bishop shared information regarding the University of Central Florida’s Gifts and Honoria Policy. The group discussed efforts to develop peer review standards and agreed to share university policies and procedures on summer camp programs.



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### OIGC ACTIVITIES

In addition to the OIGC's audit, investigative, and compliance activities, the OIGC also published a quarterly newsletter, performed bill analyses, developed an office brochure, and participated in the Board of Governors Student Leadership Program. Each of these items is described in detail below.

### OIGC NEWSLETTER

The OIGC newsletter is designed to supplement Board of Governors meetings and briefings to keep the Audit and Compliance Committee informed regarding OIGC activities and updates. OIGC newsletters are prepared and disseminated on a quarterly basis.



Copies of OIGC News are available at:

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

### LEGISLATIVE BILL ANALYSIS

The OIGC provided staff analysis on bills potentially affecting offices of inspectors general and university CAEs. The topics of various bill analyses included:

- Public Records and Information Technology Exemptions (which passed and was signed by the Governor);
- Performance-based Funding Model;
- Government Accountability; and
- Public Employees' Whistle-blower Act.



## OIGC BROCHURE DEVELOPMENT

In preparation for the International Internal Auditing Awareness Month Open House, OIGC staff developed a brochure explaining the three office functions (audits, investigations, and compliance). These brochures are also being included in the new employee orientation packet assembled and distributed by the Board office's human resources department.

## BOARD OF GOVERNORS STUDENT LEADERSHIP PROGRAM

In February 2017, Chancellor Criser approved the development of a Board of Governors Student Leadership Program (SLP) to promote more student engagement and participation in what we do as a System office and to provide professional development opportunities and leadership skills for the students who work with us in the Board office. The director of university budgets, Kristie Harris, is the coordinator. Lori Clark, compliance and audit specialist, is one of Board staff members who serves on the SLP team.



## STAFF

### **Joseph K. (Joe) Maleszewski, MBA, CIG, CIGI, CIGA, CIA, CGAP, CISA, CCEP**

#### **Inspector General and Director of Compliance**



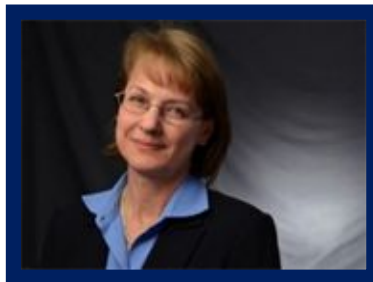
Mr. Maleszewski joined the Board of Governors' Senior Staff in September 2013. He received an MBA degree from the Florida State University School of Business and holds the following professional certifications:

- Certified Inspector General (CIG),
- Certified Inspector General Investigator (CIGI),
- Certified Inspector General Auditor (CIGA),
- Certified Internal Auditor (CIA),
- Certified Government Auditing Professional (CGAP),
- Certified Information Systems Auditor (CISA), and
- Certified Compliance and Ethics Professional (CCEP).

Mr. Maleszewski has over 25 years of service in state government, serving primarily in Offices of Inspector General at four State agencies.<sup>3</sup> He also served as statewide Computer Security Administrator for the Florida Department of Transportation. He previously served as inspector general for the Department of Economic Opportunity after serving as the Department of Transportation's director of audit for over seven years.

### **Lori Clark, CIGA, CCEP, CGAP**

#### **Compliance & Audit Specialist**



Ms. Clark taught French, English, and English as a Second Language for six years before transitioning from the classroom to the higher education administrative setting. She joined the Board of Governors office in August 2006 as an educational policy analyst in the board's Academic and Student Affairs unit. She transferred to the OIGC in August 2008. Ms. Clark earned her bachelor's and master's

degrees in French Language and Literature from Florida State University. She obtained the following professional certifications:

<sup>3</sup> Department of Agriculture and Consumer Services, Department of Transportation, Department of State, and Department of Economic Opportunity



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

- Certified Inspector General Auditor (CIGA),
- Certified Compliance and Ethics Professional (CCEP), and
- Certified Government Auditing Professional (CGAP).

Ms. Clark has over 30 years of experience in postsecondary education, including teaching, student services administration, and program implementation.

### **Rebekah Weeks, CIGI** **Investigations and Audit Specialist**

Ms. Weeks joined the OIGC staff in October 2015. She came to us from the Executive Office of the Governor, Office of the Chief Inspector General where she had been employed since 2012 – first as the whistle-blower coordinator and then as an inspector specialist. Ms. Weeks has a Bachelor of Science degree in Social Welfare from the University of Albany and two master's degrees from Florida State University (Public Administration and Social Work). She holds a professional certification of Certified Inspector General Investigator (CIGI).

### **Gabrielle Cazeau** **Student Assistant**

Ms. Cazeau began working with the OIGC in June 2017. She is now a junior at Florida State University, pursuing a bachelor's degree in International Affairs and a minor in Spanish. Post-graduation, Ms. Cazeau plans to pursue a Master's Degree in Public Administration and eventually work in the field of Urban and Regional Planning.



## PROFESSIONAL DEVELOPMENT AND ASSOCIATIONS

OIGC staff develop and maintain their professional knowledge, skills, and abilities through a number of methods. The following section summarizes the OIGC staff's professional certifications and affiliations, training accomplishments, and service to the profession.

### PROFESSIONAL CERTIFICATIONS

Expertise within the OIGC covers a variety of disciplines. Employees are technically qualified in auditing, financial matters, investigations, fraud, compliance, and information technology. Staff members continually seek to augment their credentials, further enhancing their abilities and contributions to the OIGC, the Board office, and the System. The accomplishments of staff members obtaining certifications represent significant time and effort. Collectively, OIGC staff maintain 11 professional designations/certifications.



## PROFESSIONAL AFFILIATIONS

OIGC staff members participate in a number of professional organizations to maintain proficiency in their areas of expertise and certification. These associations allow OIGC staff members to maintain currency, establish and advance professional networks, and participate in professional community activities. Inspector General Maleszewski serves in active leadership roles in a number of these associations. The OIGC staff professional affiliations include:

- Association of Inspectors General (National and State Chapters);
- Institute of Internal Auditors (National and Tallahassee Chapters);
- ISACA (National and Tallahassee Chapters);
- Association of Government Accountants;
- Association of Certified Fraud Examiners;
- Florida Audit Forum;
- Society for Corporate Compliance and Ethics;
- Association of College and University Auditors; and
- Florida Government Finance Officers Association.





## TRAINING ACCOMPLISHMENTS

Section 20.055, Florida Statutes, requires offices of inspector general to conduct audits and investigations in accordance with professional standards. These standards have specific training requirements:

- The Association of Inspectors General's *Principles and Standards for Offices of Inspectors General* specifies that each staff person who performs investigations, audits, evaluations, or reviews should receive at least 40 hours of continuing professional education every two years that directly enhances the person's professional proficiency.
- The *International Professional Practices Framework* and *Government Auditing Standards* require internal audit staff to maintain their professional proficiency through continuing education and training.
- The *Government Auditing Standards* require each auditor to receive at least 80 hours of continuing education every two years.

To ensure staff members are prepared to meet our mission, OIGC staff utilizes training resources from various professional organizations and associations, agencies, and individuals to fulfill training needs. Training opportunities include luncheons, webinars, and conferences.

This past fiscal year, our three professional staff members averaged over 100 hours of continuing professional development to comply with office and professional standards as well as to maintain 11 professional certifications.



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**TRAINING TAKEN AND PROVIDED**

Below are the major training opportunities OIGC staff attended or provided during the 2016-2017 fiscal year:

***Association of College and University Auditors 2016 Annual Conference, September 11-15, 2016*** - The conference was held in Miami, Florida, and numerous topics were covered including internal audit politics and functions, developing an effective compliance function, and understanding risk at the functional level. Lori Clark attended this conference.

***ISACA Control Objectives for Information Technology (COBIT) 5, November 3-4, 2016*** - These training sessions provided practitioners with sufficient knowledge and understanding of the COBIT 5 guidance to be able to understand the Governance and Management of Enterprise IT and create and promote awareness with executives, IT management, and functional groups. Lori Clark attended this training.

***Association of Government Accountants Government Training Event, February 9-10, 2017*** - The conference featured an array of continuing education sessions with qualified presenters, offering opportunities to improve financial management and auditing skills. All OIGC staff attended this training.

***Association of Certified Fraud Examiners Fraud Conference, September 27, 2016*** - Professional investigators and auditors gathered to learn techniques for effectively identifying, investigating, and auditing fraud. Joe Maleszewski attended this conference.

***Association of Inspectors General 2017 Institute, July 26-27, 2016*** - IG professionals from across the country gathered to earn the Association's Certified Inspector General (CIG), Certified Inspector General Auditor (CIGA), or Certified General Inspector Investigator (CIGI) credential. Joe Maleszewski provided six hours of instruction for the CIG and CIGA Institute sessions.

***Institute of Internal Auditors Project Management for Auditors, May 16-17, 2017*** - This training event taught auditors how to help keep their engagements within the budgeted hours by the target date, and assisted audit teams with procrastination, balancing resources, audit scope, milestones, etc. Joe Maleszewski and Lori Clark attended this training.

***CCB & SCCE Higher Education Compliance Conference, June 4-7, 2017*** - This training helped participants learn to increase the effectiveness of their institution's compliance program, discuss emerging risks and issues with their colleagues, and share best practices. Joe Maleszewski attended this training.

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***Institute of Internal Auditors Certified Internal Auditor Exam Preparation, January 26-27, 2017 & June 19-20, 2017*** - This training helped to expand internal audit knowledge, build confidence in addressing today's internal audit challenges, and prepare attendees for Parts 1 and 2 of the Certified Internal Auditor exam. This is the Institute of Internal Auditor's premier audit certification. Joe Maleszewski has maintained this professional certification since 1994. Rebekah Weeks and Lori Clark attended this training.



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## CONTACT INFORMATION AND RESOURCES

Office of the Inspector General  
and Director of Compliance  
State University System of Florida  
Board of Governors  
325 W. Gaines Street, Suite 1614  
Tallahassee, FL 32399-0400  
Phone: (850) 245-0466, Fax: (850) 245-9192  
BOGInspectorGeneral@flbog.edu

## RESOURCES

OIGC Web Page, which includes links to the *Audit and Compliance Committee Charter* and *Office of the Inspector General and Director of Compliance Charter*  
<http://www.flbog.edu/about/cod/igoffice.php>

Association of Colleges and Universities Auditors  
[www.acua.org](http://www.acua.org)

Association of Inspectors General  
<http://inspectorsgeneral.org/>

Board of Governors Regulations  
<http://www.flbog.edu/about/regulations/>

Florida Inspectors General  
<http://www.floridaoig.com/>

Institute of Internal Auditors  
<http://www.theiia.org/>



325 West Gaines Street, Suite 1614  
Tallahassee, FL 32399-0400  
Phone (850) 245-0466  
Fax (850) 245-9685

*[www.flbog.edu](http://www.flbog.edu)*  
*[BOGInspectorGeneral@flbog.edu](mailto:BOGInspectorGeneral@flbog.edu)*

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Audit and Compliance Committee  
August 31, 2017**

**SUBJECT: OIGC Updates**

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**PROPOSED COMMITTEE ACTION**

Information only

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Inspector General Maleszewski will provide Committee members with an update of his office's recent activities.

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**Supporting Documentation Included:** OIGC News, July 2017

**Facilitators/Presenters:** Mr. Joseph Maleszewski



THE STATE UNIVERSITY SYSTEM of FLORIDA | Board of Governors

# OIGC NEWS

## Office of Inspector General and Director of Compliance NEWS

July 1<sup>st</sup> marks the start of a new fiscal year. We will be providing you an annual report of our activities for the prior fiscal year in the near future. Included in this newsletter are the following topics:



- OIGC Quality Assurance and Improvement Plan;
- PBF Model – University Data Integrity;
- Recap: Six-Month Follow-Up To The Auditor General Board Office Operational Audit;
- Congratulations: New ACUA Board Member-At-Large Brian Mikell, UF CAE;
- Congratulations On Accreditation: FSU Office Of Inspector General Services;
- State University Audit Council Meeting;
- State University System Of Florida Compliance And Ethics Consortium Meeting; and
- OIGC Annual Work Plan Update.

**Joseph K. Maleszewski**, MBA, CIG, CIA, CISA, CIGI, CIGA, CGAP, CCEP  
Inspector General and Director of Compliance

### OIGC QUALITY ASSURANCE AND IMPROVEMENT PROGRAM

The Office of Inspector General and Director of Compliance is statutorily required to follow the International Standards for the Professional Practice of Internal Auditing as published by the Institute of Internal Auditors, Inc. Standard 1300 requires that the chief audit executive develop and maintain a Quality Assurance and Improvement Program (QAIP) that covers all aspects of the internal audit activity. The OIGC performs periodic self-assessments to meet this requirement. On May 5, 2017, we prepared a memorandum to summarize the OIGC internal QAIP self-assessment.

The assessment utilized Institute of Internal Auditors' assessment tools and the results were documented in a "Standards Conformance Evaluation Summary."



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

To address an item noted in a prior assessment, the OIGC developed this newsletter as a means of enhanced reporting and communication to management regarding OIGC activities. This quarterly OIGC Newsletter is distributed to Board of Governors members, the Chancellor, the State University Audit Council, and the State University System Compliance and Ethics Consortium. Routine newsletter content includes descriptions of OIGC activities and projects, staffing levels, training events attended and provided, and an OIGC work plan update. Each newsletter is posted to the OIGC webpage at:

<http://www.flbog.edu/board/office/ig/reports.php>

In addition to our internal assessment, the external assessment was conducted by the Auditor General's (AG) office. AG [Report No. 2016-063](#), released December 17, 2015, contained no findings.

Based upon the internal assessment and the "clean" external quality assessment review by the Auditor General's office, we concluded that the OIGC Quality Assurance and Improvement Program is adequately designed and implemented (complied with) to provide reasonable assurance of conformance with applicable professional auditing standards.

Although not material to overall conformance to professional standards, some improvement opportunities were identified during the OIGC self-assessment. These improvements included better aligning our charters and policies and procedures manual to each other, as well as to professional standards and regulations. The OIGC has been challenged to complete the projects on our annual work plan due to competing deadlines and unplanned, non-audit projects. To meet its mission, the internal audit activity could benefit from an additional staff member who could address audits of university non-profit support organizations and other backlogged work efforts.

### **PBF MODEL - UNIVERSITY DATA INTEGRITY**

On June 30, 2017, Board of Governors Chair, Tom Kuntz, asked that each Board of Trustees Chair and University President again execute a Performance Based Funding Data Integrity Certification. Chair Kuntz also asked that each board of trustees direct their Chief Audit Executive to perform an independent audit of Performance Based Funding data integrity. The audit is to be performed in accordance with the current *International Standards for the Professional Practice of Internal Auditing* as published by the Institute of Internal Auditors, Inc.

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

The Performance Based Funding Data Integrity Certification and final audit report, including any necessary corrective action plans, shall be submitted to the Board of Governors Office of Inspector General and Director of Compliance no later than March 1, 2018. The results will be summarized and presented to the Board of Governors at its March 2018 meeting.

### **RECAP: SIX-MONTH FOLLOW-UP TO THE AUDITOR GENERAL BOARD OFFICE OPERATIONAL AUDIT**

On May 17, 2017, the OIGC provided a six-month follow-up report to the Joint Legislative Auditing Committee, Chancellor Criser, Chair Kuntz, and the Auditor General. By way of providing background:

- Section 11.45(2)(f), Florida Statutes, requires the Auditor General to conduct an Operational Audit of each state agency at least every three years.
- On November 17, 2016, the Auditor General issued the most recent Board Office Operational Audit report ([Report No. 2017-048](#)).
- This audit report contained no adverse audit findings related to Board Office operations.
- The audit report contained one audit finding which stated that the – “Board of Governors needs to enhance regulations to help state universities establish uniform standards that conform to statutory requirements.” The five areas identified for regulatory enhancement were:
  1. Remuneration of university presidents and administrative employees;
  2. Sponsored research;
  3. Anti-hazing policies;
  4. Student Code of Conduct; and
  5. Purchasing Practices.
- Section 20.055(6)(h), Florida Statutes, makes the inspector general responsible for monitoring the implementation of corrective actions and to, no later than six months after publication of the AG audit report, provide a status report to the Chancellor and Board Chair coping the Joint Legislative Auditing Committee.

The following is a brief status of corrective actions taken to date by Board Office staff and this Board:

1. With regard to remuneration of university presidents and administrative employees, Board of Governors staff will be



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

seeking an amendment to section 1012.976, Florida Statutes, to define “university teaching faculty” consistent with Board of Governors regulation. Under Board of Governors Regulation 9.006(2)(d), university teaching faculty includes university provosts, deans, professors, lecturers, librarians, distinguished professors, eminent scholars, curators, scholars, scientists, engineers, and clinicians.

2. With regard to sponsored research, the Chancellor established a working group that drafted a sponsored research regulation. The full Board of Governors approved Regulation 10.002 at the June 2017 Board meeting. In addition to the Regulation, the workgroup produced an accompanying Sponsored Research Certification Form.
3. With regard to anti-hazing, the Council for Student Affairs held a hazing prevention summit at the University of Central Florida on May 19, 2017. All members of the Council signed a one-year extension of the System contract with AliveTek for the continued use of *Hazing Prevention: It's Everyone's Responsibility*™. The new contract went into effect July 1, 2017. The Council for Student Affairs will also report on the utilization and effectiveness of AliveTek software. In addition, Board staff plan to initiate a review of university anti-hazing policies and is developing a Board of Governors regulation based upon section 1006.63, Florida Statutes.
4. Regarding Student Codes of Conduct, Board Office staff plan to initiate a review of university student codes of conduct and revise as appropriate, our regulations on this topic.
5. Regarding purchasing practices, in November 2016, the Board of Governors adopted an amendment to Regulation 18.001, Procurement Regulation. Universities have worked to incorporate these revisions into their respective regulations. Board Office staff will continue to monitor university implementation of the amended regulation and will monitor any changes adopted by the Legislature as well as any evolving best practices.

### CONGRATULATIONS: NEW ACUA BOARD MEMBER-AT-LARGE BRIAN MIKELL, UF CAE

This week the Association of College and University Auditors (ACUA) Nominating Committee announced the 2017-18 Board of Directors election results. Our own Brian Mikell, UF Chief Audit Executive, has



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

been elected to the position of Board Member-at-Large. He will assume his new role in September. He joins Julia Hann, UNF Chief Audit Executive, who also serves ACUA as a Board Member-at-Large.

CAE Mikell indicated that he is looking forward to working with Julia and the rest of the ACUA Board to serve all our System Chief Audit Executives. Congratulations Brian and well deserved!

### CONGRATULATIONS ON ACCREDITATION: FSU OFFICE OF INSPECTOR GENERAL SERVICES - FIRST FOR THE SUS!



L-Right: Kitty Aggelis, Sam McCall, and Janice Foley

Accreditation programs have long been recognized as a means of maintaining the highest standards of professionalism. Schools, universities, and hospitals are some of the most prominent organizations required to maintain accredited status.

In October 2007, the Commission for Florida Law Enforcement Accreditation, Inc. (CFA), approved the development of an Inspectors General Accreditation Program for Inspectors General investigative functions. The intent of developing this accreditation program was to raise the bar and have a commonly accepted standard for the conduct of investigations.

The first edition of the *Florida Inspectors General Standards Manual* was approved by the CFA in February 2009. *Florida Inspectors General Standards Manual* (Edition 2.03, February 2017) contains 46 standards



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organized into the following areas:

- Organization And Governing Principles;
- Personnel Practices;
- Training;
- Investigation Process;
- Case Supporting Materials And Evidence;
- Whistle-blower's Act;
- Notification Process;
- Case Management; and
- Final Reporting Processes.

Today there are 32 accredited Offices of Inspectors General including FSU's Office of Inspector General Services. On June 21, 2017, FSU's Office of Inspector General Services became the first State University System investigative function to receive CFA accreditation.



FSU received this recognition as a result of Senior Investigator/Auditor Debra Arrant's leadership and the support of her management team pictured at the beginning of this article.

The CFA has also accredited the following SUS university police departments under their independent voluntary law enforcement agency accreditation program.



FAMU



FGCU



FSU



UCF



UF



UNF



USF



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

### STATE UNIVERSITY AUDIT COUNCIL MEETING

The State University Audit Council (SUAC) met on May 18-19, 2017, on the campus of Florida Atlantic University. The Council was joined by Audit and Compliance Committee Chair Wendy Link. Topics of discussion included:

- Chief Audit Executive Updates;
- Legislative Update;
- Standards for Complaint Handling and Investigations for the State University System of Florida;
- Enterprise Risk Management;
- Performance Based Funding Data Integrity Audits; and
- Financial Aid Audits.



L-Right: FAU (Morley Barnett), FIU (Allen Vann), UWF (Betsy Bowers), USF (Virginia Kalil), FSU (Sam McCall), UCF (Robert Taft), BOG (Joe Maleszewski), FGCU (Bill Foster) and Board of Governors Audit and Compliance Committee Chair (Wendy Link)

### STATE UNIVERSITY SYSTEM *of* FLORIDA COMPLIANCE AND ETHICS CONSORTIUM MEETING

The State University System of Florida Compliance and Ethics Consortium met by teleconference on June 22, 2017. Chair Rhonda Bishop (UCF Chief Compliance Officer) shared information on the UCF Gifts and Honoraria Policy. The Consortium then discussed ongoing efforts to develop compliance program peer review standards and agreed to share university policies and procedures on summer camps and programs. Finally, plans were made for future meetings including an upcoming in-person meeting.



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**OIGC ANNUAL WORK PLAN UPDATE**

The following table provides an overview of the approved FY 2017-2018 OIGC Work Plan with a brief statement of each project's status. We will provide status updates in each quarterly newsletter.

We have deleted the first Audit project, *Legislative Program Appropriations*, as the governor vetoed SB 374 on June 14, 2017. This bill included the two programs that resulted in this item being included in our work plan:

- World Class Faculty and Scholar Program - \$70.5 million
- State University Professional and Graduate Degree Excellence Program - \$50 million

Annual Work Plan - FY 2017-2018	
Project Title	Status
<b>AUDIT ACTIVITIES - ASSURANCE AND CONSULTING</b>	
Legislative Program Appropriations	Deleted
Information Resource Management, Information Technology Governance*	Not Begun
State University System of Florida Board of Governors Foundation	Not Begun
Performance Based Funding Model, University Data Integrity Coordination	Initiated
<b>INVESTIGATIVE ACTIVITIES</b>	
Complaint Intake and Triage	Ongoing
Preliminary Inquiries	Ongoing
Investigations	None
Investigative Monitoring	Ongoing
<b>COMPLIANCE ACTIVITIES</b>	
Board Office Compliance Program Plan Development	Initiated
Board of Governors Regulations, Compliance	Initiated
Implementation of Regulations 4.001 through 4.004	Initiated
<b>OIGC OPERATIONAL ACTIVITIES</b>	
Risk Assessment and Audit Plan, 2018-2019	Not Begun
OIGC Annual Report, 2016-2017	Initiated
Data Request System for Collection of SUS External Audit Reports	Not Begun
Update OIGC Complaints Index (Access Database)	Initiated
Committee and Board Meeting Preparations	Ongoing
<b>FOLLOW-UP ACTIVITIES</b>	
Board Office Operational Audit	Ongoing
FAMU Athletics Cash Deficit	Ongoing
Board Office Performance-based Funding Process and Controls	Ongoing
Board Office Telecommuting	Ongoing
Rule 74-1 Compliance Assessment, IT Project Management	Ongoing
FGCU Investigation, Case No. 2017-025	Ongoing

\* As of June 12, the Information Resource Management Office's name and functions have changed. The office is now titled Information Technology and Security Office.

Past copies of our newsletters may be accessed at:

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



STATE  
UNIVERSITY  
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Board of Governors

## **AGENDA**

### **Select Committee on 2+2 Articulation**

**Presidents Ballroom B  
Emerson Alumni Hall  
University of Florida  
1938 West University Avenue  
Gainesville, Florida 32611  
August 31, 2017  
10:00 a.m. – 10:15 a.m.**

**or**

**Upon Adjournment of Previous Meetings**

**Chair: Mr. Alan Levine; Vice Chair: Ms. Wendy Link**

**Members: Huizenga, Lautenbach, Stewart, Tripp**

- |   |   |
|---|---|
| <b>1. Call to Order and Opening Remarks</b>   | <b>Governor Alan Levine</b>   |
| <b>2. Minutes of Select Committee Meeting &amp; Workshop</b><br>Minutes, January 25, 2017 (workshop)<br>Minutes, March 30, 2017 | <b>Governor Levine</b>  |
| <b>3. Improving 2+2 Articulation Implementation Plan:<br/>Workgroup Progress Report</b>   | <b>Dr. Christy England</b><br><i>Associate Vice Chancellor<br/>for Academic Research and Policy</i> |
| <b>4. Concluding Remarks and Adjournment</b>  | <b>Governor Levine</b>  |

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Select Committee on 2+2 Articulation  
August 30, 2017**

**SUBJECT:** Minutes of Select Committee Workshop held January 25, 2017  
Minutes of Select Committee Workshop held March 30, 2017

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**PROPOSED COMMITTEE ACTION**

Consider for approval the minutes of the Select Committee on 2+2 Articulation workshop held on January 25, 2017 at Florida Polytechnic University and the minutes of the Select Committee on 2+2 Articulation meeting held on March 30, 2017 at Florida Agricultural and Mechanical University.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Committee members will review and consider for approval the minutes of the workshop held on January 25, 2017 at Florida Polytechnic University and the minutes of the meeting held on March 30, 2017 at Florida Agricultural and Mechanical University.

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**Supporting Documentation Included:** Minutes, January 25, 2017  
Minutes, March 30, 2017

**Facilitators/Presenters:** Governor Alan Levine

MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
SELECT COMMITTEE ON 2+2 ARTICULATION  
WORKSHOP  
FLORIDA POLYTECHNIC UNIVERSITY  
LAKELAND, FLORIDA  
JANUARY 25, 2017

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

Attendees

Committee Members: Gov. Alan Levine (Chair), Gov. Wendy Link (Vice-Chair), Govs. H. Wayne Huizenga, Jr., Ned Lautenbach, and Norman Tripp

Board Members: Govs. Richard A. Beard III, Patricia Frost, Jacob Hebert, Sydney Kitson, Thomas G. Kuntz, Edward A. Morton, and Gary S. Tyson

Invited Experts:

- Dr. Karen Borglum, Valencia College, Assistant Vice President, Curriculum and Assessment, member of the Articulation Coordination Committee
- Dr. Jennifer Buchanan, FSU, Associate Vice President for Faculty Development and Advancement, member of the Articulation Coordination Committee
- Mr. Todd Clark, Department of Education, Director of Articulation
- Dr. William Hudson, Jr., FAMU, Vice President for Student Affairs, member of the Articulation Coordination Committee
- Dr. Ian Neuhard, Florida State College-Jacksonville Campus President, South Campus
- Dr. Madeline Pumariega, Florida College System, Chancellor

Strategies for Improving 2+2 Articulation

Chair Levine provided a brief overview of the Committee's activities, noting that since March 2016, the Committee has learned about the statewide articulation law and policies, the pipeline of A.A. students coming to the state universities from the Florida College System, and the performance of A.A. students within our state universities. In September 2016, staff from the University of Central Florida and the University of South Florida described 2+2 programs that have developed in partnership with institutions from the Florida College System in order to increase access, provide greater clarity regarding pathways to completing a bachelor's degree, increase degree completion, and

meet local workforce needs. At the November 2016 meeting, the Committee discussed various issues and solutions organized around four aspects of 2+2 articulation: the academic transition, the admissions process, the cultural transition, and information on A.A. graduates.

Chair Levine noted that Florida's statewide 2+2 articulation agreement is working exceptionally well and there is good collaboration between the state universities and the colleges. He further stated that the purpose of the workshop is to focus on identifying strategies and solutions that build on and strengthen the existing statewide agreement and the collaborative relationships. He also noted that the Committee wants to encourage the universities and colleges to continue being entrepreneurial and collaborative.

Following a brief review of the issues and solutions discussed in November 2016, the workshop participants discussed a variety of issues related to the academic transition of transfer students, the admissions process, transfer students' cultural transition, and information on A.A. graduates. Many of the issues focused on the need to improve information and communication about potential pathways and course sequences, especially for high school students in dual enrollment programs. Participants suggested a central, comprehensive website as a potential solution. Participants noted that improving the availability and quality of 2+2 articulation information would address most of the issues that were raised during the workshop and previous committee meetings. Workshop participants also discussed the importance of providing services and mechanisms to help students make the cultural transition from a Florida college to a state university. In addition, the participants considered ways to provide incentives for the state universities to expand and enhance existing programs in collaboration with the Florida colleges. Participants also discussed the need for additional analyses that would help determine whether students in all areas of the state have access to a 2+2 enhancement program. Workshop participants then discussed the possibility of having the state universities identify key components of effective 2+2 enhancement programs and provide regular reports to the Board.

At the close of the workshop, the following solutions were selected for inclusion in the Committee's implementation plan.

1. Provide better advising on the appropriate sequence and timing of some courses (e.g., math) to make sure dual enrollment students understand the opportunities and expectations as well as the consequences of their choices.
2. Develop a common advising website that incorporates all potential pathways, from high school to a Florida college to a state university, and other relevant information about dual enrollment and the way credits transfer from one institution to another.
3. Develop structured pathways for dual enrollment students.
4. Identify and implement advising best practices across the system.

5. Encourage universities to enhance and expand geographic programs of access like Direct Connect and Fuse using entrepreneurial approaches while also meeting a set of standards to ensure program quality and effectiveness.
6. Improve the cultural integration of A.A. transfer students into the state university environment.
7. Conduct an analysis to determine whether there are sufficient 2+2 enhancement programs serving students in rural areas.
8. Identify where data can be improved or enhanced to better track student progress, including those who do not apply or do not enroll in a state university.

### Next Steps

During the March 2+2 Committee Meeting, Board staff will present an implementation plan that incorporates the solutions identified during the workshop.

MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
SELECT COMMITTEE ON 2+2 ARTICULATION  
FLORIDA A&M UNIVERSITY  
TALLAHASSEE, FLORIDA  
MARCH 30, 2017

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

1. Call to Order and Opening Remarks

Chair Alan Levine convened the meeting on March 30, 2017 at 8:44 a.m. with the following members present and answering roll call: Governors Levine, Link, Stewart, and Tripp. A quorum was established.

2. Minutes of Select Committee Meeting

Chair Levine asked for a motion to approve the minutes from the November 2, 2016 committee meeting. Governor Link moved to approve the minutes, Governor Tripp seconded the motion, and the motion was approved.

3. 2+2 Best Practice: Florida Atlantic University's Link Program

Dr. John Kelly, President of Florida Atlantic University (FAU), delivered a presentation on the University's Link Program. Dr. Kelly stated that the key program components include a one-stop shop for transfer student advising and resources; staff located on the Broward College campus; on-site workshops and presentations at Indian River State College, Miami Dade College, and Palm Beach State College; and ensuring that students take the appropriate courses at state colleges. He noted that most of FAU's A.A. transfer students come from Broward College and Palm Beach State College. Dr. Kelly also presented data showing the unexpected success of the 2+2 CAPTURE Program for computer science and computer engineering.

Dr. J. David Armstrong, President of Broward College, described the benefits of the Link Program for their students. Dr. Armstrong stated that the strengths of the Link 2 FAU Transfer program include joint use facilities (e.g., library), pathways for specific academic programs, advising on the Broward campuses, integrated services, scholarships, and other transfer-specific events. He noted that most of their students transfer to FAU and FIU. Dr. Armstrong also described a similar program between Broward College and Florida International University (FIU) and noted that they are in conversation with staff from Florida A&M University. He stated that direct

communication between executive leaders and a strong commitment to partnerships were essential components of effective programs.

Chair Levine then invited Dr. Kenneth G. Furton, Provost and Executive Vice President of FIU, to talk about the University's 2+2 enhance program. Dr. Furton talked about the success of the FIU Connect 4 Success program with Broward and about the importance of collaboration among college and university leaders.

Chair Levine observed that another key component of successful programs is establishing expectations for students who wish to be admitted, rather than creating a blanket admissions agreement, and that he was pleased that the universities had created these programs without being mandated to do so.

President Genshaft, of the University of South Florida, also noted that these types of articulation agreements and programs have been implemented with institutions outside of the United States as well, such as one USF has in Lima, Peru.

#### 4. Improving 2+2 Articulation Implementation Plan

Chair Levine asked Dr. Christy England to present the proposed strategies and implementation plan that were developed following the Committee's January workshop.

Dr. England reported that Chancellor Criser shared the three strategies with Chancellor Pumariega of the Florida College System. She noted that Chancellor Pumariega shared the strategies with all 28 Florida colleges, collected their feedback, and sent their collective feedback to Chancellor Criser a few days prior to the Committee's meeting. She stated that the feedback from the FCS presidents was positive and that they agreed that we should continue to strengthen our existing statewide articulation agreement. Dr. England indicated that Board staff will do a more in-depth review of the feedback following this meeting. She then thanked Chancellor Pumariega and all of the college presidents for their time and for the thoughtful suggestions they provided.

Dr. England proceeded to describe the proposed strategies and the staff plan for implementation. She stated that the first strategy is to develop a web-based 2+2 advising toolkit for the purpose of improving the accessibility and quality of information about the state's 2+2 articulation program and the university enhancement programs in response to the Committee's finding that, although there is a lot of information available to secondary and postsecondary students, the information is not always easy to find and it is dispersed across websites that vary in the comprehensiveness and quality of information. Dr. England indicated that staff plan to establish a workgroup to identify the major components and requirements of a web-based advising toolkit. She stated that the workgroup would be responsible for

identifying critical content, estimating the cost of updating or developing a website or sites and the ongoing cost of maintenance, and identifying roles and responsibilities of institutions, system offices, and state entities in developing and maintaining the web-based advising toolkit.

Dr. England stated that the second strategy is to encourage the improvement and expansion of local 2+2 enhancement programs in order to further strengthen the state's 2+2 articulation agreement by identifying key components of effective practices and requiring the state universities to review their programs based on pre-determined criteria. She indicated that staff plan to accomplish this by creating a workgroup to identify key components and best practices of effective programs in the areas of academic transition, admissions process, cultural transition, and information on A.A. graduates. She noted that the workgroup would also establish criteria for evaluating each component. Dr. England stated that the state universities will then review their 2+2 enhancement programs based on the key components and corresponding criteria and submit regular reports to the Board every four years to give the institutions time to implement and evaluate the impact of changes.

Dr. England stated that the third strategy is to formalize the key components of a data and information toolkit for 2+2 at the system and institutional levels. She noted that the toolkit should include existing information and additional information or analyses that would help inform the Board's planning efforts. Dr. England indicated that a small workgroup would meet over a short period of time to review the existing data and analyses along with the questions raised by the Committee during the last year and then propose a set of data and information that Board staff should consider compiling.

Dr. England concluded by stating that if the strategies were approved by the Committee then the next step for staff would be to start implementing the strategies. She suggested that the first progress report to the Committee be made in August.

Chair Levine asked if receiving reports from the state universities every four years would be adequate and suggested that some type of interim report would be useful. Dr. England noted that the data compiled for the toolkit could be provided to the Board in between the institutional evaluations of the 2+2 enhancement programs.

Governor Tripp motioned for the Committee to approve the three strategies as presented. Governor Link seconded the motion. The Committee unanimously approved the three strategies.

Board Chair Kuntz requested that the Committee continue meeting, though not necessarily at every Board meeting, in order to monitor progress on implementation.

Having no further business, Chair Levine adjourned the meeting at 9:15 a.m.

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

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Alan Levine, Chair

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Select Committee on 2+2 Articulation  
August 31, 2017**

**SUBJECT:** Improving 2+2 Articulation Implementation Plan: Workgroup Progress Report

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**PROPOSED COMMITTEE ACTION**

For information.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

In March 2017, the Committee and the Board approved the following three strategies for improving 2+2 articulation.

Strategy 1: Develop a comprehensive and easily accessible web-based 2+2 advising toolkit. The website should contain information for secondary and postsecondary students, advisors, and other key users.

Strategy 2: Encourage the state universities to improve and expand existing local 2+2 enhancement programs and identify key components of effective programs in the four critical areas identified by the Committee (academic transition, admissions process, cultural transition, and information on A.A. graduates). Require the state universities to conduct regular reviews of enhancement programs and provide regular reports of those reviews to the Academic and Student Affairs Committee.

Strategy 3: Develop and implement a 2+2 data and information toolkit looking at both the institutional and System levels. The toolkit should include already existing data and analyses and new data and analyses as needed.

Following the March meeting, Board staff established a workgroup to develop recommendations for how to best implement the three strategies. The workgroup met in person on August 15 in Tallahassee to begin work on the first strategy.

Board staff will provide a brief update on the workgroup's progress.

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<b>Supporting Documentation Included:</b>	2+2 Workgroup Member List 2+2 Workgroup Work Plan 2+2 Workgroup August Meeting Summary
<b>Facilitators/Presenters:</b>	Dr. Christy England

**State University System, Board of Governors  
2+2 Workgroup Members**

**August 2017**

Dr. Karinda Barrett, Division of Florida Colleges, Associate Vice Chancellor for Academic and Student Affairs

Dr. Karen Borglum, Valencia College, Assistant Vice President, Curriculum and Assessment, member of the Articulation Coordination Committee

Dr. Jennifer Buchanan, Florida State University, Associate Vice President for Faculty Development and Advancement, member of the Articulation Coordination Committee

Mr. Todd Clark, Department of Education, Director of Articulation

Dr. Karen Griffin, Hillsboro Community College, Director of Associate of Arts Program

Dr. William Hudson, Jr., Florida Agricultural and Mechanical University, Vice President for Student Affairs, member of the Articulation Coordination Committee

Dr. Jeffrey Jones, University of Central Florida, Vice Provost for UCF Connect

Ms. Helen Lancashire, Department of Education, School Counseling Consultant, Student Support Services Project

**Board of Governors Staff**

Dr. Jan Ignash, Vice Chancellor for Academic and Student Affairs

Dr. Christy England, Associate Vice Chancellor for Academic Research and Policy

Ms. Lynda Page, Director of Articulation

State University System, Board of Governors  
2+2 Workgroup  
Proposed Work Plan April 21, 2017

*Strategy 1: Develop a comprehensive and easily accessible web-based 2+2 advising toolkit. The website should contain information for secondary and postsecondary students, secondary and postsecondary advisors, and other key users.*

<b>Action Step</b>	<b>Estimated Timeline</b>
Identify major components & requirements of website, including required elements, cost to update & maintain the website, & identification of the responsibilities of institutions & state entities to keep the site current.	Summer 2017-Winter 2018
Submit recommendations to BOG staff.	Spring 2018

*Strategy 2: Encourage the state universities to improve and expand existing local 2+2 enhancement programs and identify key components of effective programs in the four critical areas identified by the Committee (academic transition, admissions process, cultural transition, and information on AA graduates). Require the state universities to conduct regular reviews of enhancement programs and provide regular reports of those reviews to the Board.*

<b>Action Step</b>	<b>Estimated Timeline</b>
Identify key components & best practices.	Summer-Fall 2018
Submit recommendations to Board staff.	Winter 2019

*Strategy 3: Develop and implement a 2+2 data and information toolkit looking at both the institutional and System levels. The toolkit should include already existing data and analyses and new data and analyses as needed.*

<b>Action Step</b>	<b>Estimated Timeline</b>
Develop requirements for a 2+2 data & information toolkit. The toolkit should identify essential descriptive data & critical research questions. Data sources & methodologies may also be identified.	Spring 2019
Submit recommendations to Board staff.	Spring/Summer 2019

**State University System, Board of Governors  
2+2 Workgroup  
August 15, 2017  
Meeting Summary**

Workgroup Attendees: Dr. Karinda Barrett, Division of Florida Colleges; Dr. Karen Borglum, Valencia College; Dr. Jennifer Buchanan, Florida State University; Mr. Todd Clark, Department of Education; Dr. Karen Griffin, Hillsborough Community College; Dr. William Hudson, Jr., Florida Agricultural and Mechanical University; Dr. Jeffrey Jones, University of Central Florida; Ms. Helen Lancashire, Department of Education

Board Staff Attendees: Dr. Christy England, Associate Vice Chancellor for Academic and Policy Research; Ms. Lynda Page, Director of Articulation

Background and Charge to the Workgroup

The first meeting of the 2+2 Workgroup began with an overview of the Board of Governor's Select Committee on 2+2 Articulation. In January 2016, incoming Board Chair Tom Kuntz established the Committee and charged it with assessing how the 2+2 program is currently working across the System and identifying appropriate strategies for enhancing the program. The Committee spent the next year meeting with experts from the State University System (SUS), the Florida College System (FCS), and the Department of Education to review the current status of the system, identify critical areas for improvement, and select strategies for enhancing the state's 2+2 articulation agreement.

Earlier this year, the Board approved three strategies to improve articulation in the following four areas: the academic transition, the admissions process, the cultural transition, and information on AA graduates. This 2+2 Workgroup was established for the purpose of developing recommendations to Board staff for implementing the three strategies, which are as follows.

*Strategy 1: Develop a comprehensive and easily accessible web-based 2+2 advising toolkit. The website should contain information for secondary and postsecondary students, secondary and postsecondary advisors, and other key users.*

*Strategy 2: Encourage the state universities to improve and expand existing local 2+2 enhancement programs and identify key components of effective programs in the four critical areas identified by the Committee (academic transition, admissions process, cultural transition, and information on AA graduates). Require the state universities to conduct regular reviews of enhancement programs and provide regular reports of those reviews to the Academic and Student Affairs Committee.*

*Strategy 3: Develop and implement a 2+2 data and information toolkit looking at both the institutional and System levels. The toolkit should include already existing data and analyses and new data and analyses as needed.*

The Workgroup was provided with the following timeline and instructions regarding its work over the next 18-24 months.

<b>Strategy 1</b>	<b>Estimated Timeline</b>
Identify major components & requirements of the website, including required elements, cost to update & maintain the website, & identification of the responsibilities of institutions & state entities to keep the site current.	Summer 2017-Winter 2018
Submit recommendations to Board staff.	Spring 2018
<b>Strategy 2</b>	<b>Estimated Timeline</b>
Identify key components & best practices.	Summer-Fall 2018
Submit recommendations to Board staff.	Winter 2019
<b>Strategy 3</b>	<b>Estimated Timeline</b>
Develop requirements for a 2+2 data & information toolkit. The toolkit should identify essential descriptive data & critical research questions. Data sources & methodologies may also be identified.	Spring 2019
Submit recommendations to Board staff.	Spring/Summer 2019

As indicated by the timeline above, the Workgroup will address one strategy at a time. Board staff will update the Board's Select Committee on 2+2 Articulation on the progress of the Workgroup as appropriate.

#### Strategy 1: Web-Based 2+2 Advising Toolkit

The Board's Select Committee recognized that there are numerous resources available. They also learned that not all of the resources are easy to locate, user-friendly, or consistent in the information provided. Therefore, the Workgroup was charged to focus on what is best for students and not be constrained by existing sources of information, current resource limitations, organizational structures and responsibilities, or other limiting factors.

The Workgroup spent the remainder of the time discussing the following key components: primary users, information needed, existing sources of information, and functionality and features of the tool. Following is a summary of the suggestions organized by component.

##### 1. Primary Users

The Workgroup suggested that the target audience for the toolkit should focus on the following groups: FCS students and advisors; high school students, particularly those

intending to use accelerated programs; high school counselors, and parents; SUS advisors; and SUS 2+2 enhancement program staff. The group also noted the existence of several special student populations that may require more nuanced information on 2+2 such as veterans, homeschool students, high school graduates with Associate in Arts degrees, and others.

## 2. Information Needs

The Workgroup discussed a wide array of information that the users listed above need to have regarding the statewide 2+2 articulation agreement, transfer in general, and the implications various decisions and actions have on their ability to fully benefit from the agreement. In addition to the key components of the statewide 2+2 articulation agreement, users need information about common program prerequisites, the general education core, university and program admission requirements, graduation requirements, and the 2+2 enhancement programs (e.g., UCF's Direct Connect). The Workgroup also discussed the need to provide detailed information regarding highly structured programs such as engineering and fine arts. Explicit information should also be provided regarding the timing and sequencing of math courses in both high school and college.

The Workgroup also strongly recommended providing information about the consequences of making certain choices. For instance, students who choose to complete an Associate in Science are not given the same guarantee as those who complete the Associate in Arts. Students also need to understand the implications of enrolling part-time and of non-continuous enrollment, which have an impact on financial aid and excess credit hours. Students in dual enrollment programs need better information about how various courses will be accepted upon entering a postsecondary institution to ensure they are meeting the general education core requirements and program prerequisites appropriately along with program admission requirements. Numerous other examples were also discussed by the Workgroup.

In addition to the above information, the Workgroup also suggested providing definitions of commonly used terms, descriptions of available degrees and majors. Information about deadlines, foreign language requirements, and career information were also among the topics recommended by the Workgroup.

## 3. Existing Sources of Information

The Workgroup started compiling a list of the many resources currently providing some of the information outlined above. The list includes, but is not limited to: the Board of Governors website and program inventory, the FCS website, various Department of Education websites, Florida Virtual Campus, and institutional websites.

#### 4. Tool Functionality and Features

The Workgroup had a preliminary discussion regarding desired features and functions of a new 2+2 advising tool. Suggested features and functions include an interactive and searchable interface that is also engaging and inviting, videos that are no more than 2 minutes in length, an option for providing user feedback, and user analytics. The Workgroup also recognized that the tool should comply with Title II of the American Disabilities Act (ADA) and recommended it be mobile friendly, device agnostic, and easy to update and maintain. The tool should also be tested by students and other user groups and revised based on their input prior to launch. A plan for marketing and promoting the new tool would also be helpful.

#### Next Steps

The Workgroup identified the following next steps to be undertaken in the weeks ahead:

- All Workgroup members should begin gathering informal input and ideas from various constituents as opportunities arise (e.g., SUS admissions tours, advisor meetings).
- Other state websites should be reviewed to identify best practices.
- A purpose or focus statement for the site should be drafted.
- URL's for Existing Information / Resources listed above should be compiled.
- The suggested content should be mapped across the various user groups and to existing sources.
- All Workgroup members should begin considering how to best convey information in the common program prerequisite manual in a more user-friendly format for students, advisors, counselors, and parents.

The Workgroup will work and communicate via email. Conference calls will be scheduled by Board staff as needed.





STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

## **AGENDA**

### **Budget and Finance Committee**

**Presidents Ballroom B**

**Emerson Alumni Hall**

**University of Florida**

**1938 West University Avenue**

**Gainesville, Florida 32611**

**August 31, 2017**

**10:30 a.m. to 11:15 a.m.**

**or**

**Upon Adjournment of Previous Meetings**

**Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Alan Levine**

**Members: Huizenga, Kitson, Kuntz, Patel, Tripp**

1. **Call to Order and Opening Remarks** **Governor Ned Lautenbach**
2. **Minutes of Committee Meeting** **Governor Lautenbach**  
Minutes, June 22, 2017
3. **2017-2018 Operating Budgets** **Mr. Tim Jones**
  - State University System
  - Board General Office*Vice Chancellor for  
Finance and Administration*
4. **2018-2019 Legislative Budget Request** **Mr. Jones**
  - State University System
  - Board General Office
5. **Concluding Remarks and Adjournment** **Governor Lautenbach**

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Budget and Finance Committee  
August 31, 2017**

**SUBJECT:** Minutes of Committee Meeting held June 22, 2017

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**PROPOSED COMMITTEE ACTION**

Approve the minutes from the meeting held on June 22, 2017

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Committee members will review and approve the minutes of the meeting held on June 22, 2017 at the University of South Florida.

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**Supporting Documentation Included:** Minutes: June 22, 2017

**Facilitators/Presenters:** Governor Ned Lautenbach

MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
BUDGET AND FINANCE COMMITTEE  
UNIVERSITY OF SOUTH FLORIDA  
TAMPA, FLORIDA  
JUNE 22, 2017

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

Mr. Ned Lautenbach, Chair, convened the meeting of the Budget and Finance Committee at 9:36 a.m. Members present for roll call were Wayne Huizenga, Sydney Kitson, Tom Kuntz, Alan Levine (by phone), Kishane Patel, and Norman Tripp. Other board members present included Dick Beard, Patricia Frost, Wendy Link, Edward A. Morton, Pam Stewart, Gary Tyson, and Fernando Valverde.

1. **Call to Order**

Mr. Lautenbach called the meeting to order.

Mr. Lautenbach reviewed budget items appropriated during the 2017 legislative session. He highlighted the performance-based funding appropriation of \$520 million, \$52 million for preeminent and emerging preeminent universities, and \$5.4 million for New College of Florida growth. Funding for additional mental health counselors and safety officers were not funded.

Mr. Kuntz stated that the universities have agreed to develop plans to hire additional counselors and safety officers. He requested that universities submit those plans to the Board in advance of the November Board meeting.

Mr. Lautenbach stated that in preparation for the August legislative budget request discussion that the Committee should seriously think strategically on how the budget request is built and the number of issues to include. It would be better to focus on fewer issues.

2. **Approval of March 30, 2017 Meeting Minutes**

Mr. Tripp moved that the Committee approve minutes from the March 30, 2017 meeting. Mr. Kuntz seconded the motion, and members of the Committee concurred.

3. **Performance-Based Funding Allocations**

Mr. Lautenbach stated that the Committee needs to take action on the allocation of the \$520 million appropriated for performance funding.

He asked Mr. Tim Jones to present this item.

During the 2017 session, \$520 million was allocated for performance based funding. This includes \$245 M in state investments and \$275 M in institutional investments. Included in your material is the allocation for each institution.

For the institutional investment of \$275 million, in accordance with the performance model, universities that score at least 51 points, will have their institutional investment restored. All universities scored at least 51 points so the full amount is to be restored. No university will have to do an improvement plan which is required if a university scores 50 points or less.

For the state investment of \$245 million, a university has to have at least 51 points to be eligible for the state investment and must be in the top eight. These eight universities will receive a proportional amount of the \$225 M, with the top three receiving additional funds. These additional funds are allocated pursuant to the model based on the points earned of the top three.

If approved, these funds will be released starting in July according to the regular twice monthly distribution schedule.

Mr. Jones highlighted improvement made by the University of West Florida, Florida State University, and New College of Florida.

Mr. Kuntz moved that the Committee approve the allocation of \$520 million in performance-based funding. Mr. Huizenga seconded the motion, and members of the Committee concurred.

4. **Performance-Based Funding – A Look Back and Forward**

Mr. Lautenbach stated that staff has a lot of work to do over the next few months in preparation for the October 3 performance-based funding workshop. He asked Mr. Jones to review what has transpired over the last several years and what lies ahead.

Mr. Jones reviewed the timeline when the model was created and approved by the Board, changes made to the model each year, and the appropriation received over this time. He also highlighted several things for discussion at the October workshop;

discussion on four-year graduation rates, university access rate, review of metrics 9 and 10, and optional methods of allocating the state investment.

5. **Public Notice of Intent to Amend Board of Governors Regulation 7.001 Tuition and Associated Fees**

Mr. Lautenbach noted that the Committee has two regulations up for amendment and they will be considered one at a time. If the Committee approves the public notice of intent to amend the regulations, they will be noticed on our website for 30 days and if there are no public comments we will approve these at the August Board meeting.

Tim, please walk us through the changes to these regulations.

Mr. Jones highlighted the following changes to this regulation:

- 1) Adds existing statutory language related to the differential out-of-state fee,
- 2) Outlines the criteria for submitting proposals to the Board of Governors for implementing a differential out-of-state fee, and
- 3) Subsection 7.001(13) Market Tuition Rate is amended to align with and reference amended Regulation 8.002.

Mr. Huizenga moved that the Committee approve the public notice of intent to amend Regulation 7.001. Mr. Kuntz seconded the motion, and members of the Committee concurred.

6. **Public Notice of Intent to Amend Board of Governors Regulation 7.008 Waivers and Exemptions of Tuition and Fees**

Mr. Lautenbach asked Mr. Jones to review Regulation 7.008.

Mr. Jones highlighted the following changes to this regulation:

- 1) Classify exemptions and waivers as mandatory or discretionary,
- 2) Clarifies the intent of reporting exemptions and waivers, and
- 3) Subsection 7.008(3) Sponsored Credit Institutes is amended to align with and reference amended Regulation 8.002.

Mr. Kuntz moved that the Committee approve the public notice of intent to amend Regulation 7.008. Mr. Huizenga seconded the motion, and members of the Committee concurred.

7. **Concluding Remarks and Adjournment**

Having no further business, the meeting was adjourned at 10:07 a.m.

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Tim Jones, Vice Chancellor  
Finance and Administration

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Ned Lautenbach, Chair

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Budget and Finance Committee  
August 31, 2017**

**SUBJECT:** 2017-2018 State University System Operating Budget

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**PROPOSED COMMITTEE ACTION**

Approve the 2017-2018 State University System Operating Budget

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Regulation 9.007

**BACKGROUND INFORMATION**

Each state university is required to submit a detailed operating plan for each budget entity for the 2017-2018 fiscal year. The State University System (SUS) operating budget consists of five different budget entities; 1) Education and General, 2) Contracts and Grants, 3) Auxiliary Enterprises, 4) Local Funds, and 5) Faculty Practice Plans.

1. The Education and General Budget Entity (E&G) includes the allocation of funds appropriated by the 2017 Legislature, student tuition, and other previously appropriated funds. The E&G budget entity contains resources that provide educational opportunities to citizens through instructional programs; research directed toward solving technical, social, and economic problems facing the state and nation; and public service programs. Universities have flexibility in the development of the E&G operating budget but must report in the traditional SUS categories.
2. The Contracts and Grants budget entity supports research and public service through awards from federal, state, and local sources.
3. Auxiliary Enterprises is comprised of ancillary support units such as student housing, food service, bookstores, parking services, and computer support.
4. The Local Funds entity consists of operating resources for student activities, athletics, concessions, student financial aid, technology fee, Board-approved local fees, and self-insurance programs.

5. Finally, the Faculty Practice Plans provide for clinical activities associated with the University of Florida and University of South Florida Health Centers, and the Florida State University, University of Central Florida, and Florida International University Medical Schools.

Each University Board of Trustees has approved an operating budget. The universities have developed their budgets in accordance with Board Regulation 9.007 State University System Operating Budgets. The regulation requires each university to maintain an unencumbered balance in the E&G fund equal to or greater than 5% of the University Board of Trustees approved operating budget. If the unencumbered balance falls below 5%, the University President must provide written notification and explanation.

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**Supporting Documentation Included:** State University System Operating Budget  
Summary for Fiscal Year 2017-2018

**Facilitators/Presenters:** Mr. Tim Jones

## STATE UNIVERSITY SYSTEM OF FLORIDA 2017-2018 System Operating Budget University Summary Schedule I Reports

The state universities are required to submit a detailed plan for each budget entity for the 2017-2018 fiscal year. Universities have developed their budgets in accordance with Board of Governors Regulation 9.007 – State University System Operating Budgets. Each university Board of Trustees has approved an operating budget for the current year.

The State University System (SUS) operating budget consists of five different budget entities: 1) Education and General, which includes both non-medical and medical entities, 2) Contracts and Grants, 3) Auxiliary Enterprises, 4) Local Funds, and 5) Faculty Practice Plans which are affiliated with the universities' medical programs. A description of these entities is provided below:

1. The **Education and General** budget funds the general instruction, research, and public service operations of the universities. A large portion of the system's 2017-2018 beginning fund balance reserves (\$240.9 million) is dedicated to meeting the 5% reserve requirement set forth in Section 1011.40(2) of the Florida Statutes. Additionally, millions of dollars have been reserved by the SUS to cover the costs associated with the hiring of faculty, maintenance of facilities and equipment, the maintenance of each university's financial software system, various research enhancement programs and initiatives, and the potential for budget reduction shortfalls.
2. The **Contracts and Grants** budget contains activities in support of research, public service, and training. Large fund balances are due to the timing of receipt of federal contracts or grants.
3. **Auxiliaries** are ancillary support units on each university campus. Major activities include housing, food services, bookstores, student health centers, facilities management, and computer support. Ending fund balances includes financial activities such as debt service payments, reserves, repair and replacement reserves for future maintenance costs, construction and renovation of auxiliary facilities, and prior-year encumbrances.

4. **Local Funds** include the following university activities:

- a) **Student Activities** – Supported primarily by the student activity and service fee revenues generated by the operations of student government, cultural events, organizations, and intramural/club sports.
- b) **Financial Aid** – This activity represents the financial aid amounts for which the university is fiscally responsible. Examples include the student financial aid fee, bright futures, federal grants, college work study, and scholarships. The ending fund balance represents a timing difference between the receipt of the funds and disbursement to students.
- c) **Concessions** – These resources are generated from various vending machines located on the university campuses.
- d) **Athletics** – Revenues are primarily derived from the student athletic fee, ticket sales, and sales of other goods and services. Sufficient fund balances are maintained to provide the necessary support for ongoing athletic activities.
- e) **Technology Fee** – Revenues generated from this fee are to be used to enhance instructional technology resources for students and faculty.
- f) **Board Approved Local Fees** – Resources generated from these local fees are utilized to address student-based needs not currently being met through existing university services, operations, or another fee.
- g) **Self-Insurance Programs** – These programs at UF, FSU, USF, UCF, and FIU are directed by the respective self-insurance councils and the captive insurance companies (these companies underwrite the risks of its owner and the owner's affiliates). These activities are supported by premiums charged to the insured individuals and entities (primarily medical faculty and institutions).

5. **Faculty Practice** – The Faculty Practice Plans collect and distribute income from faculty billings for patient services to the University of Florida, Florida State University, University of South Florida, University of Central Florida, and Florida International University Medical Schools and Health Science Centers.

Other notes referred to on the Summary Schedule I report are:

- 6. Other Receipts/Revenues includes items such as interest, penalties, refunds, admissions, fines, taxes, etc.
- 7. Other Non-Operating Expenditures include items such as refunds, payment of sales taxes, or indirect costs.

The following Summary Schedule I reports were provided to the Board of Governors' Office of Budgeting and Fiscal Policy as a component of the each state university's annual operating budget for fiscal year 2017-2018.

STATE UNIVERSITY SYSTEM OF FLORIDA  
2017-2018 Operating Budget  
Summary Schedule I

	Education & General <sup>1</sup>	Main Campus	FAMU/FSU Joint College of Engineering	IFAS	Medical School	Contracts & Grants <sup>2</sup>	Auxiliaries <sup>3</sup>	Local Funds <sup>4</sup>	Faculty Practice <sup>5</sup>	Summary
1 Beginning Fund Balance	\$ 1,040,378,087	\$ 894,939,239	\$ 2,182,419	\$ 44,644,686	\$ 98,611,743	\$ 1,059,015,194	\$ 1,097,574,866	\$ 394,900,781	\$ 271,529,336	\$ 3,863,398,264
2										
3 <u>Receipts/Revenues</u>										
4 General Revenue	\$ 2,708,574,018	\$2,252,941,570	\$ 14,384,389	\$153,748,339	\$287,499,720					\$ 2,708,574,018
5 Lottery	\$ 257,630,025	\$ 229,344,945		\$ 12,533,877	\$ 15,751,203					\$ 257,630,025
6 Student Tuition	\$ 1,795,804,151	\$1,650,322,314			\$145,481,837		\$ 58,453,041	\$ 15,511,726		\$ 1,869,768,918
7 Phosphate Research	\$ 2,913,444	\$ 2,913,444								\$ 2,913,444
8 Other U.S. Grants	\$ 10,864,000			\$ 10,864,000		\$ 1,132,381,303		\$ 1,377,497,350		\$ 2,520,742,653
9 City or County Grants						\$ 11,427,517				\$ 11,427,517
10 State Grants						\$ 93,026,040	\$ 76,032	\$ 299,330,627		\$ 392,432,699
11 Other Grants and Donations						\$ 226,287,328	\$ 3,702,400	\$ 101,188,520	\$ 3,231,005	\$ 334,409,253
12 Donations / Contrib. Given to the State						\$ 713,522,478	\$ 275,000	\$ 4,423,152		\$ 718,220,630
13 Sales of Goods / Services	\$ 21,402,343			\$ 10,053,092	\$ 11,349,251	\$ 32,610,300	\$ 646,315,205	\$ 194,429,009	\$ 155,519,952	\$ 1,050,276,809
14 Sales of Data Processing Services							\$ 18,207,274			\$ 18,207,274
15 Fees	\$ 4,050,000	\$ 4,050,000				\$ 687,774	\$ 390,044,372	\$ 384,834,833	\$ 812,683,346	\$ 1,592,300,325
16 Miscellaneous Receipts	\$ 74,965			\$ 74,965		\$ 21,374,533	\$ 383,195,016	\$ 134,744,982	\$ 295,328,696	\$ 834,718,192
17 Rent	\$ 1,617,192			\$ 612,168	\$ 1,005,024	\$ 1,992,565	\$ 112,685,036	\$ 880,550	\$ 485,665	\$ 117,661,008
18 Concessions							\$ 135,577	\$ 104,600		\$ 240,177
19 Assessments / Services								\$ 11,811,992		\$ 11,811,992
20 Other Receipts / Revenues <sup>6</sup>	\$ 10,211,291	\$ 9,197,555	\$ 50,000	\$ 13,408	\$ 950,328	\$ 14,544,248	\$ 61,176,193	\$ 22,180,201	\$ 1,150,159	\$ 109,262,092
21 Subtotal:	\$ 4,813,141,429	\$4,148,769,828	\$ 14,434,389	\$187,899,849	\$462,037,363	\$ 2,247,854,086	\$ 1,674,265,146	\$ 2,546,937,542	\$ 1,268,398,823	\$ 12,550,597,026
22 Transfers In	\$ 23,590,584	\$ 379,066		\$ 1,499	\$ 23,210,019	\$ 746,877,859	\$ 334,665,128	\$ 275,506,974	\$ 712,005	\$ 1,381,352,550
23 Total - Receipts / Revenues:	\$ 4,836,732,013	\$4,149,148,894	\$ 14,434,389	\$187,901,348	\$485,247,382	\$ 2,994,731,945	\$ 2,008,930,274	\$ 2,822,444,516	\$ 1,269,110,828	\$ 13,931,949,576
24										
25 <u>Operating Expenditures</u>										
26 Salaries and Benefits	\$ 3,404,975,543	\$2,878,990,198	\$ 11,510,726	\$147,855,881	\$366,618,738	\$ 1,164,875,619	\$ 539,150,022	\$ 207,091,682	\$ 299,324,322	\$ 5,615,417,188
27 Other Personal Services	\$ 221,920,818	\$ 200,101,262	\$ 901,591	\$ 1,550,528	\$ 19,367,437	\$ 343,187,581	\$ 128,249,327	\$ 29,561,872	\$ 5,319,212	\$ 728,238,810
28 Expenses	\$ 961,712,386	\$ 827,878,041	\$ 1,972,072	\$ 35,659,230	\$ 96,203,043	\$ 804,091,838	\$ 892,913,231	\$ 1,359,351,043	\$ 275,992,286	\$ 4,294,060,784
29 Operating Capital Outlay	\$ 10,944,500	\$ 9,567,853		\$ 335,667	\$ 1,040,980	\$ 35,274,719	\$ 21,792,985	\$ 5,294,111	\$ 10,349,720	\$ 83,656,035
30 Risk Management	\$ 24,276,060	\$ 21,088,811		\$ 1,463,051	\$ 1,724,198	\$ 615,765	\$ 1,637,563	\$ 555,000		\$ 27,084,388
31 Financial Aid	\$ 122,469,169	\$ 118,385,061			\$ 4,084,108	\$ 669,309	\$ 8,500	\$ 580,971,720		\$ 704,118,698
32 Scholarships	\$ 11,233,781	\$ 11,233,781					\$ 1,857,520	\$ 458,867,601		\$ 471,958,902
33 Waivers	\$ 1,591,584	\$ 1,591,584								\$ 1,591,584
34 Finance Expense	\$ 166,781				\$ 166,781	\$ 339,143	\$ 3,344,327		\$ 1,649,389	\$ 5,499,640
35 Debt Service	\$ 1,514,846	\$ 1,514,846					\$ 50,804,121	\$ 10,703,369	\$ 160,650	\$ 63,182,986
36 Salary Incentive Payments	\$ 35,460	\$ 35,460								\$ 35,460
37 Law Enforcement Incentive Payments	\$ 132,724	\$ 132,724								\$ 132,724
38 Library Resources	\$ 45,504,250	\$ 42,449,083			\$ 3,055,167	\$ 470	\$ 223,536			\$ 45,728,256
39 Institute of Government	\$ 835,708	\$ 835,708								\$ 835,708
40 Regional Data Centers - SUS										\$ -

STATE UNIVERSITY SYSTEM OF FLORIDA  
2017-2018 Operating Budget  
Summary Schedule I

	<u>Education &amp; General<sup>1</sup></u>	<u>Main Campus</u>	<u>FAMU/FSU Joint College of Engineering</u>	<u>IFAS</u>	<u>Medical School</u>	<u>Contracts &amp; Grants<sup>2</sup></u>	<u>Auxiliaries<sup>3</sup></u>	<u>Local Funds<sup>4</sup></u>	<u>Faculty Practice<sup>5</sup></u>	<u>Summary</u>
41 Black Male Explorers Program	\$ 198,000	\$ 198,000								\$ 198,000
42 Phosphate Research	\$ 2,913,444	\$ 2,913,444								\$ 2,913,444
43 Other Operating Category	\$ 8,156,296	\$ 8,156,296								\$ 8,156,296
44 Total Operating Expenditures :	\$ 4,818,581,350	\$ 4,125,072,152	\$ 14,384,389	\$ 186,864,357	\$ 492,260,452	\$ 2,349,054,444	\$ 1,639,981,132	\$ 2,652,396,398	\$ 592,795,579	\$ 12,052,808,903
45										
46 <u>Non-Operating Expenditures</u>										
47 Transfers	\$ 612,698			\$ 219,082	\$ 393,616	\$ 692,094,454	\$ 402,661,698	\$ 182,498,151	\$ 670,852,256	\$ 1,948,719,257
48 Fixed Capital Outlay							\$ 4,501,758	\$ 750,000		\$ 5,251,758
49 Carryforward (From Prior Period Funds)	\$ 480,768,650	\$ 409,246,785	\$ 2,148,671	\$ 17,459,013	\$ 51,914,181					\$ 480,768,650
50 Other <sup>7</sup>	\$ 295,658				\$ 295,658					\$ 295,658
51 Total Non-Operating Expenditures :	\$ 481,677,006	\$ 409,246,785	\$ 2,148,671	\$ 17,678,095	\$ 52,603,455	\$ 692,094,454	\$ 407,163,456	\$ 183,248,151	\$ 670,852,256	\$ 2,435,035,323
52										
53 Ending Fund Balance :	\$ 576,851,744	\$ 509,769,196	\$ 83,748	\$ 28,003,582	\$ 38,995,218	\$ 1,012,598,241	\$ 1,059,360,552	\$ 381,700,748	\$ 276,992,329	\$ 3,307,503,614
54										
55 Fund Balance Increase / Decrease :	\$ (463,526,343)	\$ (385,170,043)	\$ (2,098,671)	\$ (16,641,104)	\$ (59,616,525)	\$ (46,416,953)	\$ (38,214,314)	\$ (13,200,033)	\$ 5,462,993	\$ (555,894,650)
56 Fund Balance Percentage Change :	-44.55%	-43.04%	-96.16%	-37.27%	-60.46%	-4.38%	-3.48%	-3.34%	2.01%	-14.39%

UNIVERSITY OF FLORIDA  
2017-2018 Operating Budget  
Summary Schedule I

	<u>Education &amp; General<sup>1</sup></u>	<u>IFAS E&amp;G<sup>1</sup></u>	<u>HSC E&amp;G<sup>1</sup></u>	<u>Contracts &amp; Grants<sup>2</sup></u>	<u>Auxiliaries<sup>3</sup></u>	<u>Local Funds<sup>4</sup></u>	<u>Faculty Practice<sup>5</sup></u>	<u>Summary</u>
1 Beginning Fund Balance	\$ 223,751,997	\$ 44,644,686	\$ 11,193,727	\$ 739,813,769	\$ 175,959,525	\$ 197,428,324	\$ 245,652,353	\$ 1,638,444,381
2								
3 <u>Receipts/Revenues</u>								
4 General Revenue	\$ 431,168,754	\$ 153,748,339	\$ 111,382,377					\$ 696,299,470
5 Lottery	\$ 42,170,813	\$ 12,533,877	\$ 5,796,416					\$ 60,501,106
6 Student Tuition	\$ 323,623,150		\$ 36,775,000					\$ 360,398,150
7 Phosphate Research								\$ -
8 Other U.S. Grants		\$ 10,864,000		\$ 338,810,523		\$ 316,708,165		\$ 666,382,688
9 City or County Grants								\$ -
10 State Grants				\$ 43,937,635		\$ 71,277,154		\$ 115,214,789
11 Other Grants and Donations				\$ 132,142,510		\$ 35,307,326	\$ 350,473	\$ 167,800,309
12 Donations / Contrib. Given to the State				\$ 713,522,478	\$ 275,000	\$ 4,423,152		\$ 718,220,630
13 Sales of Goods / Services		\$ 10,053,092	\$ 11,349,251	\$ 8,036,196	\$ 244,017,835	\$ 101,967,963	\$ 152,738,951	\$ 528,163,288
14 Sales of Data Processing Services								\$ -
15 Fees	\$ 4,050,000				\$ 107,507,878	\$ 33,803,605	\$ 625,846,345	\$ 771,207,828
16 Miscellaneous Receipts		\$ 74,965		\$ 141,461	\$ 19,948,752	\$ 2,629,515	\$ 172,079,176	\$ 194,873,869
17 Rent		\$ 612,168	\$ 1,005,024	\$ 338,500	\$ 6,466,023	\$ 875,000		\$ 9,296,715
18 Concessions					\$ 107,577	\$ 48,000		\$ 155,577
19 Assessments / Services						\$ 11,038,033		\$ 11,038,033
20 Other Reciepts / Revenues <sup>6</sup>	\$ 100,000	\$ 13,408	\$ 36,267	\$ 203,959	\$ 1,763,059	\$ 14,700,543	\$ 1,114,159	\$ 17,931,395
21 Subtotal:	\$ 801,112,717	\$ 187,899,849	\$ 166,344,335	\$ 1,237,133,262	\$ 380,086,124	\$ 592,778,456	\$ 952,129,104	\$ 4,317,483,847
22 Transfers In		\$ 1,499	\$ 23,210,019	\$ 432,784,109	\$ 104,571,123	\$ 62,075,439		\$ 622,642,189
23 Total - Receipts / Revenues:	\$ 801,112,717	\$ 187,901,348	\$ 189,554,354	\$ 1,669,917,371	\$ 484,657,247	\$ 654,853,895	\$ 952,129,104	\$ 4,940,126,036
24								
25 <u>Operating Expenditures</u>								
26 Salaries and Benefits	\$ 638,584,690	\$ 147,855,881	\$ 133,055,948	\$ 682,865,107	\$ 121,862,357	\$ 60,270,275	\$ 117,923,000	\$ 1,902,417,258
27 Other Personal Services	\$ 47,230,191	\$ 1,550,528	\$ 7,919,652	\$ 197,873,571	\$ 41,697,285	\$ 4,622,940		\$ 300,894,167
28 Expenses	\$ 73,541,041	\$ 35,659,230	\$ 42,387,768	\$ 370,708,462	\$ 202,806,583	\$ 86,933,756	\$ 198,566,263	\$ 1,010,603,103
29 Operating Capital Outlay	\$ 198,790	\$ 335,667	\$ 673,503	\$ 17,339,229	\$ 11,275,312	\$ 434,000	\$ 10,349,720	\$ 40,606,221
30 Risk Management	\$ 2,433,229	\$ 1,463,051	\$ 1,166,454					\$ 5,062,734
31 Financial Aid	\$ 1,737,381							\$ 1,737,381
32 Scholarships	\$ 6,600,000					\$ 447,879,151		\$ 454,479,151
33 Waivers	\$ 1,415,510							\$ 1,415,510
34 Finance Expense			\$ 166,781	\$ 339,143	\$ 3,344,327		\$ 1,649,389	\$ 5,499,640
35 Debt Service					\$ 1,864,979	\$ 9,989,471		\$ 11,854,450
36 Salary Incentive Payments								\$ -
37 Law Enforcement Incentive Payments								\$ -
38 Library Resources	\$ 9,255,950		\$ 1,442,857					\$ 10,698,807
39 Institute of Government								\$ -
40 Regional Data Centers - SUS								\$ -

UNIVERSITY OF FLORIDA  
2017-2018 Operating Budget  
Summary Schedule I

	<u>Education &amp; General<sup>1</sup></u>	<u>IFAS E&amp;G<sup>1</sup></u>	<u>HSC E&amp;G<sup>1</sup></u>	<u>Contracts &amp; Grants<sup>2</sup></u>	<u>Auxiliaries<sup>3</sup></u>	<u>Local Funds<sup>4</sup></u>	<u>Faculty Practice<sup>5</sup></u>	<u>Summary</u>
41 Black Male Explorers Program								\$ -
42 Phosphate Research								\$ -
43 Other Operating Category								\$ -
44 Total Operating Expenditures :	\$ 780,996,782	\$ 186,864,357	\$ 186,812,963	\$ 1,269,125,512	\$ 382,850,843	\$ 610,129,593	\$ 328,488,372	\$ 3,745,268,422
45								
46 <u>Non-Operating Expenditures</u>								
47 Transfers		\$ 219,082	\$ 393,616	\$ 477,329,425	\$ 121,442,280	\$ 37,466,163	\$ 618,994,262	\$ 1,255,844,828
48 Fixed Capital Outlay						\$ 750,000		\$ 750,000
49 Carryforward (From Prior Period Funds)	\$ 58,837,239	\$ 17,459,013	\$ 2,523,128					\$ 78,819,380
50 Other <sup>7</sup>								\$ -
51 Total Non-Operating Expenditures :	\$ 58,837,239	\$ 17,678,095	\$ 2,916,744	\$ 477,329,425	\$ 121,442,280	\$ 38,216,163	\$ 618,994,262	\$ 1,335,414,208
52								
53 Ending Fund Balance :	\$ 185,030,693	\$ 28,003,582	\$ 11,018,374	\$ 663,276,203	\$ 156,323,649	\$ 203,936,463	\$ 250,298,823	\$ 1,497,887,787
54								
55 Fund Balance Increase / Decrease :	\$ (38,721,304)	\$ (16,641,104)	\$ (175,353)	\$ (76,537,566)	\$ (19,635,876)	\$ 6,508,139	\$ 4,646,470	\$ (140,556,594)
56 Fund Balance Percentage Change :	-17.31%	-37.27%	-1.57%	-10.35%	-11.16%	3.30%	1.89%	-8.58%

FLORIDA STATE UNIVERSITY  
2017-2018 Operating Budget  
Summary Schedule I

	<u>Education &amp; General<sup>1</sup></u>	<u>Medical School - E&amp;G<sup>1</sup></u>	<u>FAMU/FSU College of Engineering</u>	<u>Contracts &amp; Grants<sup>2</sup></u>	<u>Auxiliaries<sup>3</sup></u>	<u>Local Funds<sup>4</sup></u>	<u>Faculty Practice<sup>5</sup></u>	<u>Summary</u>
1 Beginning Fund Balance	\$ 97,123,191	\$ 8,039,989	\$ 2,182,419	\$ 160,206,693	\$ 192,782,405	\$ 40,349,360	\$ 22,465	\$ 500,706,522
2								
3 <u>Receipts/Revenues</u>								
4 General Revenue	\$ 379,521,791	\$ 34,896,442	\$ 14,384,389					\$ 428,802,622
5 Lottery	\$ 35,233,672	\$ 605,115						\$ 35,838,787
6 Student Tuition	\$ 198,114,170	\$ 11,073,934						\$ 209,188,104
7 Phosphate Research								\$ -
8 Other U.S. Grants				\$ 153,454,238		\$ 45,690,250		\$ 199,144,488
9 City or County Grants				\$ 274,455				\$ 274,455
10 State Grants				\$ 21,162,626		\$ 66,091,099		\$ 87,253,725
11 Other Grants and Donations				\$ 26,425,512	\$ 3,617,400	\$ 11,402,035		\$ 41,444,947
12 Donations / Contrib. Given to the State								\$ -
13 Sales of Goods / Services				\$ 17,057,868	\$ 116,344,152	\$ 77,663,056	\$ 2,666,031	\$ 213,731,107
14 Sales of Data Processing Services					\$ 18,207,274			\$ 18,207,274
15 Fees				\$ 495,974	\$ 68,000,025	\$ 39,461,222		\$ 107,957,221
16 Miscellaneous Receipts								\$ -
17 Rent					\$ 50,516,483			\$ 50,516,483
18 Concessions								\$ -
19 Assessments / Services								\$ -
20 Other Receipts / Revenues <sup>6</sup>	\$ 3,000,000	\$ 275,000	\$ 50,000	\$ 2,404,996	\$ 7,819,156	\$ 2,297,000	\$ 36,000	\$ 15,882,152
21 Subtotal:	\$ 615,869,633	\$ 46,850,491	\$ 14,434,389	\$ 221,275,669	\$ 264,504,490	\$ 242,604,662	\$ 2,702,031	\$ 1,408,241,365
22 Transfers In				\$ 113,248,463	\$ 72,464,749	\$ 20,522,011		\$ 206,235,223
23 Total - Receipts / Revenues:	\$ 615,869,633	\$ 46,850,491	\$ 14,434,389	\$ 334,524,132	\$ 336,969,239	\$ 263,126,673	\$ 2,702,031	\$ 1,614,476,588
24								
25 <u>Operating Expenditures</u>								
26 Salaries and Benefits	\$ 445,268,168	\$ 38,349,093	\$ 11,510,726	\$ 93,099,911	\$ 83,827,421	\$ 30,026,501	\$ 2,553,723	\$ 704,635,543
27 Other Personal Services	\$ 39,840,780	\$ 2,745,733	\$ 901,591	\$ 35,781,257	\$ 19,834,324	\$ 6,596,209		\$ 105,699,894
28 Expenses	\$ 94,558,241	\$ 5,314,601	\$ 1,972,072	\$ 72,521,360	\$ 129,520,440	\$ 203,629,148	\$ 47,745	\$ 507,563,607
29 Operating Capital Outlay	\$ 1,013,378	\$ 69,977		\$ 9,574,260	\$ 3,895,789	\$ 2,067,228		\$ 16,620,632
30 Risk Management	\$ 2,798,081	\$ 96,087						\$ 2,894,168
31 Financial Aid	\$ 19,867,591							\$ 19,867,591
32 Scholarships								\$ -
33 Waivers	\$ 45,236							\$ 45,236
34 Finance Expense								\$ -
35 Debt Service					\$ 23,175,000			\$ 23,175,000
36 Salary Incentive Payments								\$ -
37 Law Enforcement Incentive Payments	\$ 87,925							\$ 87,925
38 Library Resources	\$ 8,554,525			\$ 470	\$ 28,500			\$ 8,583,495
39 Institute of Government	\$ 835,708							\$ 835,708
40 Regional Data Centers - SUS								\$ -

**FLORIDA STATE UNIVERSITY**  
**2017-2018 Operating Budget**  
**Summary Schedule I**

	<u>Education &amp; General<sup>1</sup></u>	<u>Medical School - E&amp;G<sup>1</sup></u>	<u>FAMU/FSU College of Engineering</u>	<u>Contracts &amp; Grants<sup>2</sup></u>	<u>Auxiliaries<sup>3</sup></u>	<u>Local Funds<sup>4</sup></u>	<u>Faculty Practice<sup>5</sup></u>	<u>Summary</u>
41 Black Male Explorers Program								\$ -
42 Phosphate Research								\$ -
43 Other Operating Category								\$ -
44 Total Operating Expenditures :	<u>\$ 612,869,633</u>	<u>\$ 46,575,491</u>	<u>\$ 14,384,389</u>	<u>\$ 210,977,258</u>	<u>\$ 260,281,474</u>	<u>\$ 242,319,086</u>	<u>\$ 2,601,468</u>	<u>\$ 1,390,008,799</u>
45								
46 <u>Non-Operating Expenditures</u>								
47 Transfers				\$ 114,602,121	\$ 70,185,912	\$ 26,257,470	\$ 64,561	\$ 211,110,064
48 Fixed Capital Outlay					\$ 90,629			\$ 90,629
49 Carryforward (From Prior Period Funds)	\$ 90,696,070	\$ 8,314,989	\$ 2,148,671					\$ 101,159,730
50 Other <sup>7</sup>								\$ -
51 Total Non-Operating Expenditures :	<u>\$ 90,696,070</u>	<u>\$ 8,314,989</u>	<u>\$ 2,148,671</u>	<u>\$ 114,602,121</u>	<u>\$ 70,276,541</u>	<u>\$ 26,257,470</u>	<u>\$ 64,561</u>	<u>\$ 312,360,423</u>
52								
53 Ending Fund Balance :	<u>\$ 9,427,121</u>	<u>\$ -</u>	<u>\$ 83,748</u>	<u>\$ 169,151,446</u>	<u>\$ 199,193,629</u>	<u>\$ 34,899,477</u>	<u>\$ 58,467</u>	<u>\$ 412,813,888</u>
54								
55 Fund Balance Increase / Decrease :	\$ (87,696,070)	\$ (8,039,989)	\$ (2,098,671)	\$ 8,944,753	\$ 6,411,224	\$ (5,449,883)	\$ 36,002	\$ (87,892,634)
56 Fund Balance Percentage Change :	-90.29%	-100.00%	-96.16%	5.58%	3.33%	-13.51%	160.26%	-17.55%

**FLORIDA AGRICULTURAL & MECHANICAL UNIVERSITY**  
**2017-2018 Operating Budget**  
**Summary Schedule I**

	<u>Education &amp; General<sup>1</sup></u>	<u>Contracts &amp; Grants<sup>2</sup></u>	<u>Auxiliaries<sup>3</sup></u>	<u>Local Funds<sup>4</sup></u>	<u>Summary</u>
1 Beginning Fund Balance	\$ 34,600,000	\$ (7,298,863)	\$ 39,482,829	\$ 9,791,938	\$ 76,575,904
2					
3 <u>Receipts/Revenues</u>					
4 General Revenue	\$ 89,739,961				\$ 89,739,961
5 Lottery	\$ 13,304,267				\$ 13,304,267
6 Student Tuition	\$ 67,801,614				\$ 67,801,614
7 Phosphate Research					\$ -
8 Other U.S. Grants		\$ 60,437,888			\$ 60,437,888
9 City or County Grants					\$ -
10 State Grants		\$ 4,320,269	\$ 76,032	\$ 165,217	\$ 4,561,518
11 Other Grants and Donations		\$ 1,141,305		\$ 29,895,866	\$ 31,037,171
12 Donations / Contrib. Given to the State					\$ -
13 Sales of Goods / Services			\$ 19,711,922	\$ 5,208,229	\$ 24,920,151
14 Sales of Data Processing Services					\$ -
15 Fees			\$ 1,875,000	\$ 11,689,090	\$ 13,564,090
16 Miscellaneous Receipts		\$ 712,369	\$ 8,099,342	\$ 15,553,689	\$ 24,365,400
17 Rent					\$ -
18 Concessions					\$ -
19 Assessments / Services					\$ -
20 Other Reciepts / Revenues <sup>6</sup>					\$ -
21 Subtotal:	\$ 170,845,842	\$ 66,611,831	\$ 29,762,296	\$ 62,512,091	\$ 329,732,060
22 Transfers In			\$ 3,765,635	\$ 1,100,000	\$ 4,865,635
23 Total - Receipts / Revenues:	\$ 170,845,842	\$ 66,611,831	\$ 33,527,931	\$ 63,612,091	\$ 334,597,695
24					
25 <u>Operating Expenditures</u>					
26 Salaries and Benefits	\$ 131,056,780	\$ 25,232,411	\$ 9,699,167	\$ 4,690,918	\$ 170,679,276
27 Other Personal Services	\$ 4,667,350	\$ 5,047,697	\$ 2,066,606	\$ 671,332	\$ 12,452,985
28 Expenses	\$ 27,812,800	\$ 21,811,486	\$ 19,262,062	\$ 8,395,300	\$ 77,281,648
29 Operating Capital Outlay	\$ 374,940	\$ 3,107,395	\$ 515,206	\$ 37,000	\$ 4,034,541
30 Risk Management	\$ 1,251,072				\$ 1,251,072
31 Financial Aid	\$ 624,417			\$ 48,205,885	\$ 48,830,302
32 Scholarships	\$ 3,200,000				\$ 3,200,000
33 Waivers	\$ 130,838				\$ 130,838
34 Finance Expense					\$ -
35 Debt Service	\$ 1,514,846		\$ 6,157,076		\$ 7,671,922
36 Salary Incentive Payments					\$ -
37 Law Enforcement Incentive Payments	\$ 14,799				\$ 14,799
38 Library Resources					\$ -
39 Institute of Government					\$ -
40 Regional Data Centers - SUS					\$ -

**FLORIDA AGRICULTURAL & MECHANICAL UNIVERSITY**  
**2017-2018 Operating Budget**  
**Summary Schedule I**

	<u>Education &amp; General<sup>1</sup></u>	<u>Contracts &amp; Grants<sup>2</sup></u>	<u>Auxiliaries<sup>3</sup></u>	<u>Local Funds<sup>4</sup></u>	<u>Summary</u>
41 Black Male Explorers Program	\$ 198,000				\$ 198,000
42 Phosphate Research					\$ -
43 Other Operating Category					\$ -
44 Total Operating Expenditures :	<u>\$ 170,845,842</u>	<u>\$ 55,198,989</u>	<u>\$ 37,700,117</u>	<u>\$ 62,000,435</u>	<u>\$ 325,745,383</u>
45					
46 <u>Non-Operating Expenditures</u>					
47 Transfers		\$ 3,837,928	\$ 3,151,208	\$ 1,572,651	\$ 8,561,787
48 Fixed Capital Outlay					\$ -
49 Carryforward (From Prior Period Funds)	\$ 16,624,601				\$ 16,624,601
50 Other <sup>7</sup>					\$ -
51 Total Non-Operating Expenditures :	<u>\$ 16,624,601</u>	<u>\$ 3,837,928</u>	<u>\$ 3,151,208</u>	<u>\$ 1,572,651</u>	<u>\$ 25,186,388</u>
52					
53 Ending Fund Balance :	<u>\$ 17,975,399</u>	<u>\$ 276,051</u>	<u>\$ 32,159,435</u>	<u>\$ 9,830,943</u>	<u>\$ 60,241,828</u>
54					
55 Fund Balance Increase / Decrease :	\$ (16,624,601)	\$ 7,574,914	\$ (7,323,394)	\$ 39,005	\$ (16,334,076)
56 Fund Balance Percentage Change :	-48.05%	100.00%	-18.55%	0.40%	-21.33%

UNIVERSITY OF SOUTH FLORIDA  
2017-2018 Operating Budget  
Summary Schedule I

	<u>Education &amp; General<sup>1</sup></u>	<u>HSC E&amp;G<sup>1</sup></u>	<u>Contracts &amp; Grants<sup>2</sup></u>	<u>Auxiliaries<sup>3</sup></u>	<u>Local Funds<sup>4</sup></u>	<u>Faculty Practice<sup>5</sup></u>	<u>Summary</u>
1 Beginning Fund Balance	\$ 169,118,476	\$ 50,673,371	\$ 93,660,622	\$ 194,981,931	\$ 34,125,706	\$ 29,323,142	\$ 571,883,248
2							
3 <u>Receipts/Revenues</u>							
4 General Revenue	\$ 309,905,484	\$ 67,789,996					\$ 377,695,480
5 Lottery	\$ 34,004,516	\$ 9,349,672					\$ 43,354,188
6 Student Tuition	\$ 217,094,081	\$ 54,329,096		\$ 3,546,413			\$ 274,969,590
7 Phosphate Research							\$ -
8 Other U.S. Grants			\$ 349,457,590		\$ 325,710,000		\$ 675,167,590
9 City or County Grants							\$ -
10 State Grants					\$ 40,441,800		\$ 40,441,800
11 Other Grants and Donations							\$ -
12 Donations / Contrib. Given to the State							\$ -
13 Sales of Goods / Services			\$ 146,000	\$ 78,788,307	\$ 7,583,900		\$ 86,518,207
14 Sales of Data Processing Services							\$ -
15 Fees				\$ 61,881,918	\$ 65,754,219	\$ 186,837,001	\$ 314,473,138
16 Miscellaneous Receipts			\$ 488,000	\$ 53,145,076	\$ 11,885,331	\$ 111,508,878	\$ 177,027,285
17 Rent							\$ -
18 Concessions							\$ -
19 Assessments / Services							\$ -
20 Other Receipts / Revenues <sup>6</sup>	\$ 1,026,911	\$ 295,658	\$ 2,479,000	\$ 34,555,479	\$ 78,083		\$ 38,435,131
21 Subtotal:	\$ 562,030,992	\$ 131,764,422	\$ 352,570,590	\$ 231,917,193	\$ 451,453,333	\$ 298,345,879	\$ 2,028,082,409
22 Transfers In	\$ 178,645		\$ 122,127,000	\$ 42,508,318	\$ 41,965,427		\$ 206,779,390
23 Total - Receipts / Revenues:	\$ 562,209,637	\$ 131,764,422	\$ 474,697,590	\$ 274,425,511	\$ 493,418,760	\$ 298,345,879	\$ 2,234,861,799
24							
25 <u>Operating Expenditures</u>							
26 Salaries and Benefits	\$ 349,063,546	\$ 102,660,185	\$ 179,912,413	\$ 67,801,194	\$ 21,993,183	\$ 173,537,957	\$ 894,968,478
27 Other Personal Services	\$ 33,334,295	\$ 4,710,705	\$ 76,404,777	\$ 17,369,747	\$ 5,315,471	\$ 5,319,212	\$ 142,454,207
28 Expenses	\$ 156,348,423	\$ 31,893,622	\$ 153,851,600	\$ 122,291,373	\$ 440,746,518	\$ 68,468,802	\$ 973,600,338
29 Operating Capital Outlay	\$ 1,471,518	\$ 297,500	\$ 2,574,000	\$ 3,337,596	\$ 356,010		\$ 8,036,624
30 Risk Management	\$ 3,827,911	\$ 381,467	\$ 426,000	\$ 1,112,072	\$ 555,000		\$ 6,302,450
31 Financial Aid	\$ 12,315,068	\$ 1,084,108					\$ 13,399,176
32 Scholarships							\$ -
33 Waivers							\$ -
34 Finance Expense							\$ -
35 Debt Service				\$ 3,192,355	\$ 51,500		\$ 3,243,855
36 Salary Incentive Payments							\$ -
37 Law Enforcement Incentive Payments							\$ -
38 Library Resources	\$ 5,848,876	\$ 809,701		\$ 135,810			\$ 6,794,387
39 Institute of Government							\$ -
40 Regional Data Centers - SUS							\$ -

UNIVERSITY OF SOUTH FLORIDA  
2017-2018 Operating Budget  
Summary Schedule I

	<u>Education &amp; General<sup>1</sup></u>	<u>HSC E&amp;G<sup>1</sup></u>	<u>Contracts &amp; Grants<sup>2</sup></u>	<u>Auxiliaries<sup>3</sup></u>	<u>Local Funds<sup>4</sup></u>	<u>Faculty Practice<sup>5</sup></u>	<u>Summary</u>
41 Black Male Explorers Program							\$ -
42 Phosphate Research							\$ -
43 Other Operating Category	\$ -						\$ -
44 Total Operating Expenditures :	\$ 562,209,637	\$ 141,837,288	\$ 413,168,790	\$ 215,240,147	\$ 469,017,682	\$ 247,325,971	\$ 2,048,799,515
45							
46 <u>Non-Operating Expenditures</u>							
47 Transfers			\$ 61,417,900	\$ 64,835,762	\$ 31,657,554	\$ 51,019,908	\$ 208,931,124
48 Fixed Capital Outlay							\$ -
49 Carryforward (From Prior Period Funds)	\$ 94,372,608	\$ 24,343,631					\$ 118,716,239
50 Other <sup>7</sup>		\$ 295,658					\$ 295,658
51 Total Non-Operating Expenditures :	\$ 94,372,608	\$ 24,639,289	\$ 61,417,900	\$ 64,835,762	\$ 31,657,554	\$ 51,019,908	\$ 327,943,021
52							
53 Ending Fund Balance :	\$ 74,745,868	\$ 15,961,216	\$ 93,771,522	\$ 189,331,533	\$ 26,869,230	\$ 29,323,142	\$ 430,002,511
54							
55 Fund Balance Increase / Decrease :	\$ (94,372,608)	\$ (34,712,155)	\$ 110,900	\$ (5,650,398)	\$ (7,256,476)	\$ -	\$ (141,880,737)
56 Fund Balance Percentage Change :	-55.80%	-68.50%	0.12%	-2.90%	-21.26%	0.00%	-24.81%

FLORIDA ATLANTIC UNIVERSITY  
2017-2018 Operating Budget  
Summary Schedule I

	<u>Education &amp; General<sup>1</sup></u>	<u>Medical School E&amp;G<sup>1</sup></u>	<u>Contracts &amp; Grants<sup>2</sup></u>	<u>Auxiliaries<sup>3</sup></u>	<u>Local Funds<sup>4</sup></u>	<u>Summary</u>
1 Beginning Fund Balance	\$ 55,622,135	\$ 11,506,820	\$ 34,544,340	\$ 104,647,514	\$ 15,111,748	\$ 221,432,557
2						
3 <u>Receipts/Revenues</u>						
4 General Revenue	\$ 158,380,258	\$ 14,921,681				\$ 173,301,939
5 Lottery	\$ 18,696,001					\$ 18,696,001
6 Student Tuition	\$ 136,074,257	\$ 9,648,247				\$ 145,722,504
7 Phosphate Research						\$ -
8 Other U.S. Grants			\$ 32,100,000		\$ 130,969,117	\$ 163,069,117
9 City or County Grants						\$ -
10 State Grants			\$ 15,684,912		\$ 54,764,725	\$ 70,449,637
11 Other Grants and Donations			\$ 10,700,000			\$ 10,700,000
12 Donations / Contrib. Given to the State						\$ -
13 Sales of Goods / Services				\$ 76,051,471		\$ 76,051,471
14 Sales of Data Processing Services						\$ -
15 Fees				\$ 44,363,358	\$ 48,481,595	\$ 92,844,953
16 Miscellaneous Receipts				\$ 6,337,623	\$ 140,000	\$ 6,477,623
17 Rent						\$ -
18 Concessions						\$ -
19 Assessments / Services						\$ -
20 Other Reciepts / Revenues <sup>6</sup>					\$ 4,117,933	\$ 4,117,933
21 Subtotal:	\$ 313,150,516	\$ 24,569,928	\$ 58,484,912	\$ 126,752,452	\$ 238,473,370	\$ 761,431,178
22 Transfers In			\$ 8,575,000	\$ 12,478,507	\$ 5,418,324	\$ 26,471,831
23 Total - Receipts / Revenues:	\$ 313,150,516	\$ 24,569,928	\$ 67,059,912	\$ 139,230,959	\$ 243,891,694	\$ 787,903,009
24						
25 <u>Operating Expenditures</u>						
26 Salaries and Benefits	\$ 190,085,131	\$ 18,151,490	\$ 29,593,179	\$ 47,886,381	\$ 10,898,384	\$ 296,614,565
27 Other Personal Services	\$ 18,514,878	\$ 1,497,910	\$ 4,581,062	\$ 22,624,578	\$ 2,468,457	\$ 49,686,885
28 Expenses	\$ 93,912,427	\$ 4,920,528	\$ 28,310,673	\$ 73,098,999	\$ 222,980,811	\$ 423,223,438
29 Operating Capital Outlay						\$ -
30 Risk Management	\$ 2,365,797					\$ 2,365,797
31 Financial Aid	\$ 8,272,286					\$ 8,272,286
32 Scholarships						\$ -
33 Waivers						\$ -
34 Finance Expense						\$ -
35 Debt Service						\$ -
36 Salary Incentive Payments						\$ -
37 Law Enforcement Incentive Payments						\$ -
38 Library Resources						\$ -
39 Institute of Government						\$ -
40 Regional Data Centers - SUS						\$ -

FLORIDA ATLANTIC UNIVERSITY  
2017-2018 Operating Budget  
Summary Schedule I

	<u>Education &amp; General<sup>1</sup></u>	<u>Medical School E&amp;G<sup>1</sup></u>	<u>Contracts &amp; Grants<sup>2</sup></u>	<u>Auxiliaries<sup>3</sup></u>	<u>Local Funds<sup>4</sup></u>	<u>Summary</u>
41 Black Male Explorers Program						\$ -
42 Phosphate Research						\$ -
43 Other Operating Category						\$ -
44 Total Operating Expenditures :	<u>\$ 313,150,519</u>	<u>\$ 24,569,928</u>	<u>\$ 62,484,914</u>	<u>\$ 143,609,958</u>	<u>\$ 236,347,652</u>	<u>\$ 780,162,971</u>
45						
46 <u>Non-Operating Expenditures</u>						
47 Transfers			\$ 4,575,000	\$ 16,124,480	\$ 9,164,869	\$ 29,864,349
48 Fixed Capital Outlay						\$ -
49 Carryforward (From Prior Period Funds)	\$ 39,964,609	\$ 10,278,324				\$ 50,242,933
50 Other <sup>7</sup>						\$ -
51 Total Non-Operating Expenditures :	<u>\$ 39,964,609</u>	<u>\$ 10,278,324</u>	<u>\$ 4,575,000</u>	<u>\$ 16,124,480</u>	<u>\$ 9,164,869</u>	<u>\$ 80,107,282</u>
52						
53 Ending Fund Balance :	<u>\$ 15,657,523</u>	<u>\$ 1,228,496</u>	<u>\$ 34,544,338</u>	<u>\$ 84,144,035</u>	<u>\$ 13,490,921</u>	<u>\$ 149,065,313</u>
54						
55 Fund Balance Increase / Decrease :	\$ (39,964,612)	\$ (10,278,324)	\$ (2)	\$ (20,503,479)	\$ (1,620,827)	\$ (72,367,244)
56 Fund Balance Percentage Change :	-71.85%	-89.32%	0.00%	-19.59%	-10.73%	-32.68%

UNIVERSITY OF WEST FLORIDA  
2017-2018 Operating Budget  
Summary Schedule I

	<u>Education &amp; General<sup>1</sup></u>	<u>Contracts &amp; Grants<sup>2</sup></u>	<u>Auxiliaries<sup>3</sup></u>	<u>Local Funds<sup>4</sup></u>	<u>Summary</u>
1 Beginning Fund Balance	\$ 28,135,831	\$ 8,668,169	\$ 27,611,420	\$ 5,056,931	\$ 69,472,351
2					
3 <u>Receipts/Revenues</u>					
4 General Revenue	\$ 122,103,783				\$ 122,103,783
5 Lottery	\$ 7,054,953				\$ 7,054,953
6 Student Tuition	\$ 45,798,775				\$ 45,798,775
7 Phosphate Research					\$ -
8 Other U.S. Grants		\$ 11,143,326		\$ 53,006,000	\$ 64,149,326
9 City or County Grants		\$ 3,823,164			\$ 3,823,164
10 State Grants					\$ -
11 Other Grants and Donations		\$ 5,088,929			\$ 5,088,929
12 Donations / Contrib. Given to the State					\$ -
13 Sales of Goods / Services			\$ 1,606,092	\$ 241,500	\$ 1,847,592
14 Sales of Data Processing Services					\$ -
15 Fees		\$ 33,181	\$ 19,853,204	\$ 11,659,326	\$ 31,545,711
16 Miscellaneous Receipts		\$ 1,336,845	\$ 3,303,023	\$ 26,017,102	\$ 30,656,970
17 Rent			\$ 353,208	\$ 5,550	\$ 358,758
18 Concessions					\$ -
19 Assessments / Services					\$ -
20 Other Receipts / Revenues <sup>6</sup>	\$ 375,000	\$ 341,486	\$ 3,157,943	\$ 148,149	\$ 4,022,578
21 Subtotal:	\$ 175,332,511	\$ 21,766,931	\$ 28,273,470	\$ 91,077,627	\$ 316,450,539
22 Transfers In					\$ -
23 Total - Receipts / Revenues:	<u>\$ 175,332,511</u>	<u>\$ 21,766,931</u>	<u>\$ 28,273,470</u>	<u>\$ 91,077,627</u>	<u>\$ 316,450,539</u>
24					
25 <u>Operating Expenditures</u>					
26 Salaries and Benefits	\$ 95,557,465	\$ 6,120,862	\$ 8,107,790	\$ 4,006,856	\$ 113,792,973
27 Other Personal Services	\$ 7,390,550	\$ 2,083,541	\$ 3,132,955	\$ 1,094,504	\$ 13,701,550
28 Expenses	\$ 61,312,497	\$ 13,304,850	\$ 15,507,356	\$ 84,307,853	\$ 174,432,556
29 Operating Capital Outlay		\$ 26,376	\$ 368,578	\$ 1,677,334	\$ 2,072,288
30 Risk Management	\$ 495,813				\$ 495,813
31 Financial Aid	\$ 742,949				\$ 742,949
32 Scholarships					\$ -
33 Waivers					\$ -
34 Finance Expense					\$ -
35 Debt Service					\$ -
36 Salary Incentive Payments					\$ -
37 Law Enforcement Incentive Payments					\$ -
38 Library Resources	\$ 1,301,941				\$ 1,301,941
39 Institute of Government					\$ -
40 Regional Data Centers - SUS					\$ -

**UNIVERSITY OF WEST FLORIDA**  
**2017-2018 Operating Budget**  
**Summary Schedule I**

	<u>Education &amp; General<sup>1</sup></u>	<u>Contracts &amp; Grants<sup>2</sup></u>	<u>Auxiliaries<sup>3</sup></u>	<u>Local Funds<sup>4</sup></u>	<u>Summary</u>
41 Black Male Explorers Program					\$ -
42 Phosphate Research					\$ -
43 Other Operating Category	\$ 8,156,296				\$ 8,156,296
44 Total Operating Expenditures :	<u>\$ 174,957,511</u>	<u>\$ 21,535,629</u>	<u>\$ 27,116,679</u>	<u>\$ 91,086,547</u>	<u>\$ 314,696,366</u>
45					
46 <u>Non-Operating Expenditures</u>					
47 Transfers		\$ (419,000)	\$ (47,193)	\$ 466,193	\$ -
48 Fixed Capital Outlay			\$ 4,411,129		\$ 4,411,129
49 Carryforward (From Prior Period Funds)	\$ 22,000,000				\$ 22,000,000
50 Other <sup>7</sup>					\$ -
51 Total Non-Operating Expenditures :	<u>\$ 22,000,000</u>	<u>\$ (419,000)</u>	<u>\$ 4,363,936</u>	<u>\$ 466,193</u>	<u>\$ 26,411,129</u>
52					
53 Ending Fund Balance :	<u>\$ 6,510,831</u>	<u>\$ 9,318,471</u>	<u>\$ 24,404,275</u>	<u>\$ 4,581,818</u>	<u>\$ 44,815,395</u>
54					
55 Fund Balance Increase / Decrease :	\$ (21,625,000)	\$ 650,302	\$ (3,207,145)	\$ (475,113)	\$ (24,656,956)
56 Fund Balance Percentage Change :	-76.86%	7.50%	-11.62%	-9.40%	-35.49%

UNIVERSITY OF CENTRAL FLORIDA  
2016-2017 Operating Budget  
Summary Schedule I

	<u>Education &amp; General<sup>1</sup></u>	<u>Medical School E&amp;G<sup>1</sup></u>	<u>FCSWUA</u>	<u>Contracts &amp; Grants<sup>2</sup></u>	<u>Auxiliaries<sup>3</sup></u>	<u>Local Funds<sup>4</sup></u>	<u>Faculty Practice<sup>5</sup></u>	<u>Summary</u>
1 Beginning Fund Balance	\$ 118,303,395	\$ 8,275,496	\$ 7,140,632	\$ 14,104,427	\$ 160,741,872	\$ 56,162,986	\$ (6,273,364)	\$ 358,455,444
2								
3 <u>Receipts/Revenues</u>								
4 General Revenue	\$ 307,715,261	\$ 26,495,175	\$ 9,000,000					\$ 343,210,436
5 Lottery	\$ 32,260,049							\$ 32,260,049
6 Student Tuition	\$ 284,615,285	\$ 15,418,052			\$ 7,165,805			\$ 307,199,142
7 Phosphate Research								\$ -
8 Other U.S. Grants				\$ 103,827,588		\$ 376,500,392		\$ 480,327,980
9 City or County Grants								\$ -
10 State Grants				\$ 6,649,224		\$ 44,941,555		\$ 51,590,779
11 Other Grants and Donations				\$ 22,063,608				\$ 22,063,608
12 Donations / Contrib. Given to the State								\$ -
13 Sales of Goods / Services								\$ -
14 Sales of Data Processing Services								\$ -
15 Fees					\$ 58,294,719	\$ 64,182,835		\$ 122,477,554
16 Miscellaneous Receipts				\$ 1,291,301	\$ 202,675,790	\$ 62,004,924	\$ 7,975,281	\$ 273,947,296
17 Rent								\$ -
18 Concessions								\$ -
19 Assessments / Services						\$ 773,959		\$ 773,959
20 Other Receipts / Revenues <sup>6</sup>	\$ 4,199,644	\$ 300,000				\$ 106,348		\$ 4,605,992
21 Subtotal:	\$ 628,790,239	\$ 42,213,227	\$ 9,000,000	\$ 133,831,721	\$ 268,136,314	\$ 548,510,013	\$ 7,975,281	\$ 1,638,456,795
22 Transfers In				\$ 29,871,279		\$ 50,567,977	\$ 712,005	\$ 81,151,261
23 Total - Receipts / Revenues:	\$ 628,790,239	\$ 42,213,227	\$ 9,000,000	\$ 163,703,000	\$ 268,136,314	\$ 599,077,990	\$ 8,687,286	\$ 1,719,608,056
24								
25 <u>Operating Expenditures</u>								
26 Salaries and Benefits	\$ 421,730,650	\$ 33,010,131	\$ 2,740,765	\$ 69,488,357	\$ 88,963,071	\$ 35,683,540	\$ 5,309,642	\$ 656,926,156
27 Other Personal Services								\$ -
28 Expenses	\$ 157,271,313	\$ 6,203,094	\$ 6,259,235	\$ 94,214,643	\$ 186,924,437	\$ 55,516,264	\$ 3,377,644	\$ 509,766,630
29 Operating Capital Outlay								\$ -
30 Risk Management	\$ 2,141,926							\$ 2,141,926
31 Financial Aid	\$ 40,728,351	\$ 3,000,000				\$ 510,793,068		\$ 554,521,419
32 Scholarships								\$ -
33 Waivers								\$ -
34 Finance Expense								\$ -
35 Debt Service						\$ 662,398		\$ 662,398
36 Salary Incentive Payments								\$ -
37 Law Enforcement Incentive Payments								\$ -
38 Library Resources	\$ 6,918,000							\$ 6,918,000
39 Institute of Government								\$ -
40 Regional Data Centers - SUS								\$ -

UNIVERSITY OF CENTRAL FLORIDA  
2016-2017 Operating Budget  
Summary Schedule I

	<u>Education &amp; General<sup>1</sup></u>	<u>Medical School E&amp;G<sup>1</sup></u>	<u>FCSWUA</u>	<u>Contracts &amp; Grants<sup>2</sup></u>	<u>Auxiliaries<sup>3</sup></u>	<u>Local Funds<sup>4</sup></u>	<u>Faculty Practice<sup>5</sup></u>	<u>Summary</u>
41 Black Male Explorers Program								\$ -
42 Phosphate Research								\$ -
43 Other Operating Category								\$ -
44 Total Operating Expenditures :	\$ 628,790,240	\$ 42,213,225	\$ 9,000,000	\$ 163,703,000	\$ 275,887,508	\$ 602,655,270	\$ 8,687,286	\$ 1,730,936,529
45								
46 <u>Non-Operating Expenditures</u>								
47 Transfers								\$ -
48 Fixed Capital Outlay								\$ -
49 Carryforward (From Prior Period Funds)	\$ 34,627,255	\$ 2,350,000	\$ 4,100,000					\$ 41,077,255
50 Other <sup>7</sup>								\$ -
51 Total Non-Operating Expenditures :	\$ 34,627,255	\$ 2,350,000	\$ 4,100,000	\$ -	\$ -	\$ -	\$ -	\$ 41,077,255
52								
53 Ending Fund Balance :	\$ 83,676,139	\$ 5,925,498	\$ 3,040,632	\$ 14,104,427	\$ 152,990,678	\$ 52,585,706	\$ (6,273,364)	\$ 306,049,716
54								
55 Fund Balance Increase / Decrease :	\$ (34,627,256)	\$ (2,349,998)	\$ (4,100,000)	\$ -	\$ (7,751,194)	\$ (3,577,280)	\$ -	\$ (52,405,728)
56 Fund Balance Percentage Change :	-29.27%	-28.40%	-57.42%	0.00%	-4.82%	-6.37%	0.00%	-14.62%

FLORIDA INTERNATIONAL UNIVERSITY  
2017-2018 Operating Budget  
Summary Schedule I

	<u>Education &amp; General<sup>1</sup></u>	<u>Medical School E&amp;G<sup>1</sup></u>	<u>Contracts &amp; Grants<sup>2</sup></u>	<u>Auxiliaries<sup>3</sup></u>	<u>Local Funds<sup>4</sup></u>	<u>Faculty Practice<sup>5</sup></u>	<u>Summary</u>
1 Beginning Fund Balance	\$ 67,335,727	\$ 8,922,340	\$ 10,484,699	\$ 147,115,368	\$ 17,476,710	\$ 2,804,740	\$ 254,139,584
2							
3 <u>Receipts/Revenues</u>							
4 General Revenue	\$ 232,342,734	\$ 32,014,049					\$ 264,356,783
5 Lottery	\$ 27,579,460						\$ 27,579,460
6 Student Tuition	\$ 241,390,811	\$ 18,237,508		\$ 47,740,823	\$ 15,511,726		\$ 322,880,868
7 Phosphate Research							\$ -
8 Other U.S. Grants			\$ 74,321,768		\$ 90,501,643		\$ 164,823,411
9 City or County Grants			\$ 6,782,598				\$ 6,782,598
10 State Grants			\$ 152,275		\$ 21,449,077		\$ 21,601,352
11 Other Grants and Donations			\$ 18,121,964			\$ 2,880,532	\$ 21,002,496
12 Donations / Contrib. Given to the State							\$ -
13 Sales of Goods / Services			\$ 7,370,236	\$ 105,560,877	\$ 1,764,361	\$ 114,970	\$ 114,810,444
14 Sales of Data Processing Services							\$ -
15 Fees				\$ 15,183,788	\$ 68,411,705		\$ 83,595,493
16 Miscellaneous Receipts			\$ 12,249,586	\$ 19,984,007	\$ 10,787,395	\$ 3,765,361	\$ 46,786,349
17 Rent			\$ 1,654,065	\$ 33,681,343		\$ 485,665	\$ 35,821,073
18 Concessions							\$ -
19 Assessments / Services							\$ -
20 Other Reciepts / Revenues <sup>6</sup>	\$ 291,000	\$ 43,403	\$ 9,071,936	\$ 13,178,901	\$ 631,708		\$ 23,216,948
21 Subtotal:	\$ 501,604,005	\$ 50,294,960	\$ 129,724,428	\$ 235,329,739	\$ 209,057,615	\$ 7,246,528	\$ 1,133,257,275
22 Transfers In			\$ 33,828,335	\$ 88,799,954	\$ 84,231,907		\$ 206,860,196
23 Total - Receipts / Revenues:	\$ 501,604,005	\$ 50,294,960	\$ 163,552,763	\$ 324,129,693	\$ 293,289,522	\$ 7,246,528	\$ 1,340,117,471
24							
25 <u>Operating Expenditures</u>							
26 Salaries and Benefits	\$ 337,128,182	\$ 41,391,891	\$ 66,957,003	\$ 84,481,711	\$ 20,652,206		\$ 550,610,993
27 Other Personal Services	\$ 32,057,747	\$ 2,493,437	\$ 17,656,558	\$ 16,293,852	\$ 3,381,026		\$ 71,882,620
28 Expenses	\$ 91,759,243	\$ 5,483,430	\$ 40,254,208	\$ 89,683,937	\$ 195,028,969	\$ 5,531,832	\$ 427,741,619
29 Operating Capital Outlay	\$ 3,673,775		\$ 2,137,810	\$ 1,957,156	\$ 562,539		\$ 8,331,280
30 Risk Management	\$ 3,104,310	\$ 80,190	\$ 189,765	\$ 380,791			\$ 3,755,056
31 Financial Aid	\$ 25,276,248						\$ 25,276,248
32 Scholarships				\$ 1,857,520			\$ 1,857,520
33 Waivers							\$ -
34 Finance Expense							\$ -
35 Debt Service				\$ 14,334,711		\$ 160,650	\$ 14,495,361
36 Salary Incentive Payments	\$ 35,460						\$ 35,460
37 Law Enforcement Incentive Payments							\$ -
38 Library Resources	\$ 8,278,040	\$ 802,609					\$ 9,080,649
39 Institute of Government							\$ -
40 Regional Data Centers - SUS							\$ -

FLORIDA INTERNATIONAL UNIVERSITY  
2017-2018 Operating Budget  
Summary Schedule I

	<u>Education &amp; General<sup>1</sup></u>	<u>Medical School E&amp;G<sup>1</sup></u>	<u>Contracts &amp; Grants<sup>2</sup></u>	<u>Auxiliaries<sup>3</sup></u>	<u>Local Funds<sup>4</sup></u>	<u>Faculty Practice<sup>5</sup></u>	<u>Summary</u>
41 Black Male Explorers Program							\$ -
42 Phosphate Research							\$ -
43 Other Operating Category							\$ -
44 Total Operating Expenditures :	<u>\$ 501,313,005</u>	<u>\$ 50,251,557</u>	<u>\$ 127,195,344</u>	<u>\$ 208,989,678</u>	<u>\$ 219,624,740</u>	<u>\$ 5,692,482</u>	<u>\$ 1,113,066,806</u>
45							
46 <u>Non-Operating Expenditures</u>							
47 Transfers			\$ 32,412,257	\$ 105,157,968	\$ 75,737,452	\$ 773,525	\$ 214,081,202
48 Fixed Capital Outlay							\$ -
49 Carryforward (From Prior Period Funds)	\$ 33,424,403	\$ 4,104,109					\$ 37,528,512
50 Other <sup>7</sup>							\$ -
51 Total Non-Operating Expenditures :	<u>\$ 33,424,403</u>	<u>\$ 4,104,109</u>	<u>\$ 32,412,257</u>	<u>\$ 105,157,968</u>	<u>\$ 75,737,452</u>	<u>\$ 773,525</u>	<u>\$ 251,609,714</u>
52							
53 Ending Fund Balance :	<u>\$ 34,202,324</u>	<u>\$ 4,861,634</u>	<u>\$ 14,429,861</u>	<u>\$ 157,097,415</u>	<u>\$ 15,404,040</u>	<u>\$ 3,585,261</u>	<u>\$ 229,580,535</u>
54							
55 Fund Balance Increase / Decrease :	\$ (33,133,403)	\$ (4,060,706)	\$ 3,945,162	\$ 9,982,047	\$ (2,072,670)	\$ 780,521	\$ (24,559,049)
56 Fund Balance Percentage Change :	-49.21%	-45.51%	37.63%	6.79%	-11.86%	27.83%	-9.66%

UNIVERSITY OF NORTH FLORIDA  
2017-2018 Operating Budget  
Summary Schedule I

	<u>Education &amp; General<sup>1</sup></u>	<u>Contracts &amp; Grants<sup>2</sup></u>	<u>Auxiliaries<sup>3</sup></u>	<u>Local Funds<sup>4</sup></u>	<u>Summary</u>
1 Beginning Fund Balance	\$ 26,531,812	\$ 358,708	\$ 30,844,611	\$ 12,201,966	\$ 69,937,097
2					
3 <u>Receipts/Revenues</u>					
4 General Revenue	\$ 82,218,756				\$ 82,218,756
5 Lottery	\$ 11,487,992				\$ 11,487,992
6 Student Tuition	\$ 66,309,501				\$ 66,309,501
7 Phosphate Research					\$ -
8 Other U.S. Grants		\$ 1,241,365		\$ 20,000,000	\$ 21,241,365
9 City or County Grants					\$ -
10 State Grants					\$ -
11 Other Grants and Donations		\$ 4,662,981		\$ 14,025,000	\$ 18,687,981
12 Donations / Contrib. Given to the State					\$ -
13 Sales of Goods / Services			\$ 138,900		\$ 138,900
14 Sales of Data Processing Services					\$ -
15 Fees		\$ 158,619	\$ 7,957,634	\$ 24,890,183	\$ 33,006,436
16 Miscellaneous Receipts		\$ 3,091,659	\$ 21,738,625	\$ 3,881,526	\$ 28,711,810
17 Rent			\$ 21,667,979		\$ 21,667,979
18 Concessions			\$ 28,000	\$ 52,200	\$ 80,200
19 Assessments / Services					\$ -
20 Other Receipts / Revenues <sup>6</sup>		\$ 3,955	\$ 389,155	\$ 95,437	\$ 488,547
21 Subtotal:	\$ 160,016,249	\$ 9,158,579	\$ 51,920,293	\$ 62,944,346	\$ 284,039,467
22 Transfers In		\$ 184,630	\$ 5,610,406	\$ 705,889	\$ 6,500,925
23 Total - Receipts / Revenues:	\$ 160,016,249	\$ 9,343,209	\$ 57,530,699	\$ 63,650,235	\$ 290,540,392
24					
25 <u>Operating Expenditures</u>					
26 Salaries and Benefits	\$ 121,003,994	\$ 3,882,379	\$ 14,117,318	\$ 10,744,739	\$ 149,748,430
27 Other Personal Services	\$ 6,336,734	\$ 1,365,533	\$ 2,666,307	\$ 3,081,702	\$ 13,450,276
28 Expenses	\$ 25,635,585	\$ 2,988,317	\$ 34,735,601	\$ 49,058,026	\$ 112,417,529
29 Operating Capital Outlay	\$ 141,188	\$ 414,357	\$ (5,662)	\$ 20,000	\$ 569,883
30 Risk Management	\$ 1,072,522				\$ 1,072,522
31 Financial Aid	\$ 5,267,405	\$ (4,103)		\$ 409,500	\$ 5,672,802
32 Scholarships					\$ -
33 Waivers					\$ -
34 Finance Expense					\$ -
35 Debt Service					\$ -
36 Salary Incentive Payments					\$ -
37 Law Enforcement Incentive Payments	\$ 30,000				\$ 30,000
38 Library Resources	\$ 528,821		\$ 57,726		\$ 586,547
39 Institute of Government					\$ -
40 Regional Data Centers - SUS					\$ -

UNIVERSITY OF NORTH FLORIDA  
2017-2018 Operating Budget  
Summary Schedule I

	<u>Education &amp; General<sup>1</sup></u>	<u>Contracts &amp; Grants<sup>2</sup></u>	<u>Auxiliaries<sup>3</sup></u>	<u>Local Funds<sup>4</sup></u>	<u>Summary</u>
41 Black Male Explorers Program					\$ -
42 Phosphate Research					\$ -
43 Other Operating Category					\$ -
44 Total Operating Expenditures :	\$ 160,016,249	\$ 8,646,483	\$ 51,571,290	\$ 63,313,967	\$ 283,547,989
45					
46 <u>Non-Operating Expenditures</u>					
47 Transfers					\$ -
48 Fixed Capital Outlay					\$ -
49 Carryforward (From Prior Period Funds)					\$ -
50 Other <sup>7</sup>					\$ -
51 Total Non-Operating Expenditures :	\$ -	\$ -	\$ -	\$ -	\$ -
52					
53 Ending Fund Balance :	\$ 26,531,812	\$ 1,055,434	\$ 36,804,020	\$ 12,538,234	\$ 76,929,500
54					
55 Fund Balance Increase / Decrease :	\$ -	\$ 696,726	\$ 5,959,409	\$ 336,268	\$ 6,992,403
56 Fund Balance Percentage Change :	0.00%	194.23%	19.32%	2.76%	10.00%

FLORIDA GULF COAST UNIVERSITY  
2017-2018 Operating Budget  
Summary Schedule I

	<u>Education &amp; General<sup>1</sup></u>	<u>Contracts &amp; Grants<sup>2</sup></u>	<u>Auxiliaries<sup>3</sup></u>	<u>Local Funds<sup>4</sup></u>	<u>Summary</u>
1 Beginning Fund Balance	\$ 26,367,968	\$ 4,037,010	\$ 19,517,272	\$ 5,097,914	\$ 55,020,164
2					
3 <u>Receipts/Revenues</u>					
4 General Revenue	\$ 65,760,187				\$ 65,760,187
5 Lottery	\$ 6,383,204				\$ 6,383,204
6 Student Tuition	\$ 62,092,032				\$ 62,092,032
7 Phosphate Research					\$ -
8 Other U.S. Grants		\$ 6,936,149		\$ 18,411,783	\$ 25,347,932
9 City or County Grants		\$ 547,300			\$ 547,300
10 State Grants		\$ 1,119,099		\$ 200,000	\$ 1,319,099
11 Other Grants and Donations		\$ 4,155,918	\$ 85,000	\$ 5,626,001	\$ 9,866,919
12 Donations / Contrib. Given to the State					\$ -
13 Sales of Goods / Services					\$ -
14 Sales of Data Processing Services					\$ -
15 Fees			\$ 4,088,444	\$ 14,988,079	\$ 19,076,523
16 Miscellaneous Receipts		\$ 80,532	\$ 41,464,104	\$ 1,838,500	\$ 43,383,136
17 Rent					\$ -
18 Concessions					\$ -
19 Assessments / Services					\$ -
20 Other Receipts / Revenues <sup>6</sup>	\$ 205,000	\$ 33,916	\$ 270,000		\$ 508,916
21 Subtotal:	\$ 134,440,423	\$ 12,872,914	\$ 45,907,548	\$ 41,064,363	\$ 234,285,248
22 Transfers In		\$ 6,259,043	\$ 4,466,436	\$ 1,420,000	\$ 12,145,479
23 Total - Receipts / Revenues:	\$ 134,440,423	\$ 19,131,957	\$ 50,373,984	\$ 42,484,363	\$ 246,430,727
24					
25 <u>Operating Expenditures</u>					
26 Salaries and Benefits	\$ 98,155,719	\$ 5,685,754	\$ 10,271,537	\$ 7,777,266	\$ 121,890,276
27 Other Personal Services	\$ 7,882,320	\$ 1,607,643	\$ 2,298,267	\$ 2,122,636	\$ 13,910,866
28 Expenses	\$ 21,877,877	\$ 5,218,200	\$ 12,691,580	\$ 12,077,924	\$ 51,865,581
29 Operating Capital Outlay	\$ 436,346	\$ 101,292	\$ 334,010	\$ 100,000	\$ 971,648
30 Risk Management	\$ 1,268,103		\$ 127,700		\$ 1,395,803
31 Financial Aid	\$ 3,033,793	\$ 673,412	\$ 8,500	\$ 19,759,283	\$ 23,474,988
32 Scholarships					\$ -
33 Waivers					\$ -
34 Finance Expense					\$ -
35 Debt Service					\$ -
36 Salary Incentive Payments					\$ -
37 Law Enforcement Incentive Payments					\$ -
38 Library Resources	\$ 1,581,265		\$ 1,500		\$ 1,582,765
39 Institute of Government					\$ -
40 Regional Data Centers - SUS					\$ -

**FLORIDA GULF COAST UNIVERSITY**  
**2017-2018 Operating Budget**  
**Summary Schedule I**

	<u>Education &amp; General<sup>1</sup></u>	<u>Contracts &amp; Grants<sup>2</sup></u>	<u>Auxiliaries<sup>3</sup></u>	<u>Local Funds<sup>4</sup></u>	<u>Summary</u>
41 Black Male Explorers Program					\$ -
42 Phosphate Research					\$ -
43 Other Operating Category					\$ -
44 Total Operating Expenditures :	<u>\$ 134,235,423</u>	<u>\$ 13,286,301</u>	<u>\$ 25,733,094</u>	<u>\$ 41,837,109</u>	<u>\$ 215,091,927</u>
45					
46 <u>Non-Operating Expenditures</u>					
47 Transfers		\$ (1,661,177)	\$ 21,811,281	\$ 175,799	\$ 20,325,903
48 Fixed Capital Outlay					\$ -
49 Carryforward (From Prior Period Funds)	\$ 14,600,000				\$ 14,600,000
50 Other <sup>7</sup>					\$ -
51 Total Non-Operating Expenditures :	<u>\$ 14,600,000</u>	<u>\$ (1,661,177)</u>	<u>\$ 21,811,281</u>	<u>\$ 175,799</u>	<u>\$ 34,925,903</u>
52					
53 Ending Fund Balance :	<u>\$ 11,972,968</u>	<u>\$ 11,543,843</u>	<u>\$ 22,346,881</u>	<u>\$ 5,569,369</u>	<u>\$ 51,433,061</u>
54					
55 Fund Balance Increase / Decrease :	\$ (14,395,000)	\$ 7,506,833	\$ 2,829,609	\$ 471,455	\$ (3,587,103)
56 Fund Balance Percentage Change :	-54.59%	185.95%	14.50%	9.25%	-6.52%

NEW COLLEGE OF FLORIDA  
2017-2018 Operating Budget  
Summary Schedule I

	<u>Education &amp; General<sup>1</sup></u>	<u>Contracts &amp; Grants<sup>2</sup></u>	<u>Auxiliaries<sup>3</sup></u>	<u>Local Funds<sup>4</sup></u>	<u>Summary</u>
1 Beginning Fund Balance	\$ 4,074,643	\$ 435,620	\$ 3,263,207	\$ 278,983	\$ 8,052,453
2					
3 <u>Receipts/Revenues</u>					
4 General Revenue	\$ 28,622,692				\$ 28,622,692
5 Lottery	\$ 926,870				\$ 926,870
6 Student Tuition	\$ 5,040,000				\$ 5,040,000
7 Phosphate Research					\$ -
8 Other U.S. Grants		\$ 650,868			\$ 650,868
9 City or County Grants					\$ -
10 State Grants					\$ -
11 Other Grants and Donations		\$ 884,601		\$ 4,932,292	\$ 5,816,893
12 Donations / Contrib. Given to the State					\$ -
13 Sales of Goods / Services					\$ -
14 Sales of Data Processing Services					\$ -
15 Fees			\$ 757,693	\$ 801,954	\$ 1,559,647
16 Miscellaneous Receipts		\$ 1,982,780	\$ 6,498,674	\$ 7,000	\$ 8,488,454
17 Rent					\$ -
18 Concessions					\$ -
19 Assessments / Services					\$ -
20 Other Receipts / Revenues <sup>6</sup>		\$ 5,000	\$ 42,500	\$ 5,000	\$ 52,500
21 Subtotal:	\$ 34,589,562	\$ 3,523,249	\$ 7,298,867	\$ 5,746,246	\$ 51,157,924
22 Transfers In					\$ -
23 Total - Receipts / Revenues:	\$ 34,589,562	\$ 3,523,249	\$ 7,298,867	\$ 5,746,246	\$ 51,157,924
24					
25 <u>Operating Expenditures</u>					
26 Salaries and Benefits	\$ 22,156,254	\$ 1,788,243	\$ 1,294,205	\$ 262,040	\$ 25,500,742
27 Other Personal Services	\$ 1,192,469	\$ 700,942	\$ 245,750	\$ 104,120	\$ 2,243,281
28 Expenses	\$ 6,567,856	\$ 758,039	\$ 3,281,624	\$ 268,681	\$ 10,876,200
29 Operating Capital Outlay	\$ 2,257,918		\$ 115,000	\$ 40,000	\$ 2,412,918
30 Risk Management	\$ 330,047		\$ 17,000		\$ 347,047
31 Financial Aid	\$ 469,572			\$ 1,803,984	\$ 2,273,556
32 Scholarships	\$ 1,433,781			\$ 3,370,072	\$ 4,803,853
33 Waivers					\$ -
34 Finance Expense					\$ -
35 Debt Service			\$ 2,080,000		\$ 2,080,000
36 Salary Incentive Payments					\$ -
37 Law Enforcement Incentive Payments					\$ -
38 Library Resources	\$ 181,665				\$ 181,665
39 Institute of Government					\$ -
40 Regional Data Centers - SUS					\$ -

**NEW COLLEGE OF FLORIDA**  
**2017-2018 Operating Budget**  
**Summary Schedule I**

	<u>Education &amp; General<sup>1</sup></u>	<u>Contracts &amp; Grants<sup>2</sup></u>	<u>Auxiliaries<sup>3</sup></u>	<u>Local Funds<sup>4</sup></u>	<u>Summary</u>
41 Black Male Explorers Program					\$ -
42 Phosphate Research					\$ -
43 Other Operating Category					\$ -
44 Total Operating Expenditures :	<u>\$ 34,589,562</u>	<u>\$ 3,247,224</u>	<u>\$ 7,033,579</u>	<u>\$ 5,848,897</u>	<u>\$ 50,719,262</u>
45					
46 <u>Non-Operating Expenditures</u>					
47 Transfers					\$ -
48 Fixed Capital Outlay					\$ -
49 Carryforward (From Prior Period Funds)					\$ -
50 Other <sup>7</sup>					\$ -
51 Total Non-Operating Expenditures :	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
52					
53 Ending Fund Balance :	<u>\$ 4,074,643</u>	<u>\$ 711,645</u>	<u>\$ 3,528,495</u>	<u>\$ 176,332</u>	<u>\$ 8,491,115</u>
54					
55 Fund Balance Increase / Decrease :	\$ -	\$ 276,025	\$ 265,288	\$ (102,651)	\$ 438,662
56 Fund Balance Percentage Change :	0.00%	63.36%	8.13%	-36.79%	5.45%

FLORIDA POLYTECHNIC UNIVERSITY  
2017-2018 Operating Budget  
Summary Schedule I

	<u>Education &amp; General<sup>1</sup></u>	<u>Contracts &amp; Grants<sup>2</sup></u>	<u>Auxiliaries<sup>3</sup></u>	<u>Local Funds<sup>4</sup></u>	<u>Summary</u>
1 Beginning Fund Balance	\$ 36,833,432	\$ -	\$ 626,912	\$ 1,818,215	\$ 39,278,559
2					
3 <u>Receipts/Revenues</u>					
4 General Revenue	\$ 36,461,909				\$ 36,461,909
5 Lottery	\$ 243,148				\$ 243,148
6 Student Tuition	\$ 2,368,638				\$ 2,368,638
7 Phosphate Research	\$ 2,913,444				\$ 2,913,444
8 Other U.S. Grants					\$ -
9 City or County Grants					\$ -
10 State Grants					\$ -
11 Other Grants and Donations		\$ 900,000			\$ 900,000
12 Donations / Contrib. Given to the State					\$ -
13 Sales of Goods / Services			\$ 4,095,649		\$ 4,095,649
14 Sales of Data Processing Services					\$ -
15 Fees			\$ 280,711	\$ 711,020	\$ 991,731
16 Miscellaneous Receipts					\$ -
17 Rent					\$ -
18 Concessions				\$ 4,400	\$ 4,400
19 Assessments / Services					\$ -
20 Other Reciepts / Revenues <sup>6</sup>					\$ -
21 Subtotal:	\$ 41,987,139	\$ 900,000	\$ 4,376,360	\$ 715,420	\$ 47,978,919
22 Transfers In	\$ 200,421			\$ 7,500,000	\$ 7,700,421
23 Total - Receipts / Revenues:	\$ 42,187,560	\$ 900,000	\$ 4,376,360	\$ 8,215,420	\$ 55,679,340
24					
25 <u>Operating Expenditures</u>					
26 Salaries and Benefits	\$ 26,458,854	\$ 250,000	\$ 837,870	\$ 85,774	\$ 27,632,498
27 Other Personal Services	\$ 1,653,948	\$ 85,000	\$ 19,656	\$ 103,475	\$ 1,862,079
28 Expenses	\$ 11,021,503	\$ 150,000	\$ 3,109,239	\$ 407,793	\$ 14,688,535
29 Operating Capital Outlay					\$ -
30 Risk Management					\$ -
31 Financial Aid	\$ 50,000				\$ 50,000
32 Scholarships				\$ 7,618,378	\$ 7,618,378
33 Waivers					\$ -
34 Finance Expense					\$ -
35 Debt Service					\$ -
36 Salary Incentive Payments					\$ -
37 Law Enforcement Incentive Payments					\$ -
38 Library Resources					\$ -
39 Institute of Government					\$ -
40 Regional Data Centers - SUS					\$ -

**FLORIDA POLYTECHNIC UNIVERSITY**  
**2017-2018 Operating Budget**  
**Summary Schedule I**

	<u>Education &amp; General<sup>1</sup></u>	<u>Contracts &amp; Grants<sup>2</sup></u>	<u>Auxiliaries<sup>3</sup></u>	<u>Local Funds<sup>4</sup></u>	<u>Summary</u>
41 Black Male Explorers Program					\$ -
42 Phosphate Research	\$ 2,913,444				\$ 2,913,444
43 Other Operating Category					\$ -
44 Total Operating Expenditures :	<u>\$ 42,097,749</u>	<u>\$ 485,000</u>	<u>\$ 3,966,765</u>	<u>\$ 8,215,420</u>	<u>\$ 54,764,934</u>
45					
46 <u>Non-Operating Expenditures</u>					
47 Transfers					\$ -
48 Fixed Capital Outlay					\$ -
49 Carryforward (From Prior Period Funds)					\$ -
50 Other <sup>7</sup>					\$ -
51 Total Non-Operating Expenditures :	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
52					
53 Ending Fund Balance :	<u>\$ 36,923,243</u>	<u>\$ 415,000</u>	<u>\$ 1,036,507</u>	<u>\$ 1,818,215</u>	<u>\$ 40,192,965</u>
54					
55 Fund Balance Increase / Decrease :	\$ 89,811	\$ 415,000	\$ 409,595	\$ -	\$ 914,406
56 Fund Balance Percentage Change :	0.24%	100.00%	65.34%	0.00%	2.33%

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Budget and Finance Committee  
August 31, 2017**

**SUBJECT:** 2017-2018 Board General Office Budget

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**PROPOSED COMMITTEE ACTION**

Approve the 2017-2018 Board General Office Budget and authorize the Chancellor to make changes as necessary to support office functions

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; 2016 General Appropriations Act

**BACKGROUND INFORMATION**

The Board General Office budget for 2017-2018 totals \$8.3 million and supports 65 authorized positions. The 2017 General Appropriations Act allocates funds by specific category and funding source as follows:

<b>Appropriation Category</b>	<b>Appropriation</b>
Salaries & Benefits - GR	\$5,913,625
Salaries & Benefits - Trust Funds	\$772,719
Other Personal Services - GR	\$51,310
Other Personal Services - Trust Funds	\$20,785
Expenses - GR	\$736,982
Expenses - Trust Funds	\$156,799
Operating Capital Outlay - GR	\$11,782
Operating Capital Outlay - Trust Funds	\$5,950
Contracted Services - GR	\$240,127
Contracted Services - Trust Funds	\$73,000

Risk Management Insurance - GR	\$11,619
DMS - HR Services - GR	\$17,181
DMS - HR Services - Trust Funds	\$4,267
Data Processing Services - GR	\$269,527

Each funding source and category has specific restrictions on spending funds from that appropriation. Appropriations are allowed to be transferred between categories via budget transfers filed with the Governor's Office. These transfers cannot exceed five percent or \$250,000 whichever is greater. Any transfers in excess of this amount must be approved by the Legislature and Governor through an established budget amendment process.

**Appropriation Funding Source:**

- General Revenue – appropriations from this source has the least restrictions and can be used for any basic operating expense.
- Trust Funds – appropriations from this source are primarily used to support Board Facility Office staff and expenses.

**Appropriation Category:**

- Salaries & Benefits – salaries and benefits associated with 63 authorized positions.
- Other Personal Services – these funds are utilized for temporary employment. The Board utilizes university students to supplement basic phone coverage and other office needs.
- Expenses – these funds are utilized for basic operating expenses such as travel, rent, office supplies, or equipment costing less than \$1,000.
- Operating Capital Outlay – these funds are utilized for items costing more than \$1,000, such as computers or furniture.
- Contracted Services – these funds are utilized for any service requiring a contractual agreement.
- Risk Management Insurance – these funds are transferred to the Department of Management Services to cover the costs associated with the State's risk management pool.
- DMS - HR Services – these funds are transferred to the Department of Management Services to cover the costs associated with the State's PeopleFirst System.
- Data Processing Services – these funds are transferred to the Northwest Regional Data Center to pay for data storage services.

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**Supporting Documentation Included:** Board General Office Operating Budget  
Summary for Fiscal Year 2017-2018

**Facilitators/Presenters:** Mr. Tim Jones

**Board of Governors**  
**2017-2018 General Office Budget**  
**Total (General Revenue & Trust Funds)**

	Salaries & Benefits	Other Personal Services	Expenses	Operating Capital Outlay	Contracted Services	Northwest Regional Data Center	DMS - PeopleFirst	Risk Management Insurance	Total
<b>Beginning Appropriation as of 7/1/17</b>	\$6,686,344	\$72,095	\$893,781	\$17,732	\$313,127	\$269,527	\$21,448	\$11,619	\$8,285,673
Transfers between Categories	(\$20,530)		(\$29,470)		\$50,000				\$0
Adjusted Appropriation	\$6,665,814	\$72,095	\$864,311	\$17,732	\$363,127	\$269,527	\$21,448	\$11,619	\$8,285,673
<b>Obligations:</b>									
1 65 Authorized Positions	(\$6,486,104)								(\$6,486,104)
2 Tempoary Employees (Student Assistance)		(\$72,095)							(\$72,095)
3 Tnsfr to DMS for Rent - Turlington Building			(\$303,901)						(\$303,901)
4 Communication & DOE Support Services			(\$32,023)						(\$32,023)
5 Printing			(\$8,679)						(\$8,679)
6 Travel & Training (Bd Members & Staff)			(\$258,690)						(\$258,690)
7 Office Supplies			(\$14,500)						(\$14,500)
8 Property & Crime Insurances			(\$820)						(\$820)
9 Memberships/Dues/Subscriptions			(\$82,390)						(\$82,390)
10 Equipment & Furniture Replacement				(\$17,732)					(\$17,732)
11 Information Technology Supplies & Software			(\$24,866)		(\$76,282)				(\$101,148)
12 Information Technology Maintenance					(\$146,024)				(\$146,024)
13 Advertising, Information Technology Service, Copier Maint					(\$66,028)				(\$66,028)
14 November 2017 Trustee Summit					(\$10,000)				(\$10,000)
15 Upgrades to software/services					(\$52,200)				(\$52,200)
16 Security Charges to DOE for Security officers & Bldg Entry					(\$12,594)				(\$12,594)
17 Tnsfr to NWRDC for IT Services						(\$269,527)			(\$269,527)
18 Tnsfr to DMS for HR PeopleFirst Services							(\$21,448)		(\$21,448)
19 Tnsfr to DMS for Risk Management Insurance								(\$11,619)	(\$11,619)
20 Contingency (including lapse from unfilled positions)	(\$179,710)	\$0	(\$138,443)						(\$318,153)
<b>Total Expenditures</b>	<b>(\$6,665,814)</b>	<b>(\$72,095)</b>	<b>(\$864,311)</b>	<b>(\$17,732)</b>	<b>(\$363,127)</b>	<b>(\$269,527)</b>	<b>(\$21,448)</b>	<b>(\$11,619)</b>	<b>(\$8,285,673)</b>
<b>Appropriation Balance</b>	<b>(\$0)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>(\$0)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>(\$0)</b>

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Budget and Finance Committee  
August 31, 2017**

**SUBJECT:** 2018-2019 State University System Legislative Budget Request

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**PROPOSED COMMITTEE ACTION**

Approve the 2018-2019 operating Legislative Budget Request for the State University System and allow the Chancellor to make technical changes as necessary

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Section 216.023 Florida Statute

**BACKGROUND INFORMATION**

Annually, the Board of Governors must prepare and submit a State University System Legislative Budget Request (LBR) for state appropriated operating funds to the Legislature and Governor by October 15. With the 2018 session beginning January 9, the LBR will be submitted by September 15. In accordance with Subsection 216.023(1), Florida Statutes, this LBR is based on an independent judgment of needs and pursuant to the LBR instructions will be presented to the Legislature and Governor by the statutory due date.

The Board approved the 2018-2019 LBR Guidelines at the March 2017 meeting. Technical instructions were provided to the universities and they responded with system and individual university budget needs.

The LBR to be considered will focus on performance funding and key system or state initiatives. The LBR totals \$5.1 billion and represents a 4.2 percent increase, excluding requests for the Moffitt Cancer Center and the Institute of Human and Machine Cognition. The LBR consists of three major components:

- a. Performance-based Funding of \$100 million in new state funds. This would bring the total to \$690 million; \$345 million in the state's investment and \$345 million in the institution's investment. These funds will be allocated based on the Board's 10-metric performance funding model.

- b. System Workload Initiatives - \$20.2 million. This includes funding for plant operations and maintenance for new and existing facilities, UF-IFAS workload and state fire marshal inspections.
- c. University Initiatives - \$86.3 million. This includes the second year growth funding for New College, the FAMU/FSU College of Engineering, Innovative and Online initiatives, research initiatives and nursing recruitment and retention.

Each university has provided information on the following areas:

- 1. Performance-based Funding - each university has provided an overview of the initiatives they are undertaking based on the performance-based funds received this year.
- 2. Efficiencies - each university has provided a summary of various efficiency initiatives that have taken place or are underway. These efficiencies are expected to save resources, increase efficiencies and/or save staff time.
- 3. Ten Percent Reductions - The detailed budget instructions provided by the Legislature and Governor's Office requested each agency, including universities, to provide information on the impact of a ten percent budget reduction (which is a standard, annual request made by the Legislature and Governor).

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<b>Supporting Documentation Included:</b>	1. 2018-2019 LBR Executive Summary 2. System Issues Narrative 3. University Initiatives 4. Matching Gift Program 5. Statewide Initiatives - Moffitt Cancer Center and IHMC 6. Performance-based Funding Initiatives 7. System Efficiencies 8. Ten Percent Reductions
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<b>Facilitators/Presenters:</b>	Mr. Tim Jones
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**State University System of Florida**  
**Education and General**  
**2018-2019 Executive Summary, Universities and Special Units**  
**August 31, 2017**

	Budget Recommendation
1 <b>2017-2018 Total Appropriations</b>	
2 State Support	\$2,985,881,744
3 Tuition Support	\$1,957,486,926
4 <b>2017-2018 Total Base Budget</b>	<b>\$4,943,368,670</b>
5 <b>2018-2019 Start-up Budget</b>	
6 2017-2018 Non-Recurring Initiatives	(\$19,777,047)
7 <b>2018-2019 Beginning Base Budget</b>	<b>\$4,923,591,623</b>
8	
9 <b>2018-2019 Budget Issues:</b>	
10 <b>Performance Based Funding</b>	
11 Performance Based Incentives	\$100,000,000
12 <b>University Initiatives</b>	
13 Plant, Operations, and Maintenance for New Facilities	\$14,276,000
14 UF-IFAS Workload Initiative	\$3,705,379
15 State Fire Marshal Inspections	\$2,300,000
16 New College of Florida - Second Year Plan for Growth	\$3,635,000
17 FAMU/FSU College of Engineering	\$5,158,000
18 Innovative and Online Education Initiatives	\$2,113,160
19 Strategic Cluster Hires - Research	\$40,000,000
20 Sunshine State Education & Research Computing Alliance/SSERCA	\$7,000,000
21 Laboratory Renovations - Research	\$6,000,000
22 Research Infrastructure - Research	\$7,500,000
23 Nursing Faculty Recruitment and Retention Program/Health	\$15,000,000
24 <b>Incremental Growth for 2018-2019</b>	<b>\$206,687,539</b>
25	
26 <b>Total 2018-2019 Budget</b>	<b>\$5,130,279,162</b>
27 <b>% Increase over 2018-2019 Beginning Base Budget (Line 7)</b>	<b>4.2%</b>
28 2017-2018 Beginning State Support (start-up items included)	\$2,966,104,697
29 Increase in State Support	\$206,687,539
30 <b>Total State Support Needed for FY 2018-2019</b>	<b>\$3,172,792,236</b>
31	
32 2017-2018 Beginning Student Tuition Support	\$1,957,486,926
33 Increase in Student Tuition Support	-
34 <b>Total Tuition Support Needed for FY 2018-2019</b>	<b>\$1,957,486,926</b>
35 <b>Total Support for FY 2018-2019</b>	<b>\$5,130,279,162</b>
36 <b>Statewide Initiatives</b>	
37 Moffitt Cancer Center (pass-through funds)	\$8,523,070
38 Institute of Human and Machine Cognition (pass-through funds)	\$6,739,000
39 <b>Incremental Growth for 2018-2019</b>	<b>\$15,262,070</b>
40 <b>Total Support w/Statewide Initiatives for FY 2018-2019</b>	<b>\$5,145,541,232</b>

For FY 2018-2019, the System requests a \$100 M increase in state investment and a \$70 M increase in institutional investment; bringing the total state investment to \$345 M and the total institutional investment to \$345 M, with a total request of \$690 M to support performance based funding initiatives.



## State University System System Initiatives

The following provides a brief explanation of the system initiatives included in the 2018-2019 Legislative Budget Request. More detailed information is available in the Board Office.

### **1. Plant, Operations, and Maintenance for New Facilities - \$14.2 million**

These resources support the basic operations (utilities, janitorial services, and maintenance) for new E&G facilities authorized by the State for construction. For fiscal years 2016-2017 and 2017-2018, the System did not receive an incremental increase in state support from the Legislature for plant, operations, and maintenance efforts for facilities that opened during this year. Existing resources were utilized, thus less resources were available for the academic enterprise. It is estimated that \$14.2 million in would be needed to support the two prior years plus the upcoming fiscal year.

### **2. University of Florida - Institute of Food & Agricultural Sciences (IFAS) Workload - \$3.7 million**

The UF/IFAS Workload Formula is a cost to continue funding formula that responds to increased research and extension workload demand. It was developed at the request of and approved by the Board of Governors (BOG) in 2004.

The model uses extension delivery methods to measure increases in workload by both extension and research faculty in the form of workload delivery units. The model uses non-traditional teaching methods (such as field consultations, office consultations, telephone and email requests, group workshops, and printed materials) and converts these contacts to the equivalent of student FTEs. These delivery methods are converted by multiplying by a factor to account for level of effort and then divided by 40 which is the number used to convert student credit hours to FTEs. The total IFAS research and extension budget (General Revenue) is divided by this number to determine the value of a workload delivery unit.

### **3. State Fire Marshal Inspections - \$2.3 million**

Pursuant to s. 633.218, Florida Statutes, the State Fire Marshal (SFM) is required to inspect all state-owned buildings on a recurring basis, and high-hazard occupancies must be inspected annually. The 4,000 plus buildings of the State University System generally fall in the category of both state-owned and high

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hazard, and thus as a practical matter all university facilities are inspected every year by SFM employees.

Historically, the SFM has not assessed an inspection fee to the universities for the annual inspections. It appears that this practice dates back many years to the former Board of Regents with an agreement between Chancellor Reed and the SFM office. However, a recent program review has led the SFM to reinstate invoicing the SUS for fire inspection services as provided by law and Rule 69A-54.004, F.A.C.

According to the SFM, the universities are the only state-owned buildings that are inspected by the SFM without a fee assessment. The SUS and SFM have been in discussions regarding the annual inspections and the fees associated. Below is a break-down from the SFM by university for the annual inspection fees:

Name	Annual Fee
Florida A&M University	\$100,169
Florida Atlantic University	\$198,055
Florida Gulf Coast University	\$81,352
Florida International University	\$204,075
Florida Polytechnic University	\$13,419
Florida State University	\$389,404
New College of Florida	\$18,081
University of Central Florida	\$222,632
University of Florida	\$551,210
University of North Florida	\$83,937
University of South Florida	\$347,952
University of West Florida	\$61,362
Total:	\$2,271,648

633.218, Florida Statutes, provides that each state department must include in its annual budget proposal a request for sufficient funds to cover the costs of any fees imposed by the SFM services, including inspection fees. Pursuant to the statute, the SUS requests recurring appropriations in the amount of \$2.3 million to cover the annual inspection costs for each university, beginning with the 2018-2019 fiscal year.

#### **4. New College of Florida – Second Year Plan for Growth - \$3.6 million**

This request funds year two of a three-year proposal to grow enrollment at New College to 1,200 and increase four-year graduation rates above 80% by 2023. The proposal, developed in collaboration with Board staff and unanimously approved by the Board in November of 2016, informed the strategic growth initiatives and goals set in the Board approved 2017-18 New College Work Plan.

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The legislature provided \$5.4 million to implement the first year of the growth plan in 2017-18 (which will be supplemented with a goal of \$3 million in private fundraising). While the proposal originally called for \$4.1 million in new funding for year two, New College can fully implement this phase of the plan with \$3.635 million.

#### **5. FAMU/FSU College of Engineering - \$5.1 million**

To meaningfully advance goals related to research, academic quality, overall efficiency and effectiveness of the FAMU-FSU Joint College of Engineering, several critical investments must be made. In 2017, the Legislature provided \$1M of the \$6.168M LBR that was requested. That \$1M was allocated by the college to deal with market equity adjustments to salaries, and to pay salaries for new faculty and staff in the areas of undergraduate and graduate student success.. These resources are required to enable the college to grow to the next level.

While funding provided directly to each of the universities helps the college, only through funds allocated to the joint college budget can the college secure the balance of the partnership that is critical to long-term success.

#### **6. Innovative and Online Education Initiatives - \$2.1 million**

After three years of developing and implementing the 2025 Strategic Plan for Online Education, universities are taking the lead on various initiatives on behalf of the system to reduce duplication of effort, increase cost avoidances and savings, facilitate sharing of resources, and provide students with affordable instruction. To advance such affordability and efficiency goals, the SUS requests funds to:

- i. Increase faculty and student usage of eTexts and open educational resources in order to reduce for students the costs of purchasing instructional materials for their courses;
- ii. Develop and maintain a repository of shared Master Courses and associated course materials, beginning with system-wide general education courses that will be available for use by all faculty in the SUS on an opt-in basis. Availability of these Master Courses will reduce redundant effort across the system to develop course materials on individual campuses, which will reduce development costs system-wide.
- iii. Develop, implement, and maintain a system-wide proctoring resource to ensure academic integrity and to reduce redundant effort across the system. Develop a statewide distance learning licensing website to reduce a duplication of effort and reduce spending/avoid costs in distance learning procurements.

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- iv. Seed innovative projects in curriculum and academic technology that will impact quality, cost, and access and have the ability to scale throughout the system.

#### **7. Strategic Cluster Hires – Research – \$40 million**

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:

- i. 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 21<sup>st</sup> century.
- ii. The research topic should represent a pre-existing strength at the institution, or an area of significant importance to the institution for future growth.
- iii. 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.
- iv. The budget consists 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.

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**8. SSERCA Collaborative – Research Big Data Infrastructure - \$7 million**

The purpose of this initiative is to build a statewide infrastructure to support collaborative research in the age of big data. This infrastructure will make researchers in the SUS more competitive in their research activities and in obtaining external funding for their research projects.

The service will be provided by the Sunshine State Education and Research Computing Alliance (SSERCA), an organization created in 2010 by several SUS institutions (UF, FSU, USF, UCF) and one private institution (UM) to provide advanced services in support of education and research computing on top of the statewide network infrastructure operated by the Florida LambdaRail. In 2012, FIU joined as a member of the organization which now supports five state universities and one private university.

The funds requested would support the following efforts:

- i. \$6 million in non-recurring funds to acquire data storage systems at each of the six public institutions that are part of SSERCA.
- ii. \$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.

**9. Laboratory Renovations – Research - \$6 million**

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:

- i. The laboratory for renovation must be designated for research activities.
- ii. 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
- iii. The total budget for the renovation must be disclosed, and must include the source of funds for costs that exceed that allocated from this budget request

**10. Research Infrastructure - \$7.5 M**

Many undergraduate students 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

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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 administrator would be required to:

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

The funds would 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.

#### **11. Nursing Faculty Recruitment and Retention Program/Health - \$15 M**

The State University System 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:

- i. 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
- ii. 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 State University System of Florida

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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.

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## State University System University Initiatives

**Total Value: \$326 M**

<b>University-Unique Initiative</b>	<b>Total Request</b>	<b>Non-Recurring</b>
FAMU – Agriculture Research and Training	\$1,246,072	\$1,146,072
FAMU – Enhancing Degree Attainment	\$14,805,000	\$5,500,000
FAMU – Technology Focused Learning	\$7,549,000	\$7,549,000
FAU – Health Administration Regional Pipeline	\$3,517,044	\$3,517,044
FAU – Greater Everglades Research Initiative	\$492,000	\$492,000
FAU – Tech Runway	\$3,000,000	\$3,000,000
FAU/MS – Instruments for Drug Discovery	\$948,014	\$948,014
FAU/MS – Genomics and Precision Initiative	\$924,360	\$924,360
FGCU – Pathway to Student Success	\$32,000,000	\$0
FIU – Targeted STEM Initiatives	\$4,995,334	\$1,100,000
FIU – Industry Research & Development Lab	\$5,400,000	\$5,400,000
FPU – Institute for Intelligent Mobility	\$20,000,000	\$5,000,000
FPU – Sustainability for Economic Growth	\$4,493,400	\$500,000
FPU – Technology Education Model Program	\$4,500,000	\$1,000,000
FSU – Preeminence Funding	\$25,000,000	\$0
FSU – World Class Faculty/Scholar Program	\$25,000,000	\$0
FSU – Professional/Graduate Degree Program	\$20,000,000	\$0
FSU – Ultra-High Field Magnets	\$300,000	\$300,000
UCF – Academic Health Sciences Center	\$2,537,000	\$0
UCF – Business Incubation Program	\$3,000,000	\$0
UCF – Advanced Manufacturing Research	\$8,000,000	\$0
UCF – Community Partnership Schools	\$2,930,570	\$0
UCF – Dr. Phillips Center for Performing Arts	\$3,900,000	\$0
UCF – FUTURe CITY Initiative	\$7,834,000	\$5,500,000
UCF – Lou Frey Institute	\$1,300,000	\$0
UF – Preeminence	\$25,000,000	\$0
UF – World Class Faculty and Scholar Program	\$35,000,000	\$0
UF – Professional/Graduate Degree Program	\$16,000,000	\$0
UF – Historic St. Augustine Properties	\$250,000	\$0
UF – Comparative Veterinary Diagnostics	\$2,500,000	\$0
UF and UF/IFAS – Zika Research	\$2,500,000	\$2,500,000
UF/IFAS – 4-H & Family Institute	\$1,000,000	\$0
UF/IFAS – Florida Agriculture Research	\$125,000	\$0
UF/IFAS – Growing Florida’s Economy	\$636,120	\$0

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UF/IFAS - Horticulture/Research/Education	\$1,450,000	\$0
UF/IFAS - Workload	\$3,705,379	\$0
UF/IFAS - Tropical Aquaculture Lab	\$787,987	\$0
UNF - Research/Innovation/Support/Enterprise	\$7,500,000	\$0
USF - Preeminence Funding	\$20,000,000	\$0
UWF - ADA Compliance for Online Programs	\$350,000	\$0
UWF - Alice Hall/Robinson Farmstead	\$500,000	\$500,000
UWF - Career Attainment and Student Success	\$350,000	\$350,000
UWF - Center for Cybersecurity Support	\$850,000	\$0
UWF - Ph.D. in Intelligent Systems and Robotics	\$1,250,000	\$0
FSU/UF - Center for Advanced Power Systems	\$1,173,000	\$1,173,000
FSU/UCF/UF - Center for Aero-Propulsion	\$1,000,000	\$1,000,000
<b>Total</b>	<b>\$325,599,280</b>	<b>\$47,399,490</b>

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## State University System Major Gifts Matching Program

**Total: \$285 M**

Although this program was suspended on June 30, 2011, approximately \$285,056,280 represents the total amount of state matching funds outstanding as of date. The matching program provides state matching funds to universities for private donations that establish permanent endowments with the proceeds of the investments used to support libraries, instruction, and research programs.

The total amount of state matching funds by university is presented as follows:

	2006-07	2007-08	2008-09	2009-10	2010-11	Total
UF	\$15,910,175	\$34,100,562	\$19,493,131	\$26,203,955	\$35,297,440	\$131,005,263
FIU	\$201,699	\$8,334,888	\$1,534,335	\$8,813,845	\$22,887,626	\$41,772,393
FSU	\$443,732	\$11,128,182	\$4,809,888	\$10,382,199	\$12,500,578	\$39,264,579
USF	\$137,057	\$12,994,204	\$3,568,757	\$2,678,732	\$6,631,380	\$26,010,130
FGCU	\$50,000	\$3,873,491	\$903,173	\$1,566,758	\$5,358,859	\$11,752,281
UCF	\$62,550	\$4,423,813	\$2,091,570	\$1,153,227	\$2,533,846	\$10,265,006
FAU	\$125,000	\$5,714,511	\$663,142	\$1,084,421	\$1,931,551	\$9,518,625
UNF	\$404,794	\$1,532,066	\$909,135	\$1,218,993	\$5,195,198	\$9,260,186
NCF	\$0	\$1,195,212	\$313,923	\$100,000	\$938,860	\$2,547,995
UWF	\$420,000	\$107,382	\$795,896	\$270,129	\$844,694	\$2,438,101
FAMU	\$75,000	\$498,643	\$0	\$0	\$648,078	\$1,221,721
<b>Total</b>	<b>\$17,830,007</b>	<b>\$83,902,954</b>	<b>\$35,082,950</b>	<b>\$53,472,259</b>	<b>\$94,768,110</b>	<b>\$285,056,280</b>

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**Statewide Initiatives**  
**Moffitt Cancer Center & the Institute of Human and Machine Cognition**  
**FY 2018-2019 Legislative Budget Request**

**Moffitt Cancer Center – \$8.5 M**

Moffitt is the leading educational facility for oncology in the State. As part of the State University System and a statutory teaching hospital, Moffitt trains more students in cancer research than all public state universities in Florida combined.

Current funding of \$10.6 million contributes to the education and training of over 2,000 students either rotating or working full time at Moffitt. These students include:

- Full Time Medical Residents and Fellows
- Medical Residents and Fellows rotate annually through training programs
- Undergraduate and Advanced Practice Nursing Students
- Radiology
- Nutrition Therapy
- Medical and Physician Assistants
- Pharmacy Students
- Other Clinical

For FY 2018-2019, Moffitt requests \$8.5 million to support cancer research training and professional development for faculty and graduate students.

**Institute of Human and Machine Cognition (IHMC) – \$6.7 M**

For FY 2018-2019, IHMC is requesting \$6.7 in recurring funds from the State of Florida to enhance and grow current operations at its Pensacola and Ocala Florida locations. IHMC is a world-renowned research institute working in the areas of artificial intelligence, cyber security, robotics, assistive technologies, natural language understanding, data mining, and other related high technology fields. A 501(c)3 statewide research institute created pursuant to Section 1004.447 F.S., IHMC is part of the State University System of Florida with formal research affiliations with Florida Atlantic University, Florida Institute of Technology, University of Central Florida, University of Florida, University of South Florida, University of West Florida, and the Moffitt Cancer Center. In 2013, IHMC entered into a formal collaborative research protocol with the Tampa Veterans Administration and is currently engaged in several projects with that venue. IHMC has received national recognition for its community outreach initiatives, including its highly popular public evening lecture series, summer robotics camp, and youth-oriented science and educational outreach initiatives (Science Saturdays and I LOVE Science). A recognized economic driver, IHMC was honored with the top US Department of Commerce Award

2018-2019 LBR

for Excellence in Technology-Driven Economic Development. In June of 2015, IHMC scientists and researchers made worldwide news after placing second in the international Defense Advanced Research Project Agency (DARPA) dynamic walking robotics competition held in Pomona, California. Also of importance, IHMC's Senior Research Scientist Dr. Jerry Pratt was recently inducted into the Florida Inventor's Hall of Fame.

Researchers at IHMC pioneer technologies aimed at leveraging and extending human capabilities. Current active research areas include: knowledge modeling and sharing, adjustable autonomy, robotics, advanced interfaces and displays, communication and collaboration, computer-mediated learning systems, intelligent data understanding, software agents, cyber security, sensory substitution, natural language understanding, expertise studies, work practice simulation, knowledge representation, and other related areas. IHMC prides itself on a broad and interdisciplinary approach to addressing societal issues and creating advanced technological solutions, thus its researchers and scientists include well-known computer scientists, cognitive psychologists, neuroscientists, physicians, philosophers, engineers, and social scientists of various focuses.

In summary, the recurring funding request of \$6.7 M will enable IHMC to continue to enhance its operations and expand in research of national significance including advanced cognitive assistance technologies, network/cyber security, companion devices, exoskeletons, critical infrastructure protection, and sustainable energy modeling and simulation.



## State University System Performance Funding Initiative

Universities were requested to provide information on the intended use of the 2017-2018 performance funds.

- Provide faculty merit and salary increases – FAU;
- Support student success initiatives, financial aid, deferred maintenance and renovations – FAU;
- Improve student recruitment, retention, and graduation rates - FIU;
- Provide faculty and staff support and development – FIU;
- Provide support for mental health counselors, safety and security issues, career readiness, and library resources – FSU;
- Support underrepresented faculty hiring and faculty retention and market equity - FSU;
- Provide incentive salary enhancements – NCF;
- Provide performance improvement grants and science laboratory infrastructure – NCF;
- Enhance graduate and research activities, student access and success - UCF;
- Recruit and retain faculty to enhance undergraduate and graduate academic experiences by ensuring the availability of course offerings to meet student demand – UCF;
- Support faculty recruitment, retention and support, provide 3% raise to faculty and staff, and stipend adjustment for graduate assistants – UF;
- Invest in infrastructure to support student success – USF/Tampa;
- Invest in faculty in areas of strategic emphasis – USF/Tampa;
- Support of areas of strategic emphasis and enhance student success, services, and resources – USF/Sarasota-Manatee
- Support teaching faculty and enhance student success, services, and resources – USF/St. Pete;
- Support student success initiatives, academic advising, student financial aid, grants and scholarships – UWF;
- Support faculty and staff retention and faculty hiring in programs of strategic emphasis – UWF

For detailed reports by institution, please contact the Board of Governors General Office.

2018-2019 LBR



## State University System Efficiencies

Universities were asked to describe three monetary or non-monetary operational efficiency efforts made, currently underway, or planned at their university within the past year that seeks to enhance the quality, effectiveness, and efficiency of processes that affect the students on campus.

The following are a few examples of the efficiencies administered throughout the system:

- Implemented Bank of America ePayables virtual card solution to reduce materials, labor, and costs associated with disbursing payments, to develop a stronger relationship with key suppliers, and to provide greater visibility with reporting capabilities – FAMU;
- Implementing predictive analytics software that allows insight into how a range of attributes correlates with student success outcomes – FAU;
- Temperature setting raised by one degree on campus, thus reducing costs and creating a more sustainable environment – FGCU;
- FIU OneStop provides centralized customer service assistance to students in the areas of admissions, registration, and financial aid. Since its launch at the beginning of the 2017 summer semester, the FIU OneStop information desk has contributed positively to the student enrollment experience at the university – FIU;
- Implemented Workday as the Enterprise Resource Planning solution for the university's business processes – FPU;
- In an effort to increase the enrollment of under-served students, development of a new electronic process, *Soup to Nuts*, which resulted in reduced processing time and more informed and timely admission decisions – FSU;

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- Admissions and financial aid staff deployed Argos, a newly acquired aggregation and reporting tool capable of accessing and managing data across multiple databases – NCF;
- Implementing the IT2020 initiative – a major IT resource restructuring project to re-align institutional-wide IT infrastructure and human resources from a highly distributed model to a consolidated, enterprise model – UCF;
- Implementing a supplier portal to more efficiently gather and record vendor information – UF;
- Implementing a license plate recognition system, the most current parking technology available that provides virtual permits through a vehicle's license plate number in place of a paper permit – UNF;
- Improving energy efficiency by installing a ceramic window film in all the south and east facing windows in Residence Hall One – USF;
- Converted graduating senior survey from paper to online. This effort increased student access, increased faculty time for other classroom activities, increased data availability and usefulness, increased the speed of data collection, and decreased staff data processing time – UWF.

For detailed reports by institution, please contact the Board of Governors General Office.



## State University System Reductions

In preparation for the 2018-2019 LBR submission to the Legislature and to the Governor, all state agencies were asked to identify the programs and/or services that would be eliminated or reduced if a 10% reduction is made for FY 2018-2019.

For the State University System, the total amount of reductions is an estimated \$291 million. Each institution was allocated a proportionate amount of the total reduction based on their recurring general revenue and lottery appropriations for FY 2017-2018.

The following university summaries highlight various reduction proposals; however, the following provides some examples.

- Eliminate faculty and non-faculty positions;
- Reduce financial aid for merit and/or need-based students;
- Reduce student planned enrollment;
- Institute a purchasing, administrative hiring, and travel freeze;
- Reduce library resources, services and hours;
- Reduce research support (laboratory technicians, post docs, and graduate students);
- Reduce the frequency and depth of which cleaning, vehicle repairs, trash removal, and grounds maintenance occur;
- Reduce the amount of classes offered, advisors available, supplemental instruction, tutoring, summer school offerings, and career services;
- Delay minor construction projects, vehicle repairs, maintenance services, trash removal, and custodial services;
- Consolidate and/or eliminate colleges, academic and administrative units, and degree programs;
- Delay in replacing computer lab equipment and upgrading information technology infrastructure

For detailed reports by institution, please contact the Board of Governors General Office.

2018-2019 LBR

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Budget and Finance Committee  
August 31, 2017**

**SUBJECT:** 2018-2019 Board General Office Legislative Budget Request

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**PROPOSED COMMITTEE ACTION**

Approve the 2018-2019 Board General Office Budget Request and allow the Chancellor to make technical changes as necessary.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Section 216.023 Florida Statute

**BACKGROUND INFORMATION**

Annually, the Board of Governors must prepare and submit a State University System Legislative Budget Request (LBR) for state appropriated operating funds to the Legislature and Governor by October 15. With the 2018 session beginning January 9, the LBR will be submitted by September 15. In accordance with Subsection 216.023(1), Florida Statutes, this LBR is based on an independent judgment of needs and pursuant to the LBR instructions will be presented to the Legislature and Governor by the statutory due date.

The Chancellor recommends approval of the Board General Office LBR of \$9.16 million and requests authority to make technical changes as necessary.

Pursuant to the legislative budget instructions, each agency must prepare a ten percent reduction plan. The Board General Office plan is included for information purposes.

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**Supporting Documentation Included:** 1. 2018-2019 Legislative Budget Request  
2. Ten Percent Reduction Plan

**Facilitators/Presenters:** Mr. Tim Jones



## Florida Board of Governors General Office 2018-2019 Legislative Budget Request

Funding of \$9.16 million is needed to support the 65 authorized positions and associated operating expense for the Board Office. The operating expense covers the costs associated with data collection and management, Board meeting expenses, travel expenses, office supplies and other Board initiatives.

Last year, the Board requested four new information technology positions and funds to implement critical cyber security initiatives, disaster recovery and backup, and modernization of existing databases. The Board received two of the four positions, but no additional operating resources to implement these initiatives. Consistent with last year's request, information technology and security funding of \$877,519 is requested for technical services, application support/modernization and disaster recovery. Additional details are attached.

2018-2019 Legislative Budget Request		
		Total
1	2017-18 Budget (65 positions plus operating expenses)	\$8,285,673
2		
3	2018-19 New Issue:	
4	Information Technology & Security Needs	\$877,519
5		
6	Total Budget Request	\$9,163,192
7	% Increase	10.5%

**Board of Governors Office  
Information Technology and Security Needs  
2018-19 LBR Overview**

The 2017 Legislature and Governor recognized the importance of having secure data systems and appropriated two new information technology security positions to assist the Board in ensuring data is properly secured and to ward off cybersecurity attacks on the system databases. The operating funds to go with these positions to implement some much needed initiatives was not provided. This request seeks recurring and nonrecurring resources to implement these projects.

**Challenges**

- The Board faces an ever increasing risk of information security failures due to the current escalating risk from cyber intrusions worldwide. There projects are also needed to bring the Boards IT system in compliance with the Agency for State Technology's Identity Management regulation (74-5.003).
- The very nature of the Boards' information gathering and data usage has drastically changed since its formation. The bulk of the research data being collected by the Board is now being used for funding considerations. Performance funding alone currently has half of a billion dollars associated with the metrics created from the Board's data warehouse. Although the Board has modernized its physical Information Technology infrastructure, the data collection applications are still structured after the Board of Regents legacy flat file data system.
- Board technical staff do not have the capacity to fully support the data analytic system. Finding and hiring high-level technical expertise to support these critical applications is necessary to improve data modernization.
- The Board has limited disaster recovery in place for its primary data systems located at Northwest Regional Data Center (NWRDC).

**Proposed Solutions**

- Implement multiple critical cybersecurity IT projects.
- Implement a data collection application modernization project.
- Move the Boards' analytics applications onto a hosted cloud infrastructure.
- Identify needs and initiate disaster recovery capability.

2018-19 Florida Board of Governors Information Technology and Security LBR request

Category	Cost		Total
	Reoccurring	One-time	
Common Technical Services*	\$424,785	\$0	\$424,785
IT Security	\$141,395	\$156,830	\$298,225
Application Support/Modernization	\$128,509	\$6,000	\$134,509
Disaster Recovery	\$0	\$20,000	\$20,000
	\$694,689	\$182,830	\$877,519

\*These Technical Services are common to all projects. They will be used over the life of all projects across multiple years.

**Board of Governors Office  
Information Technology and Security Needs  
2018-19 LBR Subject Detail**

## **Background**

As the Board of Governors has matured as an agency, the Information Technology and Security (ITS) unit's areas of responsibility have continually increased. As areas of responsibility have increased and the technology security landscape has evolved, the ability to adequately limit the Board's information technology security risk, ensure business continuity, promote innovation, and efficiently deliver data to Board staff with its current information technology resources has proven to be challenging.

The areas that are most critically affected are Information Security, Application Support/Modernization, and Disaster Recovery.

When the Board office was formed, no information technology security positions were allocated for the Board. During the initial first five years of the Board's existence, no remote backup and recovery services existed for the Board's primary data systems. It was during this five year period that the Board's primary data collection system, State University Data System (SUDS), was migrated from a mainframe platform to a client server platform modernizing the infrastructure.

## **Current Situation**

- a. Information Technology (IT) Security - Current heightened cybersecurity threats worldwide have placed the Board at a risk for a security breach or other types of security failures. In 2014, the Board engaged the IT security and identity experts from the University of Florida to produce an IT roadmap for the Board's IT systems. The ITS office lacked the expertise and funding to enact all of the identified projects in the roadmap. In 2017-18 the Board office was allocated an Information Security Officer position and an IT Security Analyst position. With qualified personnel available to oversee these projects the Board only lacks funding to initiate these projects. These projects are also needed to bring the Board's IT system in compliance with the Agency for State Technology's Identity Management regulation (74-5.003).
- b. Application Support/Modernization
  1. The migration of the State University Data System (SUDS) to a client/server platform modernized the infrastructure. However, resources to modernize and update the application itself was not available during infrastructure migration. The current data collection system is based largely upon criteria and parameters defined and implemented by the Board of Regents. The university business environments and their data systems have drastically changed since the system was designed. Some of this was highlighted in the OPPAGA University Personnel presentation to the House during the 2017 legislative session. The advent of performance-based Funding has also elevated the need for higher quality information to improve accountability.
  2. With the assistance of the Federal SLEDs grant, the Board expanded its Data Analytics Application. This expansion has been key in allowing the Board office to perform the performance-based funding analysis. Currently, the ITS has no staff with the technical expertise to manage this system, thus contracted staff have been utilized. Due to funding constraints and the high cost associated with the expertise related to this IT function, the Board's ability to fully staff these needs has been limited.
- c. Disaster Recovery - In 2011, the Board had no Disaster Recovery or Backup process in place for its enterprise systems at NWRDC. ITS has initiated full 'Backup as a Service' (BaaS) from NWRDC. Thanks to legislative support during the 2016-17 fiscal year, both on and offsite BaaS services will be

completely functional in 2017-18. Disaster recovery for the Board's critical systems is still non-existent. This continually puts the Board at risk for data loss and disruption of business operations.

### **Elevated Risk**

- a. IT Security and Access Management - The majority of ITS's data collections are personally identifiable information which include social security numbers. The inability to initiate targeted IT security projects increase the risk of a data security incident.
- b. Application Support/Modernization
  - 1. State University Data System (SUDS) Data Quality and Accountability – A legacy application that houses data based on outdated criteria, makes verifying information more time consuming and labor intensive. This situation also increases the margin of error within the data. These factors put the accountability processes at risk. This situation also increases the data validation workload of both Board and university staff creating duplicative efforts and creating inefficiencies.
  - 2. Board Analytic Data Systems - Lack of support for the Board's analytic system puts the system at risk for failure. This could lead the inability to complete the performance-based funding calculations in a timely manner, thus impacting the university budgeting process.
- c. Disaster Recovery – In the event of a catastrophic data center failure, due to a natural disaster or other unforeseeable occurrences, the Board does not have the capability to restore system operations within any reasonable time frame.

### **Recommended Actions**

ITS is proposing the following solutions to address the issues describe in this document.

- a. Security Projects – Implementation of cybersecurity related projects (details can be provided upon request in a separate document or meeting)
- b. Application Support/Modernization
  - 1. ITS recommends a multi-year SUDS application modernization project be implemented. The first year of this project will be devoted to scoping the project, identifying Board needs, evaluating university business processes, gathering requirements, and designing a plan for the redesign. The second and third years will be dedicated to building, testing, and implementing the new systems.
  - 2. Board's Data Analytic Application – secure recurring funds to procure cloud-based Software as a Service (SaaS) to house the Data Analytic Application. Additionally one time funds are also needed to assist in the migration of the applications to the Cloud.
- c. Disaster Recovery – ITS recommends having a 3<sup>rd</sup> party disaster recovery evaluation performed on its current primary IT systems. Based upon the evaluation, implement the recommended actions using NWRDC services.

### **Return on Investment**

- a. Security Projects - The primary justification for initiating these security projects is to lower or avoid the risk associated with a possible data breach. Although a 100 percent guarantee of preventing such an incident is not feasible, lowering the risk associated is desirable. Quantifying the avoidance of cost associated with the repercussion if a breach occurred would be dependent upon the detail of the event. However, an estimate of the cost of data monitoring alone for a single years' worth of student and staff data being compromised would be approximately \$5 million dollars. If multiple years were breached the cost would grow dramatically depending upon the depth of the breach. This figure does not include forensic investigation, technology repair, legal fees, or possible civil judgments.
- b. Application Modernization - The Boards data warehouse application is built on a business model that ceased to existence more than 17 years ago. There are three facets to the return on investment for

modernizing these applications. Improved data processing times, improved data quality, and a decreased level of personnel effort across the system.

Currently, the processing load for the legacy application has been optimized by improving the underlying hardware. No further data processing time improvements can be realized by adding infrastructure. Current benchmarks show excess headroom for processing that cannot be realized due to the legacy design. Although housed in a relational database, the legacy application does not use a normalized data model for data storage and retrieval. Based on current benchmarks, we believe a 30 percent efficiency can be achieved by improving the application design.

The return on investment for data quality are harder to quantify. However, currently the Board uses the legacy applications and data, to distribute \$520 million in performance-based funding appropriations. This creates a higher level of confidence than the legacy data can easily provide. Challenges are also encountered when attempting to meet information requested by the legislature or Governor's office. This was recently validated by OPPAGA's analysis of the Board's legacy personnel data.

The level of staff effort system wide to transform, load, and validate university data based on the legacy definitions is monumental. By redesigning this application, workload across the SUS can be reduced. The Board office is also at risk in this area due to a lack of redundant staff that manage this system. Also, due to the nature of the legacy system and data, new staff take an inordinate amount of time to become experts over their assigned areas.

- c. Disaster Recovery - Having disaster recovery is a key industry standard for critical information technology systems. The primary return on investment for implementing disaster recovery is risk avoidance. In the event of a disaster that cripples these systems the time and cost to restore the systems could be extravagant. Also there could be a potential loss of data that would have to be recollected impacting the workload of every university. Without a disaster recovery system in place the Board is in jeopardy of not meeting its state, federal, and constitutional obligations.

**Florida Board of Governors General Office  
10 Percent Reduction Plan  
Fiscal Year 2018-2019**

Legislative Budget Request instructions from the Legislature and Governor require all state agencies and the universities to prepare a 10 percent reduction plan in case state revenues decline and budget cuts must be implemented.

The General Office recurring budget of \$8.28 million is predominately salaries and benefits (80%) to support 65 authorized positions plus student assistants. The remaining 20 percent of the budget includes support for office activities (such as; Turlington Building rent payments, data collection/support, travel for staff and board members, office supplies) and pass-through funds to the Northwest Regional Data Center and to the Department of Management Services for human resource services and risk management.

The Board Office has created a three-part accountability system that includes a Strategic Plan, University Work Plans, and an Accountability report. Tremendous work goes into the collection and analysis of data to provide information to key stakeholders so that strategic investments and decisions can be made about the university system. The Board Office has been fortunate to receive the financial support needed to ensure the success of these critical areas, however, needs still exists in the Information Technology and Security unit.

A ten percent budget reduction would total \$828,673 and significantly hamper the progress that has been made in moving the office forward to ensure a successful three-part accountability system and improving data collection and technology. Strategic decisions would need to be made on which areas of the budget to be reduced.

For planning purposes basic operating costs would be reduced, which may include: travel for staff and travel reimbursements to university personnel who participate in educational plant surveys throughout the fiscal year; training and professional development for staff; operating capital outlay; and/or elimination of student OPS support.

There would be insufficient operating expenses to absorb the full 10 percent, therefore the balance could come from the elimination of any vacant or filled positions. The office averages 3-5 vacant positions at any given time. However, there are currently nine vacant positions, including the two new positions received this year. Advertisements are currently out for four of the positions with plans to advertise additional vacancies over the next few weeks. If these positions are filled, strategic decisions would need to be made on which positions would be eliminated after reviewing all office functions. For this exercise, if we eliminated all nine vacant positions, \$702,471 in salary savings would be realized. The additional \$126,097 reduction would come from operational expenses and/or elimination of filled positions.



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

## AGENDA

Board of Governors Meeting  
Presidents Ballroom B  
Emerson Alumni Hall  
University of Florida  
1938 West University Avenue  
Gainesville, Florida 32611

August 31, 2017

11:15 a.m. - 12:15 p.m.

or

Upon Adjournment of Previous Meetings

1. **Call to Order and Chair's Remarks** **Chair Thomas G. Kuntz**
2. **Minutes of Board of Governors Meetings** **Chair Kuntz**
  - Minutes, June 22, 2017
3. **Chancellor's Report** **Chancellor Marshall M. Criser III**
4. **Think Florida** **Chair Kuntz**
5. **Public Comment** **Chair Kuntz**
6. **Renewal of Chancellor's Employment Agreement** **Chair Kuntz**
7. **Select Committee on Florida Polytechnic University Report** **Governor Wendy Link**
  - Minutes, June 21, 2017
8. **Nomination and Governance Committee Report** **Chair Kuntz**
  - Amended Board of Governors Regulations 1.001 and 1.002 relating to University Board of Trustees Powers and Duties and Presidential Search and Selection
9. **Strategic Planning Committee Report** **Governor Ed Morton**
  - University Strategic Plans

- 10. Academic and Student Affairs Committee Report Governor Norman Tripp**
  - Amended Board of Governors Regulations
    - Regulation 6.002 Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshmen
    - Regulation 6.006 Acceleration Mechanisms
    - Regulation 6.008 Postsecondary College-Level Preparatory Testing, Placement, and Instruction for State Universities
    - Regulation 8.002 Self Supporting and Market Tuition Rate Program and Course Offerings
- 11. Innovation and Online Committee Report Governor Ned Lautenbach**
- 12. Facilities Committee Report Governor H. Wayne Huizenga, Jr.**
  - University of West Florida Educational Plant Survey Validation
  - 2017-2018 Capital Improvement Trust Fund Projects
  - FIU Hotel, Conference Center, and Alumni Center Public Private Partnership Authorization
  - UCF Finance Corporation Burnett Bonds Refunding
  - 2018-2019 Fixed Capital Outlay Legislative Budget Request
- 13. Audit and Compliance Committee Report Governor Link**
- 14. Select Committee on 2+2 Articulation Report Governor Levine**
- 15. Budget and Finance Committee Report Governor Lautenbach**
  - Public Notice of Intent to Approve Board of Governors Regulation 7.001 Tuition and Associated Fees
  - Public Notice of Intent to Approve Board of Governors Regulation 7.008 Waivers and Exemptions of Tuition and Fees
  - 2017-2018 Operating Budgets
    - State University System
    - Board General Office
  - 2018-2019 Legislative Budget Request
    - State University System
    - Board General Office
- 16. Presidential Search Report Governor Link**
  - University of North Florida
- 17. Concluding Remarks and Adjournment Chair Kuntz**

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

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

August 31, 2017

**SUBJECT:** Chair's Report to the Board of Governors and Opening Remarks

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**PROPOSED BOARD ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

The Chair, Tom Kuntz, will convene the meeting with opening remarks.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Chair Thomas G. Kuntz

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

August 31, 2017

**SUBJECT:** Minutes of Board of Governors Meeting held June 22, 2017

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**PROPOSED BOARD ACTION**

Approval of minutes of the Board of Governors meeting held on June 22, 2017 at the University of South Florida.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Board members will review and approve the minutes of the Board of Governors meeting held on June 22, 2017 at the University of South Florida.

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**Supporting Documentation Included:** Minutes: June 22, 2017

**Facilitators/Presenters:** Chair Thomas G. Kuntz

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JUNE 22, 2017

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

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JUNE 22, 2017

MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
BALLROOM  
MARSHALL STUDENT CENTER  
UNIVERSITY OF SOUTH FLORIDA  
TAMPA, FLORIDA  
JUNE 22, 2017

1. Call to Order and Chair's Remarks

Chair Thomas Kuntz convened the meeting at 10:53 a.m., on June 22, 2017, with the following members present: Vice Chair Ned Lautenbach; Dick Beard; Patricia Frost; H. Wayne Huizenga, Jr.; Sydney Kitson; Wendy Link; Edward Morton; Kishane Patel; Pam Stewart; Norman Tripp; Dr. Gary Tyson; and Dr. Fernando Valverde. Alan Levine participated by phone.

Chair Kuntz thanked President Judy Genshaft and Chair Brian Lamb for hosting the meeting, and extended a special thanks to the University of South Florida for its efforts in connection with the meeting. President Genshaft welcomed the Board, the university presidents, the trustees and guests to USF. She thanked the Board, the Governor and the Legislature for their support for higher education, in particular the additional funding for student financial aid. She also committed to reallocating funding at USF to provide students with additional mental health services. Chair Lamb likewise extended a welcome to Board members and thanked Chair Kuntz for the recent meeting he convened with university board of trustee chairs and presidents to exchange ideas and best practices.

Chair Kuntz thanked the boards of trustees, the presidents, and in particular their staffs for their efforts in the work planning process. He noted the process improves each year and that it is key to ensuring we are on track to meet the goals in the Board's Strategic Plan. He also thanked the Board members for their diligence in preparing for the meeting and the excellent dialogue during the work plan presentations. Chair Kuntz gave a special thanks to Mr. Morton for his leadership of the Strategic Planning Committee and the tremendous effort involved in preparing for the discussions.

Chair Kuntz welcomed Mr. Kishane Patel, the new student member of the Board. Mr. Patel is a senior majoring in Political Science at the University of West Florida, with a minor in Criminal Justice. He is also a member of the Sigma Alpha Epsilon fraternity and is a trustee for AMIkids Pensacola. Mr. Patel said it is an honor to represent the State University System student body of over 340,000 students. He reminded Board members and presidents that the student government presidents are here to assist them

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in serving the mission of their respective universities. As representatives of the voice of the students they serve, he said the student government presidents look forward to working with their respective university administrations on important student issues. As president of the Florida Student Association, he looks forward to representing those collective voices and working with the Board during the coming year.

Chair Kuntz next thanked the Board's outgoing student representative, Mr. Jacob Hebert, for his dedicated service and contributions to the State University System. He noted Mr. Hebert graduated from the University of West Florida last term and is working as a software developer for Metova CyberCENTS, developing software designed to train personnel on how to reduce the risk of cyberattacks. Chair Kuntz asked Ms. Shirley to read the resolution from the Board commemorating Mr. Hebert's valuable service on the Board and thanking him for keeping the student perspective at the forefront of the Board's work. Ms. Shirley read the resolution which is attached to these minutes as part of the record.

Mr. Hebert thanked the Board and said he is extremely appreciative of having the opportunity as a student to serve on the Board. He noted that students in other states don't have the opportunity to make their voices heard like students in Florida and this process makes the State University System better. As a result of his service on the Board, he learned much about what was happening in the State University System and in higher education in general outside the state. In conclusion, he thanked the Board members for their dedicated service, stating he has tremendous confidence in the future of the State University System.

Chair Kuntz took the opportunity to thank Governor Scott and the Legislature for their continued support of performance funding and for the additional funds that were included in the budget to enhance university research, programs, and hiring new faculty. He emphasized their continued support is critical to the success of our System and thanked them for their commitment to elevating the State University System.

He next summarized some of the results of the Baccalaureate Follow-Up Study presented to the Strategic Planning Committee on Tuesday. The study followed undergraduate students who graduated in 2015 to determine how many of those students were employed or continuing their education one year after graduation. Of the students found, 92% of the graduates were working and approximately 30% were pursuing additional education within that time period. He noted the largest number of graduates working full or part time had degrees in Business and Marketing.

He was pleased the study showed a large percentage of university students were either gainfully employed or continuing their education, or doing both, within one year of completing their baccalaureate degrees. Because the study contains important information for students and academic and career counselors on the median wage of

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baccalaureate graduates by field of study one year after graduation, he explained the information will be disseminated to the academic and career counselors so students are armed with the information they need when making key decisions about their field of study. Chair Kuntz commended Dr. Jan Ignash and Dr. Christy England for their work on this important study and looks forward to the additional study that will provide information on graduates five and nine years out.

## 2. Minutes of Board of Governors Meetings

### A. Board of Governors Meetings held March 30, 2017 and May 9, 2017

Mr. Tripp moved approval of the Minutes of the meetings held March 30, 2017 and May 9, 2017, as presented. Mr. Morton seconded the motion, and the members concurred unanimously.

## 3. Legislative Update

Chair Kuntz called on Renee Fargason, the Assistant Director for Public Policy and Advocacy, for a legislative update. Ms. Fargason reported on policy bills recently signed by Governor Scott. House Bill 859, which pertains to Postsecondary Distance Education Reciprocity Agreements, was signed last week and Board staff is working with other stakeholders on the application that Florida will need to submit to join the State Authorization Reciprocity Agreement. In addition, House Bill 501 creating public records and open meetings exemptions for information related to the security of information technology was signed. Both bills will have significant positive impacts on colleges and universities.

House Bill 7069 was also signed into law. While mostly a prekindergarten through 12 bill, it does contain a new requirement for civics literacy for university students. Beginning in 2018, university students must demonstrate proficiency in civics by either passing a designated test or completing a course. The Council for Academic Vice Presidents has formed a workgroup to address this new requirement.

House Bill 1089, which addresses university emergency management plans, is on the Governor's desk with a deadline of June 29, 2017 to act on the bill. While Senate Bill 374 was vetoed, the Governor noted in his veto letter that the bill contained positive provisions related to State University System programs and students. One of those provisions included Bright Futures Scholarship funding. Ms. Fargason explained because the funding was included in the General Appropriations Act, students will have access to additional Bright Futures funding for one year. She also noted that because the funding for the World Class Faculty and Scholars Program and the Professional and Graduate Degree Excellence Program was formulated into the

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universities' base budget, the universities will move forward consistent with the intent of those programs.

Ms. Fargason stated the 2018 session begins in January and although a committee meeting schedule has not been released, she anticipates committee meetings to begin by the end of the summer. She also thanked the Board members who advocated on behalf of the System budget and policy issues, and Board staff and her university colleagues who worked throughout the session on issues important to the State University System.

#### 4. Public Comment

Chair Kuntz asked Ms. Shirley if there were any requests for public comment for items on the Board's agenda. Ms. Shirley stated we received a request for public comment from Mr. Justin Hemlepp. Chair Kuntz recognized Mr. Hemlepp for public comment. Ms. Hemlepp stated he is an attorney representing Knight News and while he commended Dr. Hitt for his leadership at the University of Central Florida, he criticized the university for its position on student government records. He stated the university believes it is exempt from public records obligations and has fought for five years to keep student government activities a secret by invoking the Family Educational Rights and Privacy Act to redact records.

Mr. Hemlepp explained three courts have decided public records issues in his client's favor, including a recent decision by the Fifth District Court of Appeals affirming a trial court ruling that such records were public. He stated his client wants an end to the costly disputes and to build a positive relationship with the university. Mr. Hemlepp urged the Board to consider open government when taking up Dr. Hitt's contract, and to encourage Dr. Hitt to take a more proactive role in building a relationship between the university, the student press, and student government, and to foster a culture of transparency. Chair Kuntz thanked Mr. Hemlepp for his comments.

#### 5. Moffitt Cancer Center

Chair Kuntz introduced Dr. Thomas Sellers, the Director of the Moffitt Cancer Center and a professor in USF's Morsani College of Medicine. Dr. Sellers thanked the Board for its support of the Moffitt Cancer Center and said they are proud to be part of the State University System and are pleased with their partnership with USF. Dr. Sellers stated Moffitt opened its doors in 1986 and now has a workforce of over 5,500 with an annual budget of \$1 billion and an economic impact over \$2 billion. Moffitt sees over 58,000 patients a year and is ranked as the sixth top cancer hospital in the United States. Moffitt has annual research expenditures in excess of \$145 million organized around five programs that focus on cancer prevention and cures. Dr. Sellers explained that 1 in 2 men and 1 in 3 women will be diagnosed with cancer in their lifetimes and that 1.7 million new cases were diagnosed in 2016. Because the projections continue to show an

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increase in the number of new cases, Moffitt focuses much of its research efforts on improving outcomes through precision medicine.

Dr. Sellers discussed the advancements made since 2003 when researchers discovered how to sequence the human genome. As a result, researchers can examine the DNA of tumor cells which leads to a precision diagnosis that impacts treatment and outcomes. Dr. Sellers next discussed a strategy that locates the molecular change within a cell that drives the cancer. Once the molecular change is found, researchers can identify drugs that will block the effect of the mutation. Another strategy targets the antigens on the tumor cells. He stated over the last five years, they have developed ten new therapies to treat melanoma which has allowed them to successfully eliminate melanoma in a significant number of patients.

Moffitt is also using cell therapies to remove T-cells from a cancer patient and re-engineer the cells such that when returned to the patient, the T-cells find the tumor cells and eliminate them. They have used this therapy to treat patients with lymphoma who have not responded to other therapies and they are awaiting FDA approval of this new therapy this year. The next strategy he outlined relates to tumor infiltrating lymphocytes. This involves removing the tumor and then culturing the type of T-cells that can be reinfused into the patient to find and attack the tumor. Moffitt is currently partnering with Lion Biotechnologies, Inc. in clinical trials on the development of this new therapy.

Finally, he explained Moffitt's use of mathematical modeling to develop adaptive therapies using existing drugs to help them find ways to avoid the development of resistance to the drugs. What they found is that some cancers, such as prostate cancer, respond more favorably if the drugs are given in smaller doses and only when certain markers are present.

Mr. Morton asked if Moffitt is partnering with other universities and hospitals in the System. Dr. Sellers explained Moffitt's collaboration with the University of Florida and the University of Miami, and its participation in a data sharing program with Ohio State and fifteen other academic centers.

President Genshaft remarked on the stellar collaboration between USF and Moffitt. USF provides the academic programs in partnership with Moffitt's clinical and research activities. She noted the Moffitt Cancer Center is located in the middle of the USF campus and they recently reached an agreement for Moffitt to expand its footprint on campus.

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6. Confirmation of Reappointment of the President for the University of Central Florida

Chair Kuntz said on May 18, 2017, the University of Central Florida Board of Trustees unanimously reappointed Dr. John Hitt to serve as the president of UCF. The appointment extends Dr. Hitt's contract through June 30, 2018. Chair Kuntz turned to Mr. Marchena, the Chair of the University of Central Florida Board of Trustees, to present President Hitt for confirmation.

Mr. Marchena reminded members that last year as part of the confirmation process, he provided members with an extensive list of Dr. Hitt's accomplishments. Since that time, the university has continued to move forward under Dr. Hitt's leadership with a number of outstanding projects approved by the Board of Governors. Mr. Marchena stated that one out of every 4 students is a First Generation Student and UCF's student population is comprised of 43% minority students. He is proud of those statistics and attributed the growth in diversity to Dr. Hitt's leadership. Mr. Marchena said the university continues to meet the strategic objectives of the Board of Governors in many areas, including in the area of distance education where he credits the success of their online courses to Dr. Hitt's vision.

Mr. Tripp moved approval of the reappointment of President Hitt for the University of Central Florida. Ms. Frost seconded the motion, and the members concurred unanimously.

7. Task Force on University Research Report

Chair Kuntz recognized Dr. Valverde for the Task Force on University Research report. Dr. Valverde presented one action item for approval.

A. Public Notice of Intent to Establish Board of Governors Regulation 10.002 Sponsored Research

Dr. Valverde reported a new regulation pertaining to university sponsored research was approved for publication for public comment at the March 2017 meeting. Dr. Valverde moved approval to establish Board Regulation 10.002 Sponsored Research. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

8. Strategic Planning Committee Report

Chair Kuntz called on Mr. Morton for the Strategic Planning Committee report. Mr. Morton stated the Committee was presented with findings from the Graduate Follow-up Study of the Baccalaureate Class of 2014-15 which addressed major questions such

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as do graduates get jobs, do they continue their education, do they work while pursuing further education, and what are their salaries. Based on the salary data that could be obtained, he noted the highest average salaries were earned by engineering majors and the lowest average salaries were earned by graduates with degrees in biological sciences. The annual median wage for women was about \$5,500 less than for men, and the annual median wage for African American graduates was about \$3,500 less than for all graduates. Hispanic graduates' annual median wage was about \$100 less than the wages for all graduates. Based on a comparison of the outcomes for the Class of 2015 with the Class of 2014, the overall median wage increased by \$2,800, but several gaps widened, particularly those between African American graduates and all graduates, and between female and male graduates.

Mr. Morton stated the one-year out study will be repeated and in addition, staff is working on a 5 and 9 year follow up study to better track employment, salaries, and additional educational attainment of our graduates over time.

#### A. 2017-2018 University Work Plans

Mr. Morton reported the Committee reviewed the 2017-18 University Work Plans, which are critical connecting documents between the Board's Strategic Plan which sets future goals, and the Annual Accountability Report, which reports retrospective data on how well the System is moving toward achieving those goals. The Committee also reviewed and approved the Preeminent State Research Annual Status Updates from the University of Florida and Florida State University, and the Emerging Preeminent State Research Annual Status Updates from the University of Central Florida and the University of South Florida. This review resulted in the following action items requiring Board approval.

Mr. Morton moved to approve the 2017-18 portions of all University Work Plans, excluding those sections of the Work Plans that require any additional regulatory or procedural review or approval pursuant to law or Board regulations, and that the Board accepts the out-year portions of the Work Plans. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

Mr. Morton moved to approve the University of Florida Preeminent State Research University Program Annual Status Update and that the allocation of \$17,333,333 in preeminence funding be released. Ms. Frost seconded the motion, and the members concurred unanimously.

Mr. Morton moved to approve the Florida State University Preeminent State Research University Program Annual Status Update and that the allocation of \$17,333,333 in

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preeminence funding be released. Ms. Frost seconded the motion, and the members concurred unanimously.

Mr. Morton moved to approve the University of Central Florida Emerging Preeminent State Research University Program Annual Status Update and that the allocation of \$8,666,667 in emerging preeminence funding be released. Ms. Frost seconded the motion, and the members concurred unanimously.

Mr. Morton moved to approve the University of South Florida Emerging Preeminent State Research University Program Annual Status Update and that the allocation of \$8,666,667 in emerging preeminence funding be released. Ms. Frost seconded the motion, and the members concurred unanimously.

9. Select Committee on Florida Polytechnic University Report

Chair Kuntz recognized Ms. Link for the Select Committee on Florida Polytechnic University report. Ms. Link said the Committee heard President Avent's latest status report and that she was pleased to announce Florida Polytechnic University has been granted full accreditation by the Southern Association of Colleges and Schools, and it has done so six months ahead of the revised schedule. She commended President Avent, the board of trustees, the administration, the faculty and students for successfully completing such a formidable task in record time. She said given that the university has now satisfied all of the criteria stipulated by the Florida Legislature, it appears the Committee has concluded its work and is no longer needed. Chair Kuntz agreed and the minutes from the Select Committee's meeting on June 20<sup>th</sup> will be approved by the full Board at the next regular meeting.

10. Audit and Compliance Committee Report

Chair Kuntz called on Ms. Link for the Audit and Compliance Committee report. Ms. Link reported the Committee heard an update on the corrective actions taken by the Florida Gulf Coast University Board of Trustees in response to the Inspector General's investigation. She noted approximately half of the 15 recommended corrective actions have been completed and expects the remainder will be completed by the Board's November meeting.

The Committee also received an update from Interim President Robinson on the status of Florida Agricultural & Mechanical University's athletics cash deficit. This year the athletics program is ending the fiscal year with a projected surplus for the first time in a decade. The university anticipates that over the 12-year period of the trustee-approved repayment plan, the university will be able to repay the funds to the auxiliaries from which the funds were taken. She commended Chair Lawson and Interim President Robinson, the board of trustees, and the administrators who are working diligently to

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address the issue. Ms. Link stated a few Board of Governors' members expressed concern about whether university athletic auxiliaries were balancing their budgets each year and were self-supporting. She said the Committee agreed to provide more information to members on an annual basis and will be working with the university boards of trustees to ensure that information is forthcoming.

Ms. Link also reported that Mr. Maleszewski briefed the Committee on the six-month follow up report to the Auditor General's Operational Audit of the Board of Governors. The Auditor General recommended enhancing Board regulations in the areas of remuneration of university presidents and administrative employees; sponsored research; anti-hazing policies; student codes of conduct; and purchasing. Board staff has been working diligently with the Board to implement the appropriate corrective actions and Mr. Maleszewski will provide future updates.

A. Office of Inspector General and Director of Compliance Annual Work Plan for Fiscal Year 2017-2018

Ms. Link said there was one action item that required Board approval. She moved approval of the State University System of Florida Board of Governors Office of Inspector General and Director of Compliance Annual Work Plan for Fiscal Year 2017-2018. Mr. Kitson seconded the motion, and the members concurred unanimously.

11. Academic and Student Affairs Committee Report

Chair Kuntz recognized Mr. Tripp to report on the Academic and Student Affairs Committee. Mr. Tripp stated the Committee considered eleven items requiring approval by the Board.

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

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

Mr. Tripp moved approval of the public notice of intent to amend Board of Governors Regulation 6.002 Admission of Undergraduate First-Time-in-College, Degree-Seeing Freshman. Ms. Link seconded the motion, and the members concurred unanimously.

ii. Regulation 6.006 Acceleration Mechanisms and Updated List of the Credit-by-Exam Equivalencies

Mr. Tripp moved approval of the public notice of intent to amend Board of Governors Regulation 6.006 Acceleration Mechanisms and the updated list of the Articulation

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Coordinating Committee Credit-by-Exam Equivalencies. Ms. Frost seconded the motion, and the members concurred unanimously.

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

Mr. Tripp moved approval of the public notice of intent to amend Board of Governors Regulation 6.008 Postsecondary College-Level Preparatory Testing, Placement, and Instruction for State Universities. Ms. Frost seconded the motion, and the members concurred unanimously.

- iv. Regulation 8.002 Self Supporting and Market Tuition Rate Program and Course Offerings

Mr. Tripp moved approval of the public notice of intent to amend Board of Governors Regulation 8.002 Self Supporting and Market Tuition Rate Program and Course Offerings. Ms. Frost seconded the motion, and the members concurred unanimously.

#### B. Academic Programs

- i. Ph.D. Applied Mathematical Sciences, CIP 27.0301, Florida International University

Mr. Tripp reported the Committee considered a request for implementation of a doctorate program from Florida International University in Applied Mathematical Sciences to be implemented effective Fall 2017.

Mr. Tripp moved to approve the Ph.D. in Applied Mathematical Sciences, CIP 27.0301, at Florida International University. Ms. Frost seconded the motion, and the members concurred unanimously.

- ii. Big Data Analytics, CIP 27.0501, University of Central Florida

Mr. Tripp reported the Committee considered a request for implementation of a doctorate program from the University of Central Florida in Big Data Analytics to be implemented effective Fall 2018.

Mr. Tripp moved to approve the Ph.D. in Big Data Analytics, CIP 27.0501, at the University of Central Florida. Ms. Frost seconded the motion, and the members concurred unanimously.

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iii. Doctor of Occupational Therapy, CIP 51.2306, University of Florida

Mr. Tripp reported the Committee considered a request for implementation of a doctorate program from the University of Florida in Occupational Therapy to be implemented effective Spring 2018.

Mr. Tripp moved to approve the Doctor of Occupational Therapy, CIP 51.2306, at the University of Florida. Ms. Frost seconded the motion, and the members concurred unanimously.

iv. Limited Access Status for the Bachelor of Science in Public Relations, Advertising and Applied Communication, CIP 09.0900, Florida International University

Mr. Tripp reported the Committee considered a request for limited access status from Florida International University for its Bachelor of Science in Public Relations, Advertising and Applied Communication.

Mr. Tripp moved to approve the limited access status for the Bachelor of Science in Public Relations, Advertising and Applied Communication, CIP 09.0900, at Florida International University. Ms. Frost seconded the motion, and the members concurred unanimously.

v. Limited Access Status for the Bachelor of Science in Digital Communication and Media, CIP 09.0702, Florida International University

Mr. Tripp reported the Committee considered a request for limited access status from Florida International University for its Bachelor of Science in Digital Communication and Media.

Mr. Tripp moved to approve the limited access status for the Bachelor of Science in Digital Communication and Media, CIP 09.0702, at Florida International University. Ms. Frost seconded the motion, and the members concurred unanimously.

vi. Limited Access Status for the Bachelor of Arts/Bachelor of Science in Entrepreneurship, CIP 52.0701, Florida State University

Mr. Tripp reported the Committee considered a request for limited access status from Florida State University for its Bachelor of Arts/Bachelor of Science in Entrepreneurship.

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Mr. Tripp moved to approve the limited access status for the Bachelor of Arts/Bachelor of Science in Entrepreneurship, CIP 52.0701, at Florida State University. Ms. Frost seconded the motion, and the members concurred unanimously.

## 12. Facilities Committee Report

Chair Kuntz called on Mr. Huizenga for the Facilities Committee report. Mr. Huizenga stated the Facilities Committee met and approved three items.

### A. University of South Florida Educational Plant Survey Validation

Mr. Huizenga moved approval of the University of South Florida Educational Plant Survey Validation. Ms. Frost seconded the motion, and the members concurred unanimously.

### B. Florida Polytechnic University Educational Plant Survey Validation

Mr. Huizenga moved approval of the Florida Polytechnic University Educational Plant Survey Validation. Ms. Frost seconded the motion, and the members concurred unanimously.

### C. FIU Housing – Bond Authorization

Mr. Huizenga moved to adopt a Resolution approving the issuance of fixed rate, tax-exempt revenue bonds by the Division of Bond Finance on behalf of Florida International University in an amount not to exceed \$63 Million for the purpose of financing a dormitory and associated parking garage on the main campus of Florida International University. Ms. Frost seconded the motion, and the members concurred unanimously.

## 13. Budget and Finance Committee Report

Chair Kuntz recognized Mr. Lautenbach for the Budget and Finance Committee report. Mr. Lautenbach presented four action items for Board approval.

### A. Amended Board of Governors Regulation 9.008 University Auxiliary Facilities with Outstanding Revenue Bonds

Mr. Lautenbach moved approval of amendments to Board of Governors Regulation 9.008 University Auxiliary Facilities with Outstanding Revenue Bonds. Mr. Huizenga seconded the motion, and the members concurred unanimously.

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B. Performance-Based Funding Allocation

Mr. Lautenbach moved to approve the allocation of performance funding for the 2017-2018 fiscal year. Mr. Tripp seconded the motion, and the members concurred unanimously.

C. Public Notice of Intent to Amend Board of Governors Regulation 7.001 Tuition and Associated Fees

Mr. Lautenbach moved to approve public notice of intent to amend Board of Governors Regulation 7.001 Tuition and Associated Fees. Mr. Tripp seconded the motion, and the members concurred unanimously.

D. Public Notice of Intent to Amend Board of Governors Regulation 7.008 Waivers and Exemptions of Tuition and Fees

Mr. Lautenbach moved to approve public notice of intent to amend Board of Governors Regulation 7.008 Waivers and Exemptions of Tuition and Fees. Ms. Frost seconded the motion, and the members concurred unanimously.

14. Nomination and Governance Committee Report

Chair Kuntz reported on the action items coming forward from the Nomination and Governance Committee.

A. Public Notice of Intent to Amend Board of Governors Regulations 1.001 and 1.002 relating to University Board of Trustees Powers and Duties and Presidential Search and Selection

Chair Kuntz moved approval of public notice of intent to amend Board of Governors Regulations 1.001 and 1.002 relating to University Board of Trustees Powers and Duties and Presidential Search and Selection. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

B. Recommendation of Candidates to fill Trustee Vacancies and Report on Application Interviews

Chair Kuntz moved the appointment of Mr. John Lord to serve on the University of Central Florida Board of Trustees in the seat formerly held by Mr. Raymond Gilley for a term that runs from June 22, 2017 to January 6, 2020. This appointment is subject to confirmation by the Senate and the appointee attending an orientation session

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conducted by the Board office. Mr. Tripp seconded the motion, and the members concurred unanimously.

Chair Kuntz moved the appointment of Ms. Adrienne Collins to serve on the University of West Florida Board of Trustees in the seat formerly held by Ms. Bentina Terry for a term that runs from June 22, 2017 to January 6, 2020. This appointment is subject to confirmation by the Senate and the appointee attending an orientation session conducted by the Board office. Mr. Patel seconded the motion, and the members concurred unanimously.

15. Presidential Search Report

A. University of North Florida

Chair Kuntz recognized Ms. Link for a report on the presidential search at the University of North Florida. Ms. Link stated the University of North Florida Board of Trustees appointed a search committee and selected a search consultant firm, Parker Executive Search. They have also engaged a compensation consultant with whom she is scheduled to speak to tomorrow. According to the published timeline, Ms. Link said they expect to advertise the vacancy by October with the objective of selecting a final presidential candidate by March 2 for consideration by the Board of Governors at its March meeting. She reported the university is very aware of the requirements in the Board's regulation and is on top of the process.

16. Concluding Remarks and Adjournment

Chair Kuntz announced the next in-person meeting of the Board is scheduled for August 30-31, 2017, at the University of Florida.

Having no further business, the meeting was adjourned at 12:13 p.m. on June 22, 2017.

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Thomas G. Kuntz, Chair

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Vikki Shirley,  
Corporate Secretary

FLORIDA BOARD OF GOVERNORS  
**Resolution**  
 STATE UNIVERSITY SYSTEM OF FLORIDA

**WHEREAS**, the Honorable Jacob Hebert has provided distinguished and dedicated service to the State University System of Florida as the representative of the Florida Student Association on the Board of Governors, State University System of Florida from May 30, 2016, to May 30, 2017; and

**WHEREAS**, Mr. Hebert has been a devoted member of this Board and a tireless advocate for the perspectives of the over 405,000 students in the System while also serving as Student Body President of the University of West Florida. He used his position to encourage discussion and interest in the issues affecting students in the State University System, including supporting funding for the Florida Bright Futures Scholarship Program for summer terms, mental health, and campus safety; and

**WHEREAS**, during his tenure on the Board, Mr. Hebert served as a member of the Academic and Student Affairs Committee, the Budget and Finance Committee, and the Legislative Affairs Committee. On these committees, he represented the student voice on issues ranging from access and affordability to performance-based funding to block tuition. He also brought the student perspective to other committees as the Board considered issues as varied as aligning degree offerings to job demand, civics education, and 2+2 articulation; and

**WHEREAS**, Mr. Hebert's service as an effective student representative included organizing student leaders to advocate for legislation affecting students across the system and commitment to the System's *Safer, Smarter, Stronger* campaign. Mr. Hebert also successfully planned and coordinated the Rally in Tally on March 22, 2017, during the 2017 Legislative Session to ensure that student government representatives from across the State University System could inform legislative leaders on student issues on behalf of their constituents. He is an exemplary role model of effective advocacy for current and future leaders and displayed dedication and enthusiasm in carrying out his duties; now therefore,

**BE IT RESOLVED** that the members of the Board of Governors, meeting at the Marshall Student Center Ballroom, University of South Florida, on this twenty-second day of June, 2017, do hereby commend Mr. Jacob Hebert for his invaluable contributions to the University of West Florida Board of Trustees and the Board of Governors, State University System and extend to him all best wishes; and

**BE IT FURTHER RESOLVED** that this resolution be presented to Mr. Hebert as a small token of the Board's appreciation and thanks.

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 Thomas G. Kuntz, Chair

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 Edward A. Morton

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 Ned C. Lautenbach, Vice Chair

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 Commissioner Pam Stewart

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 Richard A. Beard III

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 Norman D. Tripp

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 Patricia Frost

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 Gary S. Tyson

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 H. Wayne Huizenga, Jr.

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 Fernando J. Valverde

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 Darlene Jordan

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 Sydney Kitson

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 Alan M. Levine

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 Wendy Link



**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

August 31, 2017

**SUBJECT:** Chancellor's Report to the Board of Governors

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**PROPOSED BOARD ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Chancellor Marshall M. Criser III will report on activities affecting the Board staff and the Board of Governors since the last meeting of the Board.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Chancellor Marshall M. Criser III

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

January 26, 2017

**SUBJECT:** Think Florida

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**PROPOSED BOARD ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

As part of the *Think Florida: A Higher Degree for Business* campaign, Board members regularly have the opportunity to hear from universities and the business community about the latest synergies regarding talent, research and partnerships. Today's panel includes UF Vice President of Research, Dr. David Norton, as well as Ms. Helena Cowley and Ms. Sue Washer, both CEOs of successful health-care start-ups located in Gainesville. Dr. Norton oversees UF's Office of Research, which provides support services for researchers and helps them work with industry partners to bring products to market. Ms. Cowley's company, Captozyme, develops therapies to treat a number of medical conditions. The company was named a 2017 Florida Company to Watch by Grow Florida and has 16 employees. Ms. Sue Washer is CEO of AGTC, which develops therapies to transform the lives of patients with severe diseases caused by broken genes. She is an experienced entrepreneur with a background in large companies as well as start-ups. AGTC currently has 12 employees.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:**

Chair Thomas G. Kuntz

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

August 31, 2017

**SUBJECT:** Public Comment

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**PROPOSED BOARD ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Section 286.0114, Florida Statutes; Article V, Section H, Board of Governors Operating Procedures

**BACKGROUND INFORMATION**

Article V, Section H, of the Board of Governors Operating Procedures provides for public comment on propositions before the Board. The Board will reserve a maximum of fifteen minutes during the plenary meeting of the Board to take public comment.

Individuals, organizations, groups or factions who desire to appear before the Board to be heard on a proposition pending before the Board shall complete a public comment form specifying the matter on which they wish to be heard. Public comment forms will be available at each meeting and must be submitted prior to the plenary meeting.

Organizations, groups or factions wishing to address the Board on a proposition shall designate a representative to speak on its behalf to ensure the orderly presentation of information to the Board. Individuals and representatives of organizations, groups or factions shall be allotted three minutes to present information; however, this time limit may be extended or shortened depending upon the number of speakers at the discretion of the Chair.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Chair Thomas G. Kuntz

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

August 31, 2017

**SUBJECT:** Renewal of Chancellor's Employment Agreement

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**PROPOSED BOARD ACTION**

Approval of renewal of Chancellor's Employment Agreement

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

On September 22, 2016, the Board approved the renewal of the Chancellor's Employment Agreement for a one year term from January 1, 2017 to January 1, 2018.

Based on Chancellor Criser's exemplary performance, Chair Kuntz is requesting renewal of the agreement for an additional one year term from January 1, 2018 to January 1, 2019, and a delegation of authority from the Board to execute the Employment Agreement on behalf of the Board. The terms of the agreement remain the same except that the Chancellor's compensation has been adjusted to reflect an increase of approximately seven percent.

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**Supporting Documentation Included:** Employment Agreement

**Facilitators/Presenters:** Chair Thomas G. Kuntz

## **EMPLOYMENT AGREEMENT**

**THIS EMPLOYMENT AGREEMENT** (this “Agreement”) is entered into between the **BOARD OF GOVERNORS, STATE UNIVERSITY SYSTEM OF FLORIDA**, a public body corporate (the “Board”), and **MARSHALL CRISER III** (the “Employee”), effective as of January 1, 2018 (the “Effective Date”).

### **RECITALS:**

The Board is a public body corporate established pursuant to Article IX, Section 7 of the Florida Constitution, organized for the purpose of operating, regulating, controlling and being fully responsible for the management of the State University System of Florida. The Board desires to engage the services of the Employee as the Chancellor and Chief Executive Officer commencing on the Effective Date, and the Employee desires to accept such engagement, on the terms and conditions set forth in this Agreement.

### **AGREEMENT:**

**1. Term of Employment.** The Board hereby employs the Employee as Chancellor and Chief Executive Officer of the Board, and the Employee accepts such employment by the Employer, for a term of one year commencing on the Effective Date. This Agreement may be renewed for additional one year terms upon mutual agreement of the parties.

**2. Duties of Employee and Performance Goals.** During the Employment Term, the Employee shall perform such service and duties as are commensurate with the office of the Chancellor and Chief Executive Officer of the Board and such other services and duties as may be assigned to him from time to time by the Board. The Employee shall be responsible for the efficient operation of the Board and is authorized to enter into any contracts necessary for the operation of the Board, to employ all personnel and establish policies and procedures incident to Board personnel and operations, and to submit an annual legislative budget request and any amendments thereto for the Board office to the Board for approval.

The Employee shall serve as the Board’s liaison for communications with university boards of trustees, university presidents and other university officers and employees, the Governor and the Governor’s staff, the Legislature and the Legislature’s staff, the media, other state entities, and the public. The Employee shall diligently and faithfully serve the Board, carry out its policies, programs and directions, and devote his full time, energies, experience and skill to the advancement of the Board’s interests and the performance of his duties and services in a manner satisfactory to the Board.

On or before January 31, 2018, the Chair of the Board and the Employee shall agree on Performance Goals for the year ending December 31, 2019.

**3. Compensation and Benefits.** As full compensation for all services to be rendered by the Employee to the Board in any capacity during the period of his employment pursuant to this Agreement, the Employee shall receive the compensation and benefits set forth below:

(a) Base Salary. The Board shall pay the Employee a base salary at the annual rate of Three Hundred Seventy Thousand Dollars (\$370,000) payable as follows:

(1) Two Hundred Thousand Dollars (\$200,000) per year shall be payable from state funds in twelve (12) monthly payments in accordance with the pay plan applicable to the Chancellor position as a Senior Management Service employee, with applicable deductions. The Employee shall also be eligible for all state-funded salary increases associated with his pay plan classification, unless otherwise provided by law. The Board's performance and obligation to pay the amount set forth in this subparagraph is contingent upon an annual appropriation by the Legislature.

(2) The Board authorizes and shall use its best efforts to cause the Board of Governors Foundation to pay One Hundred Seventy Thousand Dollars (\$170,000) per year from Foundation funds which shall be payable in two equal installments; provided that, if the legislative cap on compensation decreases below \$200,000, then the Board authorizes and shall use its best efforts to cause the Board of Governors Foundation to pay from Foundation funds an amount such that Employee's total base salary equals Three Hundred Seventy Thousand Dollars (\$370,000). The first installment shall be due on January 31, 2018, and the second installment shall be due on July 31, 2018. All installments are contingent upon the availability of funds in the Foundation. If any due date falls on a non-business day, the due date will roll over to the next business day. In the event termination of employment occurs as set forth in Section 5 below, the Employee shall reimburse the Board of Governors Foundation for amounts paid under this section as follows: if termination is for cause or is initiated by the Employee, the Employee shall reimburse the Foundation on a pro rata basis all funds paid in advance for the six-month period following the last day of employment; if termination is without cause or due to a material reduction in compensation or duties as set forth in Section 5(b) below, the Employee shall reimburse the Foundation on a pro rata basis all funds paid in advance for the six-month period following the conclusion of the twenty-week severance period.

(b) Incentive Compensation. As an incentive to the Employee, the Board will establish an annual performance-based compensation program that provides measurable outcomes for the Employee, the satisfaction of which provides the basis for the award of incentive compensation. As set forth in Section 2 above, the Chair will conduct an annual evaluation of the Employee and if the Employee has met or exceeded expectations on the Performance Goals, the Employee will be eligible to receive a non-

recurring award of incentive compensation up to ten (10%) percent of his annual base salary on December 31. The Board authorizes the Chair to award such compensation and to use its best efforts to cause the Board of Governors Foundation to provide for the payment.

(c) Housing and Vehicle Expense Allowance. The Board authorizes and shall use its best efforts to cause the Board of Governors Foundation to provide the Employee with an annual housing and vehicle expense allowance of Fifty-five Thousand Dollars (\$55,000) payable on January 31.

(d) State Benefits. The Employee shall be entitled to receive all State of Florida employment benefits associated with the Senior Management Service pay plan as it pertains to annual and sick leave, retirement and health insurance.

4. Miscellaneous Expenses. The Board shall reimburse the Employee for all reasonable business and travel expenses in accordance with the Board's standard reimbursement policies in effect from time to time.

## 5. Termination.

### (a) Termination by the Board.

(1) For Cause. The Board may terminate this Agreement immediately for cause upon written notice to the Employee. "Cause" shall mean any one or more of the following: (1) the Employee's gross negligence, willful misconduct or conscious disregard for the interests of the Board including misconduct as defined under section 443.036(30), Florida Statutes; (2) the Employee's conviction of any criminal law (excluding non-criminal traffic-related laws and citations); (3) the Employee engages in a transaction involving the Board in which the Employee received an improper personal benefit; or (4) material failure to perform the duties that rises to the level of a breach of this Agreement that the Employee fails to cure after thirty (30) days' written notice from the Chair of the Board.

(2) Without Cause. At any time during this Agreement, the Board may terminate the Agreement without cause upon a majority vote of the Board. In the event the Board votes to terminate the Agreement without cause, the Employee shall be entitled to receive monthly payments of an amount equal to one-twelfth (1/12) of his annual base salary in effect immediately prior to termination for a period of time not to exceed twenty (20) weeks. The Employee shall also be entitled to the payment of all accrued leave and other benefits in accordance with the Board's leave and benefits policies in effect at the time of termination. If the Employee becomes gainfully employed during the twenty (20) week period, the Employee agrees to promptly notify the Board and all further payments under this section shall immediately cease.

(b) **Termination by Employee.** This Agreement may be terminated by the Employee, provided the Employee gives the Board sixty (60) days' written notice of his intended date of termination, unless such sixty (60) day notice is waived by the Board in its discretion. Upon termination, the Employee shall be entitled to receive all accrued leave and other benefits in accordance with the Board's leave and benefits policies in effect at the time of termination. However, in the event termination by the Employee is due to Employee's receiving less than the total compensation contemplated to him in Section 3(a) and (c), or a material reduction in the Employee's duties and responsibilities as set forth in Section 2 or in the Board's Operating Procedures, the Employee shall be entitled to receive monthly payments of an amount equal to one-twelfth (1/12) of his annual base salary in effect immediately prior to termination for a period not to exceed twenty (20) weeks. If the Employee becomes gainfully employed during the twenty (20) week period, the Employee agrees to promptly notify the Board and all further payments under this section shall immediately cease.

6. **Entire Agreement and Modification.** This Agreement constitutes the entire understanding of the parties and supersedes any and all prior or contemporaneous representations or agreements, whether written or oral, with respect to the subject matter hereof. This Agreement can be modified only by written instrument properly executed by the parties.

7. **Waiver.** No delay or failure to enforce any provision of this Agreement shall constitute a waiver or limitation of rights under this Agreement.

8. **Governing Law.** This Agreement shall be construed and enforced in accordance with the laws of the State of Florida.

9. **No Assignment.** This Agreement and all of the Employee's rights, benefits, duties and obligations hereunder are personal in nature and shall not be assignable by the Employee.

10. **Binding Effect.** This Agreement shall inure to the benefit of and shall be legally binding upon the parties hereto and their respective successors, heirs and legal representatives.

11. **Notices.** All notices or other communications provided for herein shall be made in writing and shall be effected by hand delivery or by certified mail, return receipt requested, and shall be deemed delivered as of the earlier of the time of actual receipt or five (5) days after mailing. Such notices and other communications shall be sent to the persons set forth below at the following addresses:

If to the Board, to:	Board of Governors
	Attn: Chairperson
	325 West Gaines Street, Suite 1614
	Tallahassee, Florida 32399

If to the Employee, to: Marshall Criser III  
At his residential address on file at the Board Office

**12. Counterparts.** This Agreement may be executed in any number of counterparts, each of which shall constitute an original and all of which together shall constitute one and the same instrument.

**13. Severability.** In the event any one or more of the provisions of this Agreement shall for any reason be held invalid, illegal or unenforceable, the remaining provisions of this Agreement shall be unimpaired, and the invalid, illegal or unenforceable provision shall be replaced by a mutually acceptable valid and enforceable provision.

**THEREFORE,** intending to be legally bound hereby, each of the parties has executed and delivered this Employment Agreement on the dates specified below.

**BOARD OF GOVERNORS, STATE UNIVERSITY  
SYSTEM OF FLORIDA**

By: \_\_\_\_\_  
Thomas G. Kuntz, Chair

**EMPLOYEE - MARSHALL CRISER III**

By: \_\_\_\_\_

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

August 31, 2017

**SUBJECT:** Minutes of Select Committee on Florida Polytechnic University meeting  
held on June 21, 2017

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**PROPOSED BOARD ACTION**

Consider for approval the meeting minutes of the Select Committee on Florida Polytechnic University held on June 21, 2017

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

On June 21, 2017 the Select Committee on Florida Polytechnic University met in order to receive the monthly status update provided by President Randy Avent. Florida Polytechnic University has now satisfied all criteria specified by the Florida Legislature, including accreditation by the Southern Association of Colleges and Schools. As the Select Committee's purpose has been served it has been disbanded, and the Board of Governors will approve the Committee's final set of minutes.

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**Supporting Documentation Included:** Minutes, June 21, 2017

**Facilitators/Presenters:** Governor Wendy Link

MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
SELECT COMMITTEE ON FLORIDA POLYTECHNIC UNIVERSITY  
UNIVERSITY OF SOUTH FLORIDA  
TAMPA, FLORIDA  
June 21, 2017

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

1. Call to Order

Governor Wendy Link called the meeting to order at 2:13 p.m. June 21, 2017 with Committee members Morton and Valverde present. A quorum was established. Other Board members in attendance were Governors Beard, Frost, Huizenga, Kitson, Kuntz, Lautenbach, Levine (by telephone), Patel, Stewart, Tripp, and Tyson.

2. Approval of Select Committee Minutes, March 30, 2017

Governor Link called for a motion to approve the minutes of the Select Committee's March 30, 2017 meeting. A motion to approve was made by Governor Valverde, seconded by Governor Morton, and the motion carried unanimously.

3. Florida Polytechnic University Implementation Status Report

Governor Link said that the Committee's next item was to receive Florida Polytechnic University's latest implementation status report from President Randy Avent. President Avent announced that Florida Polytechnic University had received accreditation by the Southern Association of Colleges and Schools (SACS).

Dr. Avent indicated that his initial concerns when he was appointed as President of Florida Polytechnic were that the legislatively stipulated timeline for accreditation was very ambitious and that Poly might not reach its required enrollment of 1,244. He said that these stipulations and all others had now been satisfied.

President Avent gave his thanks to the Florida Legislature, to the Office of the Governor, and to the Board of Governors for their support. He said now that the legislative mandates have been satisfied, Poly could begin a forward-looking focus and that he would be meeting with various stakeholders to seek their input.

Governor Link thanked President Avent for his hard work and the work of his staff in achieving SACS accreditation and satisfying all other legislative requirements. Her sentiments were echoed by Board Chair Kuntz. Governor Kuntz also thanked Governor Link for her exceptionally hard work in chairing the Select Committee.

4. Closing Remarks and Adjournment

Governor Link said that, as the Select Committee's purpose had been served, it could now be disbanded. Governor Kuntz agreed. There being no further business to come before the Committee, Chair Link adjourned the meeting at 2:21 p.m.

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Wendy Link, Chair

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R.E. LeMon, Ph.D.  
Associate Vice Chancellor,  
Academic and Student Affairs

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

August 31, 2017

**SUBJECT:** Public Notice of Intent to Approve Amendments to Board of Governors Regulations 1.001 University Board of Trustees Powers and Duties and 1.002 Presidential Search and Selection

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**PROPOSED BOARD ACTION**

Approve Amendments to Board of Governors Regulations 1.001 University Board of Trustees Powers and Duties and 1.002 Presidential Search and Selection.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution, and Board of Governors Regulation Development Procedure.

**BACKGROUND INFORMATION**

Amendments are being proposed to Board of Governors Regulations 1.001 and 1.002 related to University Boards of Trustees Powers and Duties and Presidential Search and Selection, respectively, as follows:.

Regulation 1.001, University Board of Trustees Powers and Duties:

1. Requires a copy of the proposed employment contract for a presidential candidate selected by a board of trustees to be submitted to the Board for the confirmation process;
2. Removes the supermajority vote requirement for denying confirmation of a presidential candidate selected by a board of trustees; and
3. Codifies existing practice for renewals of presidential employment contracts to be limited to one-year terms and to come before the Board for confirmation.

Regulation 1.002, Presidential Search and Selection:

1. Clarifies that only a majority vote of a search committee is required to advance qualified presidential applicants to the board of trustees for consideration;
2. Deletes the reference to providing a “detailed term sheet” in lieu of a copy of the proposed employment contract;
3. Requires a copy of the proposed employment contract for a presidential candidate selected by a board of trustees to be submitted to the Board for the confirmation process;
4. Codifies existing practice for the employment contract to be executed after

- confirmation of the candidate by the Board;
5. Clarifies the responsibilities of the Board of Governors' representative sitting on a search committee;
  6. Requires the chair of the board of trustees to describe the material terms of the proposed employment contract; and
  7. Removes the supermajority vote requirement for denying confirmation of a presidential candidate selected by a board of trustees.

The Board approved the public notice of intent to amend the regulations at the June 22, 2017 meeting, and the proposed amended regulations were posted on the Board's website for public comment. No comments were received and the proposed regulations, as revised, are included in the agenda packet.

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**Supporting Documentation Included:** Amended Regulations 1.001 and 1.002

### **1.001 University Board of Trustees Powers and Duties**

(1) Pursuant to Article IX, section 7(c), Florida Constitution, the Board of Governors shall establish the powers and duties of the board of trustees as set forth herein and as may be established in Board of Governors' regulations. This regulation supersedes the delegation of authority to the boards of trustees contained in the Board of Governors' Resolution dated January 7, 2003. The intent of this regulation is to delegate powers and duties to the university boards of trustees so that the university boards have all of the powers and duties necessary and appropriate for the direction, operation, management, and accountability of each state university.

(2) **Composition of Boards; Membership and Organization.**

- (a) Each university shall be administered by a board of trustees, consisting of thirteen members dedicated to the purposes of the State University System. Each university board of trustees includes six members appointed by the Governor and five members appointed by the Board of Governors, all of whom must be confirmed by the Senate. All trustees are required to attend a Board of Governors orientation session, preferably prior to service on the university board. The chair of the faculty senate, or the equivalent, and the president of Student Government, or the equivalent, are also members. Board of trustee members shall serve staggered terms of five years and may be reappointed for subsequent terms, except for the faculty and student representatives who shall serve for the duration of the term of their respective elected offices. All members are public officers subject to the requirements of the Florida Code of Ethics.
- (b) Each board of trustees shall select its chair and vice chair from the appointed members. Each chair shall serve for two years and may be reselected for one additional consecutive two-year term. Any exception to this term of office must be approved by a two-thirds vote of the board of trustees.
- (c) The duties of the chair shall include presiding at all meetings of the board of trustees, calling special meetings of the board of trustees, attesting to actions of the board of trustees, and notifying the Board of Governors or the Governor, as applicable, in writing whenever a board member has three consecutive unexcused absences from regular board meetings in any fiscal year, which may be grounds for removal as provided in section 1001.71, Florida Statutes.
- (d) The university president shall serve as the chief executive officer and corporate secretary of the board of trustees and shall be responsible to the board of trustees for all operations of the university and for setting

the agenda for meetings of the board of trustees in consultation with the chair.

- (e) Members of the boards of trustees shall receive no compensation but may be reimbursed for travel and per diem expenses as provided in section 112.061, Florida Statutes.
  - (f) Each board of trustees shall establish the powers and duties of the university president.
  - (g) Each board of trustees shall be a public body corporate with all the powers of a body corporate, including the power to adopt a corporate seal, to contract and be contracted with, to sue and be sued, to plead and be impleaded in all courts of law and equity, and to give and receive donations. In all suits against the board of trustees, service of process shall be made on the chair of the board of trustees or on a university designee.
  - (h) Each board of trustees shall be primarily acting as an instrumentality of the state pursuant to section 768.28, Florida Statutes, for purposes of sovereign immunity.
  - (i) Each board of trustees is subject to the public records and open meetings requirements set forth in Article I, section 24 of the Florida Constitution and laws implementing that section.
  - (j) Each board of trustees shall keep and, within two weeks after a board meeting, post prominently on the university's website detailed meeting minutes for all meetings, including the vote history and attendance of each trustee, as provided in section 1001.71, Florida Statutes.
- (3) University Administration and Oversight.
- (a) Each board of trustees shall be responsible for the administration of its university in a manner that is dedicated to, and consistent with the university's mission which shall be otherwise consistent with the mission and purposes of the State University System as defined by the Board of Governors.
  - (b) Each board of trustees may establish committees of the board to address matters including, but not limited to, academic and student affairs, strategic planning, finance, audit, property acquisition and construction, personnel, and budgets.
  - (c) Each board of trustees shall adopt a strategic plan in alignment with the Board of Governors' systemwide strategic plan and regulations, and the university's mission. University strategic plans shall be submitted to the Board of Governors for approval.
  - (d) Each board of trustees shall prepare a multi-year workplan/report for the Board of Governors that outlines its university's top priorities, strategic directions, and specific actions and financial plans for

achieving those priorities, as well as performance expectations and outcomes on institutional and systemwide goals. The workplan/report shall reflect the university's distinctive mission and focus on core institutional strengths within the context of State University System goals and regional and statewide needs.

- (e) Each board of trustees shall have a policy addressing conflicts of interest for its members.
  - (f) Each board of trustees shall maintain an effective information system to provide accurate, timely, and cost-effective information about the university, and shall require that all data and reporting requirements of the Board of Governors are met.
  - (g) Each board of trustees may promulgate regulations and procedures related to data and technology, including information systems, communications systems, computer hardware and software, and networks.
  - (h) Each board of trustees is authorized to secure comprehensive general liability insurance.
  - (i) Each board of trustees may provide for payment of the cost of civil actions against officers, employees, or agents of its board.
  - (j) Each board of trustees is authorized to promulgate university regulations in accordance with the Regulation Development Procedure adopted by the Board of Governors.
  - (k) Each board of trustees may govern traffic on the grounds of the university and in other areas in accordance with law and any mutual aid agreements entered into with other law enforcement agencies.
  - (l) Each board of trustees shall be responsible for campus safety and emergency preparedness, to include safety and security measures for university personnel, students, and campus visitors.
  - (m) Each board of trustees is authorized to create divisions of sponsored research and establish policies regulating the administration and operation of the divisions of sponsored research.
- (4) Academic Programs and Student Affairs.
- (a) Each board of trustees shall adopt university regulations or policies, as appropriate, in areas including, but not limited to:
    1. authorization and discontinuance of degree programs;
    2. articulation and access;
    3. admission and enrollment of students;
    4. minimum academic performance standards for the award of a degree;
    5. student financial assistance;
    6. student activities and organizations;
    7. student records and reports;

8. antihazing, related penalties, and program for enforcement;
  9. reasonable accommodation of religious observances; and
  10. uniform student code of conduct and related penalties.
- Such regulations or policies shall be consistent with any applicable Board of Governors' regulations.

- (b) Each board of trustees shall establish a committee to periodically review and evaluate the student judicial system. At least one-half of the members of the committee shall be students appointed by the student body president.
  - (c) Each board of trustees shall approve the internal procedures of student government organizations.
  - (d) Each board of trustees shall require that institutional control and oversight of its intercollegiate athletics program is in compliance with the rules and regulations of the National Collegiate Athletic Association. The university president is responsible for the administration of all aspects of the intercollegiate athletics program.
- (5) Personnel.
- (a) Each board of trustees shall provide for the establishment of the personnel program for all the employees of the university, including the president, which may include but is not limited to: compensation and other conditions of employment, recruitment and selection, nonreappointment, standards for performance and conduct, evaluation, benefits and hours of work, leave policies, recognition and awards, inventions and works, travel, learning opportunities, exchange programs, academic freedom and responsibility, promotion, assignment, demotion, transfer, tenure, and permanent status, ethical obligations and conflicts of interest, restrictive covenants, disciplinary actions, complaints, appeals and grievance procedures, and separation and termination from employment. To the extent allowed by law, university employees shall continue to be able to participate in the state group insurance programs and the state retirement systems.
  - (b) Each board of trustees shall act as the sole public employer with regard to all public employees of its university for the purposes of collective bargaining, and shall serve as the legislative body for the resolution of impasses with regard to collective bargaining matters.
  - (c) Each board of trustees shall select its university president subject to confirmation of the candidate by the Board of Governors and in accordance with the requirements of Regulation 1.002. A presidential search committee shall be appointed to make recommendations to the full board of trustees. The board of trustees shall select a candidate for confirmation by the Board of Governors. Prior to confirmation, the board of trustees shall submit a written description of the selection

process and criteria, ~~and~~ the qualifications of the selected candidate, and a copy of the proposed employment contract to the Board of Governors for its consideration in confirming the candidate. The candidate selected by the board of trustees shall be required to appear before the Board of Governors at the meeting where confirmation of the candidate will be considered. Such meeting will be held as soon as practicable to ensure a timely transition. ~~A two-thirds vote of the Board of Governors shall be required to deny confirmation of a candidate selected by a board of trustees.~~ Renewals of presidential employment contracts shall be subject to confirmation by the Board of Governors and shall be limited to one-year terms.

- (d) In the event that a board of trustees selects an interim president, such selection is subject to confirmation of the candidate by the Board of Governors. If it is determined by the board of trustees to be in the best interests of the university, the interim president selected by the board may be delegated full authority to serve as the interim president during the period prior to confirmation by the Board of Governors. Continued service as interim president requires confirmation by the Board of Governors, and the candidate selected by the board of trustees shall be required to appear before the Board of Governors at the meeting where confirmation will be considered. Such meeting will be held as soon as practicable to ensure a timely transition.
  - (e) Each board of trustees shall develop guidelines for the annual evaluation of the president.
  - (f) Each board of trustees shall conduct an annual evaluation of the president. The chair of the board of trustees shall request input from the Chair of the Board of Governors, who may involve the Chancellor, during the annual evaluation process pertaining to responsiveness to the Board of Governors' strategic goals and priorities, and compliance with systemwide regulations.
- (6) Financial Management.
- (a) Each board of trustees shall be responsible for the financial management of its university and shall submit an institutional budget request, including a request for fixed capital outlay, and an operating budget to the Board of Governors for approval in accordance with the guidelines established by the Board of Governors.
  - (b) Each board of trustees shall establish tuition and fees in accordance with regulations established by the Board of Governors.
  - (c) Each board of trustees shall establish waivers for tuition and fees pursuant to regulations established by the Board of Governors.
  - (d) Each board of trustees shall engage in sound debt management practices for the issuance of debt by the university and its direct

support organizations, and shall comply with the guidelines established by the Board of Governors in connection with the authorization, issuance and sale of university and direct support organization debt.

- (e) Each board of trustees shall account for expenditures of all state, local, federal, and other funds in accordance with guidelines or regulations established by the Board of Governors, and as provided by state or federal law.
  - (f) Each board of trustees may enter into agreements for, and accept, credit card payments as compensation for goods, services, tuition, and fees.
  - (g) Each board of trustees shall establish policies and procedures for the performance of annual internal audits of university finances and operations. All reports generated from such audits must be submitted to the Board of Governors after review and acceptance by the board of trustees, or its designee.
  - (h) Each board of trustees and each direct support organization shall submit annual financial statements to the Board of Governors.
- (7) Property and Purchasing.
- (a) Each board of trustees and university direct support organization must obtain prior approval from the Board of Governors before entering into a binding contractual obligation to improve real property that will result in the board or the direct support organization seeking a commitment of state funds for the development, construction, operation, or maintenance of an educational or research facility.
  - (b) Each board of trustees shall have the authority to acquire real and personal property and contract for the sale and disposal of same, and approve and execute contracts for purchase, sale, lease, license, or acquisition of commodities, goods, equipment, and contractual services, leases of real and personal property, and construction. The acquisition may include purchase by installment or lease-purchase. Such contracts may provide for payment of interest on the unpaid portion of the purchase price.
  - (c) With respect to state-funded real property acquisitions, each board of trustees may, with the consent of the Board of Trustees of the Internal Improvement Trust Fund, sell, convey, transfer, exchange, trade, or purchase real property and related improvements necessary and desirable to serve the needs and purposes of the university.
    - 1. The board of trustees may secure appraisals and surveys in accordance with the policies and procedures of the Board of Trustees of the Internal Improvement Trust Fund. Whenever the board of trustees finds it necessary for timely property

acquisition, it may contract, without the need for competitive selection, with one or more appraisers whose names are contained on the list of approved appraisers maintained by the Division of State Lands in the Department of Environmental Protection.

2. The board of trustees may negotiate and enter into an option contract before an appraisal is obtained. The option contract must state that the final purchase price may not exceed the maximum value allowed by law. The consideration for such an option contract may not exceed 10 percent of the estimate obtained by the board of trustees or 10 percent of the value of the parcel, whichever is greater, unless otherwise authorized by the board of trustees.
  3. Title to property acquired by a university board of trustees prior to January 7, 2003, and to property acquired thereafter with state funds shall vest in the Board of Trustees of the Internal Improvement Trust Fund. With respect to all other real property acquired by a university, such property shall be titled in the name of the university board of trustees, or as the trustees of the university may deem appropriate.
- (d) Each board of trustees shall submit to the Board of Governors, for approval, plans for all new campuses and instructional centers.
  - (e) Each board of trustees shall administer a program for the maintenance and construction of facilities.
  - (f) Each board of trustees may exercise the right of eminent domain pursuant to the provisions of chapter 1013, Florida Statutes.
  - (g) Each board of trustees shall be responsible for the use, maintenance, protection, and control of, and the imposition of charges for, university-owned or university-controlled buildings and grounds, property and equipment, name trademarks and other proprietary marks, and the financial and other resources of the university.
  - (h) With respect to any funds or real or personal property designated by will, deed, agreement, or court appointment to be held in trust for the benefit of the university, or its students, faculty members, officers, or employees, or otherwise, or for any educational purpose, a university board of trustees is authorized to act as trustee with full legal capacity as trustee to administer such trust property and, in such event, the title thereto shall vest in the board of trustees as trustee. In all such cases, the university board of trustees shall have the power and capacity to do and perform all things as fully as any individual trustee or other competent trustee might do or perform, and with the same rights, privileges, and duties including the power, capacity, and authority to convey, transfer, mortgage, or pledge such property held in trust and

to contract and execute all other documents relating to said trust property which may be required for or appropriate to the administration of such trust or to accomplish the purposes of any such trust. Nothing herein shall be construed to authorize a board of trustees to contract a debt on behalf of, or in any way to obligate, the state; and the satisfaction of any debt or obligation incurred by the board as trustee under the provisions of this section shall be exclusively from the trust property, mortgaged or encumbered.

- (i) Each board of trustees shall prepare and adopt a campus master plan pursuant to section 1013.30, Florida Statutes.
  - (j) Each board of trustees shall prepare, adopt, and execute a campus development agreement pursuant to section 1013.30, Florida Statutes.
  - (k) Each board of trustees may authorize the rent or lease of parking facilities, provided that such facilities are funded through parking fees or parking fines imposed by a university. A board of trustees may authorize a university to charge fees for parking at such rented or leased parking facilities and parking fines.
  - (l) Each board of trustees shall promulgate regulations that establish basic criteria related to the procurement of commodities and contractual services.
  - (m) Each board of trustees shall be responsible for the fire safety and sanitation of public educational and ancillary plants.
- (8) Miscellaneous Powers and Duties.
- (a) Each board of trustees is authorized to form such corporate entities as are necessary to establish and maintain faculty practice plans for the collection, distribution, and regulation of fees generated by faculty members engaged in the provision of healthcare services to patients as an integral part of their academic activities and employment as faculty. Each such faculty practice plan must be adopted by the board of trustees in accordance with regulations of the Board of Governors and approved by the Board of Governors.
  - (b) Each board of trustees is authorized to establish direct support organizations and university health services support organizations and certify them to use university property, facilities, and services.
  - (c) Each board of trustees may establish educational research centers for child development.
  - (d) Each board of trustees is authorized to protect, develop, and transfer the work products of university personnel and other university agents and contractors, which authority shall include but not be limited to licensing, assigning, selling, leasing, or otherwise allowing the use of or conveying such work products and securing and enforcing patents, copyrights, and trademarks on such products. Each board of trustees

shall have policies and procedures concerning the work products of university personnel that facilitate technology development and transfer for the public benefit. Such policies must include, without limitation, provisions that take into account the contributions of university personnel in the development of work products and that require any proceeds from such work products be used to support the research and sponsored training programs of the university.

- (e) Each board of trustees is responsible for compliance with all applicable laws, rules, regulations, and requirements.
- (f) Each board of trustees shall perform such other duties as provided by the Board of Governors, or as each board of trustees may determine are necessary or appropriate for the administration of the university so long as the trustees comply with any applicable laws and Board of Governors' regulations and policies.

Authority: Section 7(c), Art. IX, Fla. Const.; History: Resolution 1-07-03, New 3-26-09, Amended 09-16-10, Amended \_\_\_\_\_.

## 1.002 Presidential Search and Selection

- (1) Pursuant to a delegation of authority from the Board of Governors, each board of trustees is responsible for conducting a search and selecting a candidate to serve as the president of the institution, subject to confirmation of the candidate by the Board of Governors. To ensure that the search process is transparent, robust, and designed to attract highly qualified individuals, each university board of trustees must conduct the search process in accordance with the following criteria:
  - (a) The Chair of the board of trustees, in consultation with the Chair of the Board of Governors, shall appoint the members of a search committee comprised of no more than 15 members, one of whom must be a member of the Board of Governors and at least three of whom are members of the board of trustees. Committee members selected to serve on the search committee should consist of individuals from the institution's faculty, the student body, the institution's foundation board, and, if applicable, the institution's financing corporation board. However, none of the individuals selected to serve on the search committee should hold positions that report directly to the president. In addition, the Chair of the board of trustees should consider appointing alumni, donors, and/or members from the community where the institution is located to serve on the search committee. The Chair of the board of trustees will appoint a trustee member of the search committee to serve as chair of the committee.
  - (b) After the search committee is formed, the board of trustees or its designee:
    - i. shall obtain an executive compensation analysis that encompasses all components (salary, benefits, bonuses, and all other forms of remuneration) and that takes into consideration compensation paid to the current president, presidents of peer institutions, as well as other relevant factors (such as market trends, the available qualified pool and relevant competition for candidates), from which the search committee will establish a range of compensation that will be submitted to the board of trustees for approval and use by the board of trustees or its designee in negotiating the employment contract with the final candidate;
    - ii. may retain the services of an executive search firm/consultant, subject to a competitive procurement process or use of a competitively procured, pre-qualified list, if total compensation will exceed the threshold established in Board Regulation 18.001; and any search firm/consultant that is retained should be familiar, or demonstrate its ability to become familiar, with Florida's Sunshine laws in chapters 119 and 286, Florida Statutes, as applicable to executive searches; and
    - iii. shall provide a charge to the search committee that outlines the scope of the search, the estimated timeline for the search, and the committee's responsibilities.
  - (c) The search committee, assisted by the executive search firm/consultant (if retained), will be responsible for:
    - i. oversight of a webpage on the institution's website that includes a link to the home page for meetings of the search committee (notices, agendas and materials), updated lists of persons who have submitted applications, and information on the means of providing stakeholder input, which shall be maintained for purposes of transparency;
    - ii. establishing a calendar of public events for the process as they are planned that takes into account the need to align the timing of the selection process with the

- estimated timeline specified by the board of trustees to the extent feasible, and meeting dates of the board of trustees, and of the Board of Governors for purposes of the confirmation process;
- iii. developing recommended position criteria that are consistent with the institution's mission, strategic plan and aspirational goals, which shall be approved by the board of trustees;
  - iv. approving a marketing plan, that will be submitted to the board of trustees;
  - v. identifying individuals who may apply, be nominated, or recruited, taking into consideration their experience, qualifications and leadership capabilities under the position criteria to produce a pool of qualified applicants;
  - vi. vetting applicants by, at a minimum, ensuring that available public records and online resources are checked in order to narrow the pool of qualified applicants who will be invited to participate in interviews with the search committee and that the references of candidates to be referred to the board of trustees are thoroughly checked;
  - vii. determining, under the position criteria, the applicants to be interviewed by the search committee and conducting those first applicant interviews; and
  - viii. recommending an unranked list of applicants who are qualified under the position criteria to further the institution's mission, goals and priorities for on-campus meetings or forums with faculty, students, and other stakeholders and for consideration and on-campus interviews by the board of trustees. The search committee is required to submit more than two qualified applicants, selected by a majority vote of the search committee, to the board of trustees for consideration, other than in exceptional circumstances making fulfillment of this requirement infeasible. If more than one candidate is not coming forward, the board of trustees must be notified of the reason and may decline to act.
- (d) The board of trustees or its designee, with the assistance of the executive search firm/consultant (if retained), shall then be responsible for:
- i. ensuring that at least a preliminary criminal, financial, education and professional background check is conducted for the candidates who are recommended by the search committee to interview with the board of trustees; ensuring that additional screening of those candidates is conducted by contacting other persons or entities that can provide additional information relevant to the position criteria on the candidate's job performance in his or her current and past positions, an assessment of the candidate's leadership capabilities and management style, ability to work with various stakeholders, and expected effectiveness as an advocate for the institution and the State University System; and ensuring that a background check of the president-elect is finalized prior to recommendation of the president-elect to the Board of Governors for confirmation;
  - ii. selecting final candidates for on-campus meetings with faculty, students, the board of trustees, and other stakeholders;
  - iii. selecting a final qualified candidate under the position criteria as president-elect for recommendation to the Board of Governors for confirmation;
  - iv. drafting an employment contract ~~or a detailed term sheet~~ covering the financial and key performance terms, to be reviewed by the Board of Governors general counsel prior to execution for compliance with state law, that is consistent with the compensation range approved by the board of trustees, and that is contingent upon

- confirmation of the candidate by the Board of Governors ~~(with any term sheet being followed by such a contract); and~~
- v. submitting a written description of the selection process and criteria, the president-elect's qualifications, and a summary of the material copy of the employment contract terms to the Board of Governors for consideration in the confirmation process. The president-elect is not eligible to commence employment with the institution or execute the employment contract prior to confirmation by the Board of Governors. ~~and execution of the employment contract required under subparagraph (1)(d)(iv) with a copy provided to the Board of Governors.~~
- (2) The Board of Governors' member who serves on the search committee shall be responsible for reporting on the progress of the search and selection process at each regularly scheduled meeting of the Board, and shall serve as a member of any search committee subcommittee established for the purpose of analyzing the appropriate range of compensation for the final candidate. As part of the member's report to the Board, the member will keep the Board informed on matters relating to the range of compensation and other material terms of any proposed employment contract discussed by the search committee or the board of trustees during the search process.
- (23) The Chancellor shall brief the president-elect in preparation for the meeting at which the candidate shall be presented to the Board of Governors for confirmation.
- (34) The president-elect shall personally appear before the Board of Governors at a scheduled meeting for an interview as part of the confirmation process. The Chair of the board of trustees, or designee, will describe the search process and the material terms of the proposed employment contract, and introduce the president-elect to the Board. The president-elect should be prepared to respond to questions related to the institution's mission under its strategic plan, general awareness of institutional and system metrics, and any priorities established by the Board of Governors for the institution. ~~As provided in Board of Governors Regulation 1.001(5)(c), a two-thirds vote of the Board of Governors shall be required to deny confirmation of a candidate selected by a board of trustees.~~

Authority: Section 7(d), art. IX, Fla. Const.; History: New 06-23-16; Amended \_\_\_\_\_.

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

August 31, 2017

**SUBJECT:** University of West Florida, University of Central Florida, Florida  
Agricultural and Mechanical University, and Florida State University  
Strategic Plans

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**PROPOSED BOARD ACTION**

Consider for approval University of West Florida, University of Central Florida, Florida  
Agricultural and Mechanical University, and Florida State University Strategic Plans

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 1.001(3)(c)

**BACKGROUND INFORMATION**

Board of Governors Regulation 1.001(3)(c) requires that each University Board of  
Trustees shall adopt a strategic plan in alignment with the Board of Governors'  
Systemwide Strategic Plan and the university's mission. University strategic plans are  
required to be submitted to the Board of Governors for approval.

University strategic plans will be considered for approval over the course of several  
meetings. The University of West Florida, University of Central Florida, Florida  
Agricultural and Mechanical University, and Florida State University Strategic Plans  
were considered at the Committee's August 30, 2017 meeting. The Strategic Planning  
Committee Chair will provide recommendations.

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**Supporting Documentation Included:** Information included in the Strategic Planning  
Committee materials

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

August 31, 2017

**SUBJECT:** Amendments to Board of Governors Regulation 6.002 Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshmen

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**PROPOSED BOARD ACTION**

Consider for approval amendments to Board of Governors Regulation 6.002 Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshmen

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution and Board of Governors Regulation Development Procedure

**BACKGROUND INFORMATION**

Board of Governors Regulation 6.002 has been amended to provide clarity and align minimum admissions test score requirements with those required for college-level coursework, as described in Board of Governors Regulation 6.008. A summary of the proposed changes to this regulation is included below:

- Eliminates Table One of the current regulation and replaces it with a statement indicating that a student may be considered for standard admission if the student has a 2.50 or higher grade point average (current requirement), presents an official SAT and/or ACT, qualifies for college-level placement per Board Regulation 6.008 and meets the high school credits listed in the new Table One.
- Clarifies the 2016 Redesigned SAT and minimum ACT composite score required for students who are graduates of a high school educational program that is not measured in Carnegie Units.
- Clarifies that a student must be eligible for college-level work per Board of Governors Regulation 6.008 in order to be eligible for the Talented Twenty designation.
- Eliminates vague concordance test outdated essay language.

The regulation was reviewed by the university general counsels, the Council of Academic Vice Presidents, university admission directors, and other state university staff. The regulation amendment was approved for noticing on June 22, 2017. No concerns were expressed about the language during this notice period.

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**Supporting Documentation Included:** Amended Regulation 6.002

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

(1) **FTIC Undergraduate Admission - General.** This regulation outlines minimum eligibility requirements for first-time-in-college (FTIC) students seeking admission to an undergraduate degree program in the State University System (SUS). Individual institutions may choose to establish more stringent admission requirements within the parameters outlined in Board of Governors regulations.

- (a) For the purposes of this regulation, FTIC freshmen are defined as students who have earned a standard high school diploma from a Florida public or regionally accredited high school, or its equivalent, and who have earned fewer than twelve (12) semester hours of transferable college credit since receiving a standard high school diploma or its equivalent.
- (b) Eligibility for admission to the SUS does not guarantee admission to the specific institution or degree program to which admission is sought.
- (c) Each university board of trustees shall develop regulations governing the admission of FTIC students that comport with the requirements outlined in Board regulations. Such regulations may allow for exceptions to be made on an individual basis, as outlined in subparagraph 2(b) of this regulation, when a student, in the judgment of an appropriate university committee, can reasonably be expected to perform satisfactory academic work in the institution to which admission is sought.
- (d) In all but the following specified cases, an FTIC student must have earned a standard high school diploma from a Florida public or regionally accredited high school, or its equivalent, to be considered for admission to a state university. Students completing a home education program according to section 1002.41, Florida Statutes, meet this minimum admission requirement; however, each university may require additional documentation to verify eligibility for these students. Students admitted under early admission in accordance with university policy are exempted from this requirement during the time they are still classified as early admission students. Early admission is a form of dual enrollment through which eligible secondary students are admitted to a postsecondary institution on a full-time basis in courses that are creditable toward both the high school diploma and the students' university degree program.
- (e) FTIC students applying for admission must submit SAT Reasoning Test or redesigned SAT (rSAT) scores from the College Board or ACT with Writing scores from ACT, Inc. Universities may reserve the right to require a student to take an updated version of a test. ~~Students applying for Spring 2017 or later are not required to submit an essay score. Universities may reserve the right to require a student to take an updated version of a test.~~
- (f) Each university shall require FTIC applicants to submit or authorize transmission of a complete official academic transcript of all secondary work

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and from each postsecondary institution, as appropriate. Each transcript shall list all courses for which the student was enrolled each term, the status in each course at the end of the term, all grades and credits awarded, and a statement explaining the grading policy of the institution.

- (g) Each transcript should also specify any college credits the student earned through accelerated mechanisms. University weighting of approved accelerated mechanisms in the recalculation of the student's grade point average for admission purposes must be conducted per Board Regulation 6.006(5) Acceleration Mechanisms.
- (h) Each FTIC student admitted to the SUS is expected to demonstrate competency of foreign language or American Sign Language equivalent to the second high school level or higher (Spanish 2, Haitian Creole 2, etc.). A limited number of students not meeting the high school foreign language requirement may be admitted; however, these students must fulfill the foreign language requirement prior to completion of the baccalaureate degree. These students may meet this foreign language admission requirement by demonstrating competency at the elementary 2 level in one foreign language or American Sign Language at an undergraduate institution; demonstrating equivalent foreign language competence on the basis of scores determined by the *Articulation Coordinating Committee (ACC) Credit-By-Exam Equivalencies*, as adopted by the ~~BOG~~ Board of Governors ; or demonstrating equivalent foreign language or American Sign Language competence through other means approved by the university.
- (i) Any FTIC student with a disability shall be eligible for reasonable substitution or modification of any requirement for admission pursuant to ~~BOG~~ Board Regulation 6.018.

(2) **FTIC Undergraduate Admission.** Students shall be considered as meeting minimum SUS eligibility requirements in one of the following ways:

- (a) Standard Admission: FTIC students applying to the SUS may be considered for admission based on the following criteria:
  1. An FTIC student may be admitted if meeting ~~the following~~ a 2.50 or higher grade point average (GPA) on a 4.00 scale as calculated by the university, presents an official SAT and/or ACT score, and meets the requirements for college level placement per Board of Governors Regulation 6.008 and high school credits per Table One ~~or admissions test scores as indicated in Table One.~~

**Table One**

<b>Students Admitted Prior to Spring 2017</b>	<b>Students Admitted Spring 2017 and Later</b>
An FTIC student may be admitted if he/she has a high school grade point average (GPA) of 3.00 or higher on a 4.00 scale as calculated	An FTIC student may be admitted if he/she has a high school GPA of 3.00 or higher on a 4.00 scale as calculated by the university and presents an official

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<p>by the university, and presents an official SAT and/or ACT Plus Writing scores. Beginning fall 2014, the student must include the Plus Writing section of the ACT if utilizing the ACT to meet this standard;</p> <p style="text-align: center;"><b>OR</b></p>	<p>SAT and/or ACT.</p> <p style="text-align: center;"><b>OR</b></p>
<p>An FTIC student may be admitted if he/she has a high school GPA of 2.5–2.99 on a 4.00 scale as calculated by the university. Course work from which a student has withdrawn with passing grades will not be included in the calculation. In addition to achieving the minimum GPA, a student must achieve the minimum scores for each section of the SAT (or its corresponding score on the redesigned SAT, based on official concordance tables which will be available from the College Board after the administration of the first redesigned SAT) or ACT Plus Writing section as outlined below:</p> <ul style="list-style-type: none"> <li>• <del>SAT – Critical Reading <math>\geq</math> 460 or ACT – Reading <math>\geq</math> 19;</del></li> <li>• <del>SAT – Mathematics <math>\geq</math> 460 or ACT – Mathematics <math>\geq</math> 19, and</del></li> <li>• <del>SAT – Writing <math>\geq</math> 440 or ACT – Combined English/Writing <math>\geq</math> 18.</del></li> </ul>	<p>An FTIC student may be admitted if he/she has a high school GPA of 2.5–2.99 on a 4.00 scale as calculated by the university. Course work from which a student has withdrawn with passing grades will not be included in the calculation. In addition to achieving the minimum GPA, a student must achieve the minimum scores for each section of the SAT (or its corresponding score on the redesigned SAT, based on an official Evidenced-Based Reading/Writing Section and Math Section concordance from the College Board after the administration of the first redesigned SAT) or ACT section as outlined below:</p> <ul style="list-style-type: none"> <li>• <del>SAT – Critical Reading or concorded score from rSAT Evidence Based Reading &amp; Writing score <math>\geq</math> 460 Or ACT Reading <math>\geq</math> 19</del></li> <li>• <del>SAT – Mathematics <math>\geq</math> 460 or ACT – Mathematics <math>\geq</math> 19</del></li> </ul>

2. ~~An FTIC applicant must have completed the secondary academic unit requirements as indicated in Table Two.~~

**Table Two One**

Students Entering High School Prior to July 1, 2007	Students Entering High School July 1, 2007 or Later
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<b>4 credits – English/Language Arts</b> (three of which must have included substantial writing requirements).	<b>4 credits – English/Language Arts</b> (three of which must have included substantial writing requirements).
<b>3 credits – Mathematics</b> (at or above the <u>Aalgebra</u> I level).	<b>4 credits – Mathematics</b> (at or above the <u>Aalgebra</u> I level).
<b>3 credits – Natural Science</b> (two of which must have included substantial laboratory requirements).	<b>3 credits – Natural Science</b> (two of which must have included substantial laboratory requirements).
<b>3 credits – Social Science</b> (to include anthropology, history, civics, political science, economics, sociology, psychology, and/or geography).	<b>3 credits – Social Science</b> (to include anthropology, history, civics, political science, economics, sociology, psychology, and/or geography).
<b>2 credits – Foreign Language</b> See subsection (1)(h).	<b>2 credits – Foreign Language</b> See subsection (1)(h).
<b>3 credits – Additional academic electives</b> (in any combination of courses listed in the Department of Education Course Code Directory; as follows: 1. Up to three credits in Level II courses in English/Language Arts, Mathematics, Natural Science, Social Science, Foreign Language, or Fine Arts; Level III courses in any discipline; or Dual Enrollment courses for which both high school and postsecondary credits are granted; <b>OR</b> 2. At least one credit from 1. above and up to two credits in courses grade nine or above in ROTC/Military Training, or at least one credit from 1. above and up to two credits of equivalent courses in any discipline as determined by the Articulation Coordinating Committee.	<b>2 credits – Additional academic credits</b> (in any combination of courses listed in the Department of Education Course Code Directory.) 1. Two credits from among Level II courses listed in the Department of Education Course Code Directory in English/Language Arts, Mathematics, Natural Science, Social Science, Foreign Language, Fine Arts; Level III courses listed in the Directory in any academic or career and technical education credited discipline; or Dual Enrollment courses for which both high school and postsecondary academic credits are granted; <b>OR</b> 2. One credit from 1. above and one credit from grade nine or above in ROTC/Military Training, or an equivalent course in any discipline as determined by the Articulation Coordinating Committee.

32. Home Education or Other Non-Traditional High School Program

participants: A student applying for admission who has participated in a non-traditional high school program must present credentials determined to be equivalent to those described in this regulation by the individual SUS institution to which the student is applying. A student whose high school educational program is not measured in Carnegie Units must present a combined test score of at least 1010 on the SAT I, a combined test score of at

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~~least 1010 on the SAT Reasoning Test (or concordant redesigned SAT section), a minimum composite score of 21 on the ACT Plus Writing (or ACT for students entering Spring 2017), or an 1450 on the SAT Reasoning Test (all three portions), an overall combined test score of 1060 on the 2016 Redesigned SAT, or a minimum composite score of 21 on the ACT.~~

3. Applicants presenting a GED must present official GED results, official transcripts of any partial high school completion, and ACT ~~Plus Writing~~ and/or SAT results. Each university shall determine equivalencies to university minimum standards. ~~Students admitted spring 2017 or later may submit ACT scores without an essay.~~
- (b) Alternative Admission (Profile Assessment): Applicants who are not eligible for standard admissions may be considered for alternative admission. In addition to reviewing a student's GPA and test scores, a university may consider other factors in the review of the student's application for admission. These factors may include, but are not limited to, the following: a combination of test scores and GPA that indicate potential for success, improvement in high school record, family educational background, socioeconomic status, graduation from a low-performing high school, graduation from an International Baccalaureate program, geographic location, military service, special talents and/or abilities, or other special circumstances. These additional factors shall not include preferences in the admissions process for applicants on the basis of race, national origin, or sex. The student may be admitted if, in the judgment of an appropriate institutional committee, there is sufficient evidence that the student can be expected to succeed at the institution.
1. The number of first-time-in-college students admitted through profile assessment at each university shall be determined by the university board of trustees.
  2. Each university shall implement specific measures and programs to enhance academic success and retention for students who are accepted into the institution using the alternative admissions option. The board of trustees shall review the success of students admitted under the profile assessment process to ensure that their rates of retention and graduation remain near or above the institution's average.
- (c) Talented Twenty: Within space and fiscal limitations, admission to a university in the SUS shall be granted to an FTIC applicant who is a graduate of a public Florida high school, who has completed the eighteen (18) required high school units as listed in this regulation, who ranks in the top 20% of his/her high school graduating class, and who has submitted SAT Reasoning Test or redesigned SAT scores from the College Board or ACT ~~Plus Writing~~ scores from ACT, Inc., prior to enrollment. A student must be eligible for college-level work per Board of Governors Regulation 6.008 in order to be eligible for Talented

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Twenty consideration. A Talented Twenty student is not guaranteed admission to the university of first choice and should work closely with a high school counselor to identify options. The SUS will use class rank as determined by the Florida Department of Education. ~~Students admitted Spring 2017 or later may submit a redesigned SAT or ACT without an essay.~~

(3) Any increase, change, or revision in standards of admission must be included in the undergraduate catalog and posted on the university website.

Authority: Section 7(d), Art. IX, Fla. Const., History - Formerly 6C-2.42, and 6C-6.02, 11-18-70, 5-27-74, 12-17-74, 6-25-80, 3-21-82, 4-16-84, 4-14-86, 4-20-87, 10-19-88, 1-23-90, 1-7-91, 9-15-91, 8-4-92, 5-17-95, 11-27-95, 9-19-00, 11-28-00, Amended and Renumbered as 6.002 9-27-07, 01-28-10, 11-08-12, 11-21-2013. Amended 01-21-16. Amended: \_\_\_\_\_.

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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

August 31, 2017

**SUBJECT:** Amendments to Board of Governors Regulation 6.006 Acceleration Mechanisms

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**PROPOSED BOARD ACTION**

Consider for approval amendments to Regulation 6.006 Acceleration Mechanisms

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution and Board of Governors Regulation Development Procedure

**BACKGROUND INFORMATION**

Board of Governors Regulation 6.006 has been amended to recognize one additional accelerated mechanism (i.e., Defense Language Proficiency Test). This new mechanism was recognized by the Articulation Coordinating Committee (ACC) through its approval of the most recent version of the *Articulation Coordinating Committee Credit-By-Exam Equivalencies* document at its May 17, 2017 meeting. The addition of this mechanism provides for consistent treatment of examinations throughout public postsecondary education in Florida.

Per the Statewide Articulation Agreement and Board of Governors Regulation 6.006 Acceleration Mechanisms, universities recognize satisfactory performance on examinations as identified by the ACC guidelines as approved by the Board of Governors.

The draft amendment has been reviewed by the Council of Academic Vice Presidents and other state university staff. The regulation amendment was approved for noticing on June 22, 2017. No concerns were expressed about the language during this notice period.

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**Supporting Documentation Included:** Amended Regulation 6.006

## 6.006 Acceleration Mechanisms

- (1) Definition – Within the context of these regulations, an early college dual enrollment course is defined as a postsecondary course creditable toward high school completion and a college degree (as opposed to a career or technical certificate).
- (2) Each baccalaureate degree program offered by a university shall be designed so that students may complete a minimum of twenty-five percent (25%) of degree requirements through the acceleration mechanisms listed below:
  - (a) Achievement of specified performance levels on standardized institutional or departmental examinations;
  - (b) Recognition of satisfactory performance on examinations identified in the *Articulation Coordinating Committee Credit-By-Exam* Guidelines as approved by the Board of Governors. These examinations include those associated with the Advanced Placement Programs of the College Board, the International Baccalaureate Program, the Advanced International Certificate of Education Program, DANTES/DSST, Excelsior College, Defense Language Proficiency Test, and the College-Level Examination Program;
  - (c) Satisfactory performance in community college or university early college dual enrollment courses taken prior to graduation from high school; or
  - (d) Any combination of the above acceleration mechanisms.
- (3) In order to facilitate acceleration, each university must award credit for specific courses for which competency has been demonstrated by successful passage of an approved dual enrollment course or examination as outlined in this regulation.
- (4) Each university shall establish a program of early admission (full-time early college dual enrollment) for eligible secondary school students qualifying for such a program under provisions of subsection 1007.271(2), Florida Statutes.
- (5) Effective beginning with students admitted Summer Semester 2009, early college dual enrollment courses that meet core state university admission requirements in English/Language Arts, Mathematics, Natural Sciences, Social Sciences, or Foreign Languages (as specified in Board of Governors Regulation 6.002(6)(a)(1)) shall receive the same weighting as Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education courses in the calculation of the high school grade point average used for admission decisions.

(6) Each university shall describe clearly the various options available for acceleration and the criteria governing such options in its catalog, university website, and other appropriate publications or advisement materials.

Authority: Section 7(d), Art. IX, Fla. Const.; History-- Formerly 6C-2.69, and 6C-6.06 1-7-73, 12-17-74, Amended 1-10-78, 8-11-85, 10-19-88, 3-29-89, 3-27-08. Amended: \_\_\_\_.

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

August 31, 2017

**SUBJECT:** Amendments to Board of Governors Regulation 6.008, Postsecondary College-Level Preparatory Testing, Placement, and Instruction for State Universities

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**PROPOSED BOARD ACTION**

Consider for approval amendments to Board of Governors Regulation 6.008, Postsecondary College-Level Preparatory Testing, Placement, and Instruction for State Universities

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution and Board of Governors Regulation Development Procedure

**BACKGROUND INFORMATION**

Amendments to Board of Governors Regulation 6.008 are proposed to align college placement assessment with the scores approved for the Florida College System by the State Board of Education, through Rule 6A-0315. The strike-all amendment reorganizes the format of Regulation 6.008 while maintaining much of the currently approved policy. Outside of the reformatting, a summary of the proposed changes to this regulation is included below:

- Specifies the minimum test scores required for college-level placement by the SAT offered March 1, 2016, and thereafter (i.e. 2016 Redesigned SAT), thereby aligning with the requirements for college-level preparatory assessment for Florida College System institutions.
- Clarifies that state university students may take developmental coursework as transient students at Florida College System institutions while also taking university coursework for which they are otherwise qualified.
- Expands the confidentiality of educational records and retains their exemption from public disclosure legal citations.
- Affirms that developmental education coursework does not count within the official program length nor does it apply to excess hours towards the degree.

The regulation was reviewed by university general counsels, the Council of Academic Vice Presidents, university admission directors, and other state university staff. The

regulation amendment was approved for noticing on June 22, 2017. No concerns were expressed about the language during this notice period.

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**Supporting Documentation Included:** Amended Regulation 6.008

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

- (1) First-time-in-college degree-seeking students meeting or exceeding standard scores on any of the following tests, using the highest score in the case of multiple scores, may be enrolled in college-level courses. Universities shall accept scores on the public high school transcript as an official record of scores.

	<u>Standard Score</u>
<b><u>Florida Postsecondary Education Readiness Test (PERT)</u></b>	
<u>Reading</u>	<u>106</u>
<u>Writing</u>	<u>103</u>
<u>Mathematics (Intermediate Algebra)</u>	<u>114</u>
<u>Mathematics (College Algebra or equivalent)</u>	<u>123</u>
<b><u>ACCUPLACER, The College Board</u></b>	
<u>Reading Comprehension</u>	<u>83</u>
<u>Sentence Skills</u>	<u>83</u>
<u>Elementary Algebra</u>	<u>72</u>
<b><u>SAT, The College Board (Prior to March 1, 2016)</u></b>	
<u>Critical Reading</u>	<u>440</u>
<u>Mathematics</u>	<u>440</u>
<b><u>SAT, The College Board (March 1, 2016, and thereafter)</u></b>	
<u>Reading Test</u>	<u>24</u>
<u>Writing and Language Test</u>	<u>25</u>
<u>Math Test</u>	<u>24</u>
<b><u>ACT, Inc.</u></b>	
<u>Reading</u>	<u>19</u>
<u>English</u>	<u>17</u>
<u>Mathematics</u>	<u>19</u>

- (2) Universities affected by this regulation shall accept the highest test scores on any of the tests or combination of tests identified in subsection (1) of this regulation.
- (3) Nothing provided in subsection (1) of this regulation shall be construed to prevent the enrollment of a student in developmental education instruction.
- (4) Students whose first language is not English may be placed in college preparatory instruction prior to the testing herein, if such instruction is otherwise demonstrated as being necessary. Such students shall not be exempted from the testing required herein.
- (5) For admissions, first-time-in-college students who do not meet the college level

competencies specified in paragraph (1) must complete appropriate developmental education requirements at Florida Agricultural and Mechanical University or at Florida College System institutions. "Developmental education" prepares students for college-level reading, writing, and mathematics courses. Students may take developmental coursework as transient students at Florida College System institutions. They may also be enrolled as a transient student taking developmental education coursework while taking university coursework for which otherwise qualified.

(6) Educational records including, but not limited to admission records and test scores, are confidential education records under section 1002.225, Florida Statutes and exempt from public disclosure under section 1006.52, Florida Statutes. Universities are required to comply with sections 1002.225 and 1006.52, Florida Statutes, in maintaining the confidentiality and exemption of these records.

(7) Students must be continuously enrolled in assigned developmental education courses until they satisfy the requirements for passing them.

(8) A university board of trustees may contract with a Florida College System board of trustees to provide developmental education instruction on the state university campus. Any state university in which the percentage of incoming students requiring developmental education equals or exceeds the average percentage of such students for the Florida College System may offer developmental education without contracting with a Florida College System institution. Any state university offering such instruction as of January 1, 1996, may continue to provide such services.

(9) During their first term, full-time students who are registered for at least twelve (12) credit hours, shall begin developmental education course or optional instruction based on the placement test results. Part-time students shall enroll prior to completing twelve (12) credits.

(10) Students shall not enroll for more than three (3) attempts in each course to complete developmental education instruction. Students who withdraw from a course under major extenuating circumstances may be granted an exception. Such exceptions require approval under guidelines established by the board of trustees of the institution offering the coursework. Boards of trustees may establish regulations concerning requirements of students prior to being approved to enroll in any third attempt of a developmental education option or course.

(11) Developmental education coursework does not count within the official degree program length. It does not apply to excess hours towards the degree.

~~(1) For admissions, first time in college degree seeking students who do not meet~~

college level competency either through the completion of developmental education requirements at Florida Agricultural and Mechanical University or other Florida College System institutions or state university, or college level coursework in the area of deficiency, shall be tested for reading, writing, and mathematics proficiency prior to the completion of initial registration, using the Florida Postsecondary Education Readiness Test (P.E.R.T.) or other tests listed in subsection (2) of this regulation. "Developmental education requirements" are the courses or other developmental education options required when a student does not meet the college ready cut score. Students earning scores less than those listed below shall participate in college preparatory communication and computation instruction in the area of the deficiency:

	Standard Score
(a) Reading	106
(b) Writing	103
(c) Mathematics	114 (Intermediate Algebra) 123 (College Algebra or equivalent)

(2)(a) Students who achieve scores on the College Board's Accuplacer, SAT or ACT® with the writing component that meet or exceed the scores shown below, and enroll in a State University System institution within two (2) years from the test date of said score are exempted from taking the Florida Postsecondary Education Readiness Test

	Standard Score
Accuplacer, The College Board	
Reading Comprehension	83
Writing Skills	83
Elementary Algebra	72

SAT, The College Board (or corresponding score on the redesigned SAT, based on official concordance tables which will be available from the College Board after the administration of the first redesigned SAT)

Mathematics	440
Reading	440

ACT with Writing, ACT, Inc.

Reading	19
English	17
Mathematics	19

(b) For students seeking dual enrollment with a university, a score of 262 on Grade 10 Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Reading demonstrates readiness for college level reading and writing and college level coursework consistent with course placement policies established by the university. Students who achieve such a score and enroll in a university within two (2) years from the date of achieving such a score are exempted from taking the reading and writing subtests of the Florida Postsecondary Readiness Test pursuant to subsection (1) above. FCAT 2.0 scores are only applicable for dual enrollment students. Dual enrollment students may qualify by meeting subsections (1), (2)(a) or (2)(b).

(3) Nothing provided in subsection (1) of this Regulation shall be construed to prevent

~~the enrollment of a student in developmental education instruction.~~

~~(4) Students whose first language is not English may be placed in college preparatory instruction prior to the testing required herein, if such instruction is otherwise demonstrated as being necessary. Such students shall not be exempted from the testing required herein.~~

~~(5) Student P.E.R.T. records and test scores are confidential education records under Section 1002.221, Florida Statutes. Universities are required to comply with Section 1002.221, Florida Statutes, in maintaining confidentiality of these records.~~

~~(6) Universities affected by this regulation shall accept the highest test scores on any of the tests or combination of tests identified in subsections (1) and (2) of this regulation. Individual student scores shall be valid for two (2) years from the testing date unless there is further evidence of college success. Institutions shall accept P.E.R.T. scores on the public high school transcript as official record of the score.~~

~~(7) Students must be continuously enrolled in assigned developmental education courses until they satisfy the requirements for passing them.~~

~~(8) A university board of trustees may contract with a Florida College System board of trustees to provide developmental education instruction on the state university campus. Any state university in which the percentage of incoming students requiring developmental education equals or exceeds the average percentage of such students for the Florida College System may offer developmental education without contracting with a Florida College System institution. Any state university offering such instruction as of January 1, 1996, may continue to provide such service.~~

~~(10) During the first term, full-time students who are registered for at least twelve (12) credits shall begin developmental education course or option instruction based on the placement test results. Part-time students shall enroll prior to completing twelve (12) credits.~~

~~(12) Students shall not enroll for more than three (3) attempts in each course to complete developmental education instruction. Students who withdraw from a course under major extenuating circumstances may be granted an exception. Such exceptions require approval under guidelines established by the board of trustees of the institution offering the coursework. Boards of trustees may establish regulations concerning requirements of students prior to being approved to enroll in any third attempt of a developmental education option or course.~~

Authority: Section 7(d), Art. IX, Fla. Const.; New 11-08-12. Amended 11-21-13.  
Amended 01-21-16. New:

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

August 31, 2017

**SUBJECT:** Amendments to Board of Governors Regulation 8.002, Self-Supporting and Market Tuition Rate Program and Course Offerings

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**PROPOSED BOARD ACTION**

Consider approval of amendments to Board of Governors Regulation 8.002, Self-Supporting and Market Tuition Rate Program and Course Offerings

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

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

**BACKGROUND INFORMATION**

During the 2016 Florida legislative session, Section 1009.24, Florida Statutes was amended to remove the ability of the Board of Governors to authorize the university boards to set tuition and fees for graduate and professional programs, and out-of-state fees for all programs. Because this particular section of Florida Statutes applies to all college credit programs, it was determined that the universities no longer had authority to set tuition and fees for cost-recovery college-credit course and programs offered through continuing education units. During the same period of time, the Board of Governors completed its review of the Market Tuition Rate pilot program and instructed staff to work with the universities to amend Regulation 8.002, Continuing Education, in a manner that would better align with market tuition rate and provide more flexibility to the universities with regard to determining what constituted cost recovery.

In order to update Board of Governors Regulation 8.002, Continuing Education, a strike-all of existing language is necessary and the creation of a substantially new regulation needs to occur that addresses continuing education (college credit and non-credit), sponsored credit courses and programs, and market tuition rate courses and programs. The title of Regulation 8.002 is also changed to "Self-Supporting and Market Tuition Rate Program and Course Offerings" to reflect the broader scope. In addition, Regulation subsections 7.001 (13) and 7.008 (3) will be amended to align with and reference the revised regulation 8.002. The new language has been developed in consultation with members of the Council of Academic Vice Presidents.

The substantially new regulation:

1. Defines continuing education as an Auxiliary Enterprise of the university, differentiates between non-credit and college credit offerings and provides a process for setting tuition and fees for each, and establishes certain criteria and limitations on the offering of college credit continuing education courses and programs.
2. Defines sponsored credit courses and programs, provides authority for university boards to waive any tuition or fees not paid by the sponsoring entity, and requires that sponsored credit courses and programs be budgeted in the auxiliary enterprise accounts or contract and grants accounts as appropriate.
3. Defines market tuition rate courses and programs, provides a process for approval of new graduate degree programs established only as market tuition rate programs, provides a process of approval for majors and certificates under existing graduate degree programs to be approved as market tuition rate, provides certain criteria and limitations for programs and certificates offered as market tuition rate, provides for an appeal process of any adverse Board of Governors decision, and provides a process for changing the approved tuition for market tuition rate programs, majors, and certificates.
4. Requires that credit hours generated and degrees granted be reported in the State University Data System for college credit continuing education, sponsored credit courses and programs, and market tuition rate courses and programs separate from those funded through the E&G budget entity.

Preliminary regulation amendments were reviewed by the university general counsels, Council of Academic Vice Presidents, and other state university staff. The regulation amendment was approved for noticing on June 22, 2017. No concerns were expressed about the language during this notice period.

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**Supporting Documentation Included:** Amended Regulation 8.002

### **8.002 Self Supporting and Market Tuition Rate Program and Course Offerings**

**(1) Continuing Education** – Continuing education is defined as an Auxiliary Enterprise of the university providing non-state fundable, self-supporting college credit courses or programs, non-credit professional development courses or programs designed to upgrade existing technical or professional skills, and courses that are provided primarily for personal enrichment or as a public service to the community. Continuing education allows prospective students who wish to pursue their higher education beyond the attainment of traditional degrees the option to pursue alternative curricula or alternative credentials, which may be offered via alternative delivery models.

(a) The administrative unit(s) under which continuing education programs are managed shall be determined by the university.

(b) Continuing education activity shall be reflected in the Auxiliary budget entity, except that activity related to sponsored credit courses and programs may be reflected in the contracts and grants trust fund.

1. Costs associated with non-college credit continuing education activity must be recovered from student fees or sponsoring entities and shall not be recovered from funds appropriated in the Education & General (E&G) budget entity. Universities may collect and expend revenues collected above the level needed for cost-recovery of non-college credit continuing education activity when such revenues are used to provide enhanced support for the academic units associated with the courses or programs, or to provide financial support to students.

2. Tuition and fees charged for college-credit continuing education courses must be sufficient to offset the full instructional cost of serving the student and shall not exceed the existing approved tuition and out-of-state fees for similar level courses unless Board of Governors' approval for an exception has been granted pursuant to Regulation 7.001 (4) or the process for Market Tuition Rate established in this regulation.

**(2) Continuing Education College Credit Courses and Programs** – College credit courses and programs offered through continuing education shall be self-supporting through tuition and fees and shall not supplant existing university offerings funded by state appropriations.

(a) Admissions and graduation criteria, as well as academic standards, for degree programs offered through continuing education must align with those criteria and standards in equivalent programs funded through the E&G budget entity and must go through the same curriculum approval processes as those E&G-funded programs.

(b) Graduate level degree programs and majors that address clearly identified post-professional workforce demand may be implemented as a unique continuing education

offering which is not available as a state funded program, subject to the tuition and fees policy and data reporting requirements established in this regulation

(c) Degree programs and majors offered through continuing education shall not include those which lead to initial licensing or certification for occupational areas identified as a state critical workforce need by the Board of Governors unless it can be demonstrated to be the best strategy to increase the number of graduates in the state and has been approved for market tuition rate in accordance with subsection (4) of this regulation.

(3) **Sponsored Credit Courses and Programs** – Sponsored credit courses and programs are self-supporting college credit offerings where substantially all the direct costs are paid by the external sponsoring entity, where there is no direct expenditure of E&G funds for the conduct of the programs, and where no fees or other assessments are collected from students by the sponsoring entity, the university, or any other entity.

(a) In determining whether the direct costs are paid by the sponsoring entity, funds paid directly to the participants in a form such as, but not limited to, stipends, travel or book allowances should not be taken into account. "Direct costs" refer to the costs associated with the instruction or training which a participant receives. All funds collected from sponsoring entities for sponsored credit courses and programs will be remitted to the university's contract and grants trust fund and/or continuing education auxiliary trust funds as appropriate.

(b) Each university board of trustees is authorized to waive any tuition, associated fees, and material and supply fees for students participating in sponsored credit courses and programs when they are not covered under the contract with the sponsoring entity, and pursuant to a regulation adopted by the university board of trustees under section 1009.26 (9), Florida Statutes, and Board of Governors Regulation 7.008.

(4) **Market Tuition Rate Courses and Programs** – Market Tuition Rate is defined as a tuition rate that is competitively aligned with comparable programs offered by public and independent institutions located both in-state and out-of-state.

(a) A university board of trustees may approve a new graduate-level degree program for market tuition rate at the time it approves the new degree for implementation pursuant to Board of Governors Regulation 8.011. The new degree proposal must provide a convincing rationale for seeking market tuition rate and the proposed budget must clearly indicate that the revenue generated will be sufficient to operate the program without E&G funding. New degree programs approved for market tuition rate must be submitted to the Board of Governors for consideration and approval of the tuition and any associated fees before enrollment of any students.

(b) A university board of trustees may submit a proposal for market tuition rates for graduate-level courses offered online or through the university's continuing education

unit when such courses are included as a major of an existing approved degree program or as a college credit certificate program. Proposals to charge market tuition rates for majors of existing degree programs and college credit certificate programs shall be considered by the Board during a November meeting if documentation is provided that demonstrates:

1. The existing degree program majors and college credit certificates have been approved in accordance with Regulation 8.011 and the university has established one or more separate market tuition rate student cohorts, each of which can be tracked for administrative and reporting purposes.
2. The programs do not lead to initial licensing or certification for occupational areas identified as state critical workforce need in the most current State University System of Florida Strategic Plan. A university may request establishment of market tuition rates for such programs for non-residents if such programs do not adversely impact development of other programs for Florida residents. A university, upon a written request for a special exception from the Chancellor, may submit a proposal for market tuition rate for a program leading to initial licensing or certification in a state critical workforce need area if it can be demonstrated to increase the number of graduates in the state.
3. The program admission and graduation requirements shall be the same as similar programs funded by state appropriations.

(c) The Board shall approve no more than five new graduate-level degree programs or college credit certificate program proposals per university per academic year.

(d) The proposal for market tuition rate programs shall be submitted in a format designated by the Chancellor and include at a minimum:

1. A description of the program and its compliance with the requirements outlined in subsection (3) (b) 1.
2. An explanation of the process used to determine the market tuition rate and the tuition at similar programs from at least five other institutions, including both private and public.
3. A description of similar programs offered by other state university system institutions.
4. An estimate of the market tuition rate to be charged over the next three years.
5. A description of how offering the proposed program at market tuition rate is aligned with the mission of the university.
6. An explanation and declaratory statement that offering the proposed program at market tuition rate does not increase the state's fiscal liability or obligation.
7. An explanation of any differentiation in rate between resident and non-

resident students paying market tuition rate.

8. An explanation of any proposed restrictions, limitations, or conditions to be placed on the program.

9. A description of any outcome measures that will be used to determine the success of the proposal.

10. In addition, the following information will be included with the proposal:

a. An explanation of how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

b. A baseline of current enrollments, including a breakout of resident and nonresident enrollment, in similar state-funded courses.

c. An estimation of the economic impact that implementation of the proposal will have on the university and the student by identifying the incremental revenue the university anticipates collecting if the proposal is approved.

d. A description of how revenues will be spent, including whether any private vendors will be utilized, and which budget entity the funds will be budgeted.

(e) The Board of Governors will act upon the responsible committee's recommendation at the next scheduled meeting. If a university board of trustees' proposal is denied, within five calendar days, the university board of trustees may request reconsideration by the Board's Tuition Appeals Committee, which shall consist of the Chair of the Board and the Chair of each Board committee. The Tuition Appeals Committee will meet within ten calendar days after the Board of Governors' denial to consider a university board of trustees request for reconsideration.

(f) Any proposed increase in tuition and fees for an approved market tuition rate program or certificate must be approved first by the university board of trustees and then the Board of Governors.

#### **(5) Reporting Credit Hours and Degrees Earned –**

(a) Credit hours generated by college credit courses offered through continuing education, sponsored credit courses and programs, and market tuition rate shall not be reported as fundable credit hours and shall be reported to the Board of Governors using the State University Data System separately from credit hours funded through the E&G budget entity.

(b) Degrees awarded for programs offered entirely through continuing education, sponsored credit courses and programs, or market tuition rate shall be reported to the Board of Governors using the State University Data System separately from degrees

awarded for programs funded through the E&G budget entity.

### **8.002 Continuing Education**

- (1) ~~Continuing education is defined as non fundable, self-supporting college credit courses or programs, non-credit professional development courses or programs designed to upgrade existing technical or professional skills, and courses that are provided primarily for personal enrichment. Continuing education courses and programs are funded in the Auxiliary budget entity, except that funds collected from sponsoring entities for sponsored credit institutes may be remitted to the university's contract and grants trust fund, pursuant to Regulation 7.008(2)(b).~~
- (2) ~~The administrative unit(s) under which the continuing education program is managed shall be determined by the university.~~
- (3) ~~Continuing education college credit courses shall not supplant existing university offerings funded by state appropriations.~~
- (4) ~~Admissions and graduation criteria, as well as academic standards, for degree programs offered through continuing education must align with those criteria and standards in equivalent programs funded through the E&G budget entity and must go through the same curriculum approval processes as those E&G funded programs.~~
- (5) ~~Student full time equivalent (FTE) enrollments calculated from college credit hours earned through continuing education shall be reported to the Board of Governors separately from student FTE funded through the E&G budget entity.~~
- (6) ~~Degrees awarded for continuing education programs shall be reported to the Board of Governors separately from degrees awarded for programs funded through the E&G budget entity.~~
- (7) ~~For the purpose of planning, offering, and recovering all direct costs of continuing education courses and programs, continuing education activity shall be reflected in the Auxiliary budget entity, except that activity related to sponsored credit institutes may be reflected in the contracts and grants trust fund, pursuant to Regulation 7.008(2)(b).~~
  - a. ~~Costs associated with continuing education activity may not be recovered from funds appropriated in the E&G budget entity.~~
  - b. ~~Universities may collect and expend revenues collected above the level needed for cost recovery of continuing education courses in a program approved pursuant to the process for Market Rate Tuition established in Regulation 7.001.~~
- (8) ~~Each board of trustees shall include the following continuing education information in its annual report submitted to the Board of Governors pursuant to Regulation 2.002, beginning with the 2012-2013 annual report:~~

- ~~a. For college credit courses:~~
  - ~~i. Revenues;~~
  - ~~ii. Expenditures for continuing education activities;~~
  - ~~iii. FTE enrollment by level;~~
  - ~~iv. Degrees earned;~~
  - ~~v. Certificates earned; and~~
  - ~~vi. Out of state locations in which face to face instruction was offered.~~
- ~~b. For non credit courses:~~
  - ~~i. Revenues;~~
  - ~~ii. Expenditures for continuing education activities;~~
  - ~~iii. Headcount for enrollees in K-12 programs, professional and executive programs, and lifelong learning programs;~~
  - ~~iv. Certificates earned; and~~
  - ~~v. Out of state locations in which face to face instruction was offered.~~

Authority: Section 7(d), Art. IX, Fla. Const.; History: New 09-15-11; Amended .....

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

August 31, 2017

**SUBJECT:** University of West Florida Educational Plant Survey Validation

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**PROPOSED BOARD ACTION**

Review and validate the completed University of West Florida Educational Plant Survey

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Sections 1013.03 and 1013.31, Florida Statutes

**BACKGROUND INFORMATION**

An educational plant survey is required at least once every five (5) years for all public educational entities, including state universities. At the request of UWF, Board staff facilitated and coordinated the Survey Team, and participated with university staff to ensure that all the requirements of section 1013.31, Florida Statutes, were met. In addition to UWF and Board staff, the team included staff from FSU and FAMU. The completed Educational Plant Survey (EPS) Report was approved by the UWF Board of Trustees on June 29, 2017, and is included as a supporting document.

This survey covers the period July 1, 2017 through June 30, 2022.

This EPS is the first to be completed under the new Dynamic Capital Planning (DCP) model for UWF. With regards to the DCP's impact on the Tampa Campus EPS, two observations are noted. The first is that the DCP model had little impact on the base need for space at UWF compared to the old model, which remains the about the same as the 2012 EPS at a little over 800,000 NASF. The second observation is that of UWF's 640,000 NASF of space, 240,000 has been identified by the EPS as Unsatisfactory, with Seven (7) facilities receiving demolition recommendations. Thus, the EPS recommendation is for replacement, rather than renovation of 7 of UWF's academic facilities:

New Construction (Replacement) Facilities:

- 3.1 University Center 50,000 NASF
- 3.2 Global Online ADA Connector - 3,000 GSF of circulation space
- 3.3 Science and Engineering – Research Wing  
38,700 NASF
- 3.4 Multidisciplinary Academic Center 25,000 NASF

Demolition Recommendations:

- 4.1 Bldg. 20 E 9,505 nsf
- 4.2 Bldg. 20 W 5,836 nsf (office)
- 4.3 Sciences Laboratory – Bldg. 58 45,351 nsf
- 4.4 Center on Aging and Clinical Trials – Bldg. 63 1,700 nsf
- 4.5 College of Education and Professional Studies (ERCCD) - Bldg. 77  
12,350 nsf
- 4.6 College of Education and Professional Studies (ERCCD) - Bldg. 78  
9,832 nsf
- 4.7 Outdoor Adventure Center / Bicycle Repair Shop – Bldg. 209  
3,220 nsf

The complete Educational Plant Survey Report, which is in compliance with the requirements of section 1013.31, Florida Statutes, is ready for Board consideration for validation. Once validated by the Board, survey recommended projects may be included on the Capital Improvement Plan, and are eligible for PECO funding.

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**Supporting Documentation Included:** Information located in the Facilities  
Committee materials

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

August 31, 2017

**SUBJECT:** 2017-2018 CITF Project Allocations

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**PROPOSED BOARD ACTION**

Approve the 2017-2018 university CITF project allocations

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; HB 5001 General Appropriations Act

**BACKGROUND INFORMATION**

The 2017 General Appropriations Act included funding of \$45,000,000 for projects to be funded from the Capital Improvement Fee Trust Fund, with proviso specifying that:

*Funds in Specific Appropriation 18 shall be allocated by the Board of Governors to the universities on a pro rata distribution basis in accordance with the Board of Governors Legislative Budget Request for funding from the Capital Improvements Fee Trust Fund, as approved January 26, 2017. Each board of trustees shall report to the Board of Governors the funding it allocates to each specific project.*

Attached is a draft pro rata distribution for Board consideration and the specific project or projects that is being requested by the university at this time.

In some instances, completion of the desired project will require additional funding and has been provided for informational purposes. The Board has not yet determined what amount will be requested during the 2018-2019 LBR cycle.

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**Supporting Documentation Included:** Information located in the Facilities Committee materials

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

August 31, 2017

**SUBJECT:** A Resolution of the Board of Governors approving Florida International University to enter into a sublease for the construction, operation and maintenance of a hotel, conference center and parking on the Modesto Maidique Campus of the Florida International University.

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**PROPOSED BOARD ACTION**

Adoption of a resolution approving of Florida International University ("FIU") entering into a sublease for the construction, operation and maintenance of 150 bed hotel and conference center with the Project owner, Concord Benchmark, LLC ("Owner"). If approved, FIU will enter into a 40-year agreement and sublease with the Owner. The sublease will also require Owner to construct an alumni center on the land which will be owned and operated by FIU. FIU also intends to enter into an agreement with Benchmark Management Company for operation of the hotel and conference center.

Staff of the Board of Governors, State University System of Florida, and the Division of Bond Finance, State Board of Administration of Florida, has reviewed this resolution and all supporting documentation for compliance with Florida law and the Board of Governors' P3 Guidelines. The Project is within the guidelines, however, the demand for the hotel is not solid. FIU and Owner intend to aggressively address demand, and therefore, the staff of the Board of Governors recommends adoption of the resolution and authorization of the proposed project.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Sections 1013.171 and 1010.62, Florida Statutes; and Article IX, Section 7(d), Florida Constitution

**BACKGROUND INFORMATION**

The Florida International University has reviewed a proposal for entry into a sublease for the construction of a hotel and conference center (the "Project") utilizing a Public-Private Partnership arrangement. The proposed project is to be located on the Modesto Maidique Campus ("MMC"), the main campus. The Project will be a 150 bed hotel, approximately 154,000 gross square foot building with amenities such as a pool and restaurant with approximately 300 parking spaces.

The Project cost of \$59.3 million will be financed by the Owner, who is proposing the use of equity in the amount of 40% and a construction loan for 60% of all of the cost of design, development and construction of the Project. The Owner will grant a leasehold mortgage to the lender to secure the loan. The Owner will receive 3.5% of total costs or approximately \$2.3 million as a fee for development services. The Owner will also construct an alumni center on the property at a cost of approximately \$8 million, which will be paid for by FIU. The alumni center will be owned and operated by FIU.

For use of the land, the Owner will pay FIU a base rent of \$210,000 annually, which will escalate by the by 5% every 5 years. FIU will also receive additional payments as part of profit sharing starting at 6%, once the cash return on the Project reaches 10%. The Owner will also be required to reserve 2% of gross revenue, escalating to 4% by year four of operations, for maintenance and repair of the Project.

The Florida International University Board of Trustees, at its June 1, 2017 meeting, approved the Project and the sublease.

Taken as a whole, approval of the Project is recommended by Board staff.

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**Supporting Documentation Included:** Information located in the Facilities Committee materials

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

August 31, 2017

**SUBJECT:** A Resolution of the Board of Governors approving the issuance of debt by the University of Central Florida Finance Corporation on behalf of the University of Central Florida to refinance the outstanding Capital Improvement Revenue Bonds, Series 2007

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**PROPOSED BOARD ACTION**

Adoption of a resolution approving the issuance of a bank loan, by the University of Central Florida Finance Corporation (the "Finance Corporation") on behalf of the University of Central Florida (the "University"), in an amount not to exceed \$64,000,000 (the "Debt") to refinance the outstanding capital improvement revenue bonds and terminate the existing swap rate agreement associated with these bonds.

Staff of the Board of Governors, State University System of Florida, and the Division of Bond Finance has reviewed this resolution and all supporting documentation. Based upon this review, it appears that the proposed Financing Plan is in compliance with Florida Statutes governing the issuance of university debt and complies with the Debt Management Guidelines adopted by the Board of Governors. Accordingly, staff of the Board of Governors recommends adoption of the resolution and authorization of the proposed refinancing.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Florida Board of Governors Debt Management Guidelines; Section 1010.62(3), Florida Statutes; and Article IX, Section 7, Florida Constitution.

**BACKGROUND INFORMATION**

In 2007, The Board of Governors approved the issuance of variable-rate, tax-exempt revenue bonds in an amount not exceeding \$60 million for the purpose of partially financing the construction of the Burnett Biomedical Sciences (the "BBS") Building. The bonds were issued using an interest rate swap agreement to create a synthetic fixed rate on the debt and secured by a lien on the indirect overhead cost portion of the University contract and grant revenues. As the result of increasing letter of credit fees, the University currently has an increased debt service payment of approximately \$4.7 million, which the proposed new loan payment would drop to approximately \$4 million over the next seven – ten years.

Universities have been authorized by the Board to engage in refundings for debt service savings without specific Board of Governors approval. However, in this instance, the University is seeking to increase debt and refinance the existing bonds (which are complex in nature) and the Board is required to review this transaction compared to the current financing.

The debt will be secured by a lien of the indirect overhead cost portion of the University contract and grants revenues ("Pledged Revenues"). The Pledged Revenues are derived from contracts and grants related to University research activities. The University indirect cost revenues are a gross pledge and the payment of debt service will be paid prior to any other payments.

Without the benefit of the projected refunding savings, the University would continue to pay a higher annual debt service payment, and increasing associated costs of the existing bonds.

The University's Board of Trustees approved the Project and the financing thereof at its July 20, 2017 meeting. The Finance Corporation Board approved the Project and the financing thereof at its July 20, 2017 meeting.

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**Supporting Documentation Included:** Information located in the Facilities Committee materials

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

August 31, 2017

**SUBJECT:** 2018-2019 State University System Fixed Capital Outlay Legislative Budget Request

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**PROPOSED BOARD ACTION**

Review and approve the 2018-2019 SUS Fixed Capital Outlay Legislative Budget Request

Approval is recommended by the Chancellor

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

The requested budget provides the State University System of Florida continued capital outlay support and has been prepared in accordance with statutory requirements and guidelines adopted by the Board of Governors. All university fixed capital outlay budget requests have been approved by the institutional boards of trustees.

In summary, the staff recommendation to the Board is adoption of a lump sum budget as the initial budget request for 2018-2019. The proposed amounts are in accordance with the official estimated amounts as provided by Florida law. A workshop is scheduled for October 3, 2017, at FGCU. At the workshop, the Committee will review selected high priority PECO projects with detailed project presentations by both university representatives and Board staff, per the attached list. Universities wishing to present additional projects may request these be added to the agenda, and projects may be added or removed from the presentation at the Committee Chair's discretion. Following the workshop, a prioritized PECO project list will be developed for consideration and review at the November 9, 2017 Board meeting. If adopted by the Board, this will represent the amended and final 2018-2019 FCO LBR prior to the start of the Legislative Session, January 9, 2018.

### **Specific Fixed Capital Outlay Appropriation Requests**

- ◆ **[ADOPT \$122,755,230 ] The PECO 2017-2018 SUS Five Year Fixed Capital Outlay Request** provides funding to meet 1) Capital maintenance, in the amount of \$48,629,307; 2) SUS Projects, in the amount of \$ 74,125,923.

**[ADOPT \$ 40,000,000 ] Request for Capital Improvement Trust Fund Allocation,** represents an amount based on current CITF revenue projections, with a base assumption of no future fee increases. The pro-rata distribution will be adopted at a future meeting of the Board.

- ◆ **[Information] SUS Projects for Review** represents a preliminary list of projects selected for review at the October 3, 2017 Facilities Workshop. This list was developed based on the 2018-2019 Capital Improvement Plan lists approved by each university board trustees. The final list, and order of presentations will be determined by the Facilities Chair.

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**Supporting Documentation:**

Information located in the Facilities Committee materials

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

August 31, 2017

**SUBJECT:** Public Notice of Intent to Approve Amended Board of Governors  
Regulation 7.001 Tuition and Associated Fees

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**PROPOSED BOARD ACTION**

Approve amended Board of Governors Regulation 7.001.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

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

**BACKGROUND INFORMATION**

This regulation is amended to align with the following proposed revisions:

- 1) Adds existing statutory language related to the differential out-of-state fee.
- 2) Outlines the criteria for submitting proposals to the Board of Governors for implementing a differential out-of-state fee.
- 3) Subsection 7.001(13) Market Tuition Rate is amended to align with and reference amended Regulation 8.002.

The draft amended regulation was shared with the universities for comments.

No public comments were received during the comment period.

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**Supporting Documentation Included:** Regulation 7.001

### **7.001 Tuition and Associated Fees**

(1) All students shall pay tuition and associated fees, unless waived pursuant to Regulation 7.008, as authorized by the Board of Governors or its designee.

(2) Tuition shall be defined as the basic fee assessed to students for enrollment in credit courses at any of the state universities. Non-resident tuition shall be defined as the basic fee and out-of-state fee assessed to non-resident students for enrollment in credit courses at any of the state universities. The out-of-state fee is the additional fee charged to a non-resident student. The non-resident tuition must be sufficient to offset the full instructional cost of serving the non-resident student. Calculations of the full cost of instruction shall be based on the university average of the prior year's cost of programs using the expenditure analysis.

(3) Undergraduate tuition per credit hour shall be established pursuant to law.

(4) The Board of Governors may establish tuition for graduate and professional programs and out-of-state fees for all programs pursuant to law.

(a) The university board of trustees may submit a proposal to establish tuition or increase tuition for existing graduate and professional programs, or out-of-state fees pursuant to law. The proposal shall be in a format and submitted by a deadline designated by the Chancellor, and include at a minimum:

1. The program or programs for which the proposed tuition rate will be assessed;
2. The current and proposed tuition rate for the program or programs;
3. The purpose of the proposed tuition rate;
4. The estimated revenue to be generated as a result of the proposed tuition rate; and
5. Identification of how the revenues from the proposed tuition rate will be utilized to support students and the mission of the university.

(5) Associated fees shall include the following fees:

- (a) Student Financial Aid Fee;
- (b) Capital Improvement Fee;
- (c) Health Fee;
- (d) Athletic Fee;
- (e) Activity and Service Fee;
- (f) Non-Resident Student Financial Aid Fee, if applicable;
- (g) Technology Fee;

- (h) other fees approved by the Board of Governors Pursuant to Regulation 7.003(24); and
- (i) Tuition Differential.

(6) Students shall pay tuition and associated fees or make other appropriate arrangements for the payment of tuition and associated fees (installment payment, deferment, or ~~third-party~~third-party billing) by the deadline established by the university for the courses in which the student is enrolled, which shall be no later than the end of the second week of class.

(7) Registration shall be defined as the formal selection of one or more credit courses approved and scheduled by the university and tuition payment, partial or otherwise, or other appropriate arrangements for tuition payment (installment payment, deferment, or ~~third-party~~third-party billing) for the courses in which the student is enrolled as of the end of the drop/add period.

(8) Tuition and associated fees liability shall be defined as the liability for the payment of tuition and associated fees incurred at the point at which the student has completed registration, as defined above.

(9) Tuition and associated fees shall be levied and collected for each student registered in a credit course, unless provided otherwise in Board regulations.

(10) Each student enrolled in the same undergraduate college-credit course more than twice shall pay tuition at 100 percent of the full cost of instruction and shall not be included in calculations of full-time equivalent enrollments for state funding purposes. Students who withdraw or fail a class due to extenuating circumstances may be granted an exception only once for each class pursuant to established university regulations. The university may review and reduce these fees paid by students due to continued enrollment in a college-credit class on an individual basis contingent upon the student's financial hardship. For purposes of this paragraph, first-time enrollment in a class shall mean enrollment in a class fall semester 1997 or thereafter. Calculations of the full cost of instruction shall be based on the systemwide average of the prior year's cost of undergraduate programs in the state university system using the expenditure analysis.

(11) A university board of trustees may submit a proposal for a block tuition policy to the budget committee for consideration. The proposed block tuition policy for resident undergraduate or graduate students shall be based on the per-credit hour tuition amount. The proposed block tuition policy for nonresident undergraduate or graduate students shall be based on the per-credit-hour tuition and out-of-state fee amount. The block tuition policy can only be implemented beginning with the fall term.

(a) The proposal shall be submitted in a format designated by the Chancellor and include at a minimum:

1. An explanation of the process used to determine the block tuition ranges.
2. An explanation of how the university will ensure that sufficient courses are available to meet student demand.
3. A description of how the policy is aligned with the mission of the university.
4. A declaratory statement that the policy does not increase the state's fiscal liability or obligation.
5. An explanation of any proposed restrictions, limitations, or conditions to be placed on the policy.
6. A clear statement that any student ~~that~~ who is a beneficiary of a prepaid tuition contract, purchased prior to the first fall term in which the block tuition is implemented, will not be included in any block tuition policy and will be billed on a per-credit-hour basis. The university shall work with the Florida Prepaid Board to determine how block tuition will be paid for beneficiaries of prepaid tuition contracts after implementation of block tuition. The university shall report the final resolution to the budget committee.
7. An estimation of the economic impact that implementation of the policy will have on the university and the student by identifying the incremental revenue the university anticipates collecting if this policy is implemented and the financial impact on the typical student subject to the policy.
8. A description of any outcome measures that will be used to determine the success of the policy, including but not limited to, time to degree, course load impact, and graduation rates.

(b) The Board of Governors will act upon the budget committee recommendation at the next scheduled meeting. If a university board of trustees' proposal is denied, within five calendar days, the university board of trustees may request reconsideration by the Board of Governors's Tuition Appeals Committee, which shall consist of the Chair of the Board and the Chair of each Board committee. The Tuition Appeals Committee will meet within ten days after the Board of Governors' denial to consider a university board of trustees request for reconsideration.

(c) Every five years, the university board of trustees shall review the policy to determine if it has met its intended outcomes and whether the policy should be continued or modified. The university board of trustees shall submit its findings to the Board of Governors.

(12) As a component of the annual university work plan, a board of trustees of a university that has been designated as a preeminent state research university may submit a proposal to the Board of Governors budget committee ~~of the Board of~~

~~Governors~~ by May 31 of each year to establish an increase in the undergraduate tuition differential to be implemented with the fall academic term. The tuition differential shall promote improvements to undergraduate education and provide financial aid to undergraduate students who have financial need. University boards of trustees shall have flexibility in distributing need-based financial aid awards according to university policies and Board of Governors' regulations.

(a) The aggregate sum of tuition and tuition differential can-not be increased by more than 6 percent of the total charged for the aggregate sum of these fees in the preceding fiscal year. The tuition differential may be increased if the university meets or exceeds performance standard targets for that university established annually by the Board of Governors for the following performance standards, amounting to no more than a two percent increase for each performance standard: an increase in the 6-year graduation rate for full-time, first-time-in-college students, as reported annually to the Integrated Postsecondary Education Data System; an increase in the total annual research expenditures; and an increase in the total patents awarded by the U.S. Patent and Trademark Office for the most recent ~~three~~three-year period.

1. The tuition differential may be assessed on one or more undergraduate courses or all undergraduate courses and may vary by campus or center location.
2. The sum of undergraduate tuition and associated fees per credit hour may not exceed the national average undergraduate tuition and fees at four-year degree granting public postsecondary educational institutions.
3. Students having prepaid contracts in effect on July 1, 2007, and which remain in effect, are exempt from paying the tuition differential.
4. Students who were in attendance at the university before July 1, 2007, and maintain continuous enrollment may not be charged the tuition differential.

(b) The university board of trustees' proposal shall be submitted in a format designated by the Chancellor, and include at a minimum:

1. The course or courses for which the tuition differential will be assessed.
2. The amount that will be assessed for each tuition differential proposed.
3. The purpose of the tuition differential.
4. Identification of how the revenues from the tuition differential will be used to promote improvements in the quality of undergraduate education

and to provide financial aid to undergraduate students who have financial need.

- a. For the purposes of the following subsection,
  - i. "Financial aid fee revenue" means financial aid fee funds collected in the prior year.
  - ii. "Private sources" means prior-year revenue from sources other than the financial aid fee or the direct appropriation for financial assistance provided to state universities in the General Appropriations Act.
- b. At least thirty percent of the revenue shall be expended to provide need-based financial aid to undergraduate students to meet the cost of university attendance. If the entire tuition and fee costs of resident students who have applied for and received Pell Grant funds have been met and the university has excess funds remaining, the university may expend the excess portion on undergraduate education.
  - i. Universities shall increase undergraduate need-based aid over the prior year by at least thirty percent of the tuition differential.
  - ii. This expenditure shall not supplant the amount of need-based aid provided to undergraduate students in the preceding fiscal year from financial aid fee revenues, the direct appropriation for financial assistance provided to state universities in the general appropriations act, or from private sources.
  - iii. If a university's total undergraduate need-based awards does not meet or exceed the sum of the prior year's undergraduate need-based awards plus thirty percent of new tuition differential funds, the university may still be considered in compliance. However, the university shall provide detailed documentation demonstrating that the difference is attributed to a decrease in financial aid fee collections (Regulation 7.003(18)), tuition differential collections, the direct appropriation for student financial assistance in the General Appropriations Act, and/or a decrease in foundation endowments that support undergraduate need-based aid awards.
- c. The remaining revenue shall be expended on undergraduate education.

(c) The budget committee shall review each proposal and advise the university board of trustees of the need for any additional information or revision to the proposal. The budget committee will make a recommendation to the Board of Governors.

(d) The Board of Governors will act upon the budget committee recommendation at the next scheduled Board of Governors meeting. If a university board of trustees' proposal is denied, within five calendar days the university board of trustees may request reconsideration by the Board's Tuition Appeals Committee, which shall consist of the Chair of the Board and the Chair of each Board of Governors committee. The Tuition Appeals Committee will meet within ten calendar days after the Board of Governors' denial to consider a university board of trustees request for reconsideration.

(e) Each university board of trustees that has been approved to assess a tuition differential shall submit the following information to the Board of Governors General Office in a format and at a time designated by the Chancellor, so that such information can be incorporated into a system report that will be submitted annually to the Governor and Legislature by February 1.

1. The amount of tuition differential assessed.
2. The course or courses for which the tuition differential was assessed.
3. Total revenues generated.
4. Number of students eligible for a waiver as outlined in Regulation 7.008 (4)(b)(20), number of these students receiving a waiver, and the value of these waivers.
5. Detailed expenditures (submitted as a part of the August operating budget).
6. Detailed reporting of financial aid sources and disbursements sufficient to meet the requirements in subparagraph 12(14)(b)4.

(f) Universities must maintain the need-based financial aid revenue generated from the tuition differential in a separate Education and General account, with the revenue budget in the Student and Other Fee Trust Fund.

(g) If, after approval by the Board of Governors, a university determines that modifications need to be made to the monitoring and implementation of the proposed undergraduate improvement programs, the university shall notify the Chancellor.

(13) Differential Out-of-State Fee – Each university board of trustees is authorized to submit a proposal in accordance with subsection 4 for Board of Governors approval to implement a differential out-of-state fee for the following students:

(a)1. A student from another state that borders the service area of the university;

(b)2. A graduate student who has been determined to be a non-resident for tuition purposes pursuant to section 1009.21, Florida Statutes, and has a .25 full-

time equivalent appointment or greater as a graduate assistant, graduate research assistant, graduate teaching assistant, graduate research associate, or graduate teaching associate; or:

3.(c). A graduate student who has been determined to be a non-resident for tuition purposes pursuant to section. 1009.21, ~~f.s.~~Florida Statutes, and is receiving a full fellowship.

(143) A university board of trustees may submit a proposal for market tuition rates for graduate-level courses offered online or through the university's continuing education unit in accordance with Board of Governors Regulation 8.002.

~~when such courses constitute an approved degree program or college credit certificate program. Proposals shall be submitted to the budget committee for consideration by the committee during a November meeting.~~

~~(a) Proposals to charge market tuition rates for degree programs and college credit certificate programs shall be considered by the Board only if documentation is provided that demonstrates:~~

~~1. The programs have been approved in accordance with Regulation 8.011 and have established one or more separate market tuition-rate student cohorts, each of which can be tracked for administrative and reporting purposes.~~

~~2. The programs do not lead to initial licensing or certification for occupational areas identified as state critical workforce need in the State University System of Florida Strategic Plan, 2005-2013, Areas of Programmatic Strategic Emphasis, as amended in 2009. A university may request establishment of market tuition rates for such programs for non-residents if such programs do not adversely impact development of other programs for Florida residents. A university, upon a written request for a special exception from the Chancellor, may submit a proposal for market tuition rate for a program leading to initial licensing or certification in a state critical workforce need area if it can be demonstrated to increase the number of graduates in the state.~~

~~3. The program admission and graduation requirements shall be the same as similar programs funded by state appropriations.~~

~~(b) If approved by the Board, the university shall operate these programs for a pilot period in order to collect sufficient information to determine the merit and success of market tuition rate courses. During the pilot~~

period, the Board shall approve no more than five new graduate level degree programs or college credit certificate program proposals per academic year. During November, 2016, the university shall present its findings to the Board budget committee. The university findings shall include, but not be limited to, program enrollments, degrees produced, and enrollments in similar state funded programs. The budget committee will then make any appropriate recommendations to the Board for changes of market tuition rates programs.

(c) The proposal for market tuition rate programs shall be submitted in a format designated by the Chancellor and include at a minimum:

1. A description of the program and its compliance with the requirements outlined in (15)(a).
2. An explanation of the process used to determine the market tuition rate and the tuition at similar programs from at least five other institutions, including both private and public.
3. A description of similar programs offered by other state university-system institutions.
4. An estimate of the market tuition rate to be charged over the next three years. Any annual increase shall be no more than 15 percent over the preceding year.
5. A description of how offering the proposed program at market tuition rate is aligned with the mission of the university.
6. An explanation and declaratory statement that offering the proposed program at market tuition rate does not increase the state's fiscal liability or obligation.
7. An explanation of any differentiation in rate between resident and non-resident students paying market tuition rate.
8. An explanation of any proposed restrictions, limitations, or conditions to be placed on the program.
9. A description of any outcome measures that will be used to determine the success of the proposal.
10. In addition, the following information will be included with the proposal:
  - a. An explanation of how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.
  - b. A baseline of current enrollments, including a breakout of resident and nonresident enrollment, in similar state funded courses.
  - c. An estimation of the economic impact that implementation of the proposal will have on the university and the student by identifying the incremental revenue the university anticipates collecting if the proposal is approved.

~~d. A description of how revenues will be spent, including whether any private vendors will be utilized, and which budget entity the funds will be budgeted.~~

~~(d) The Board of Governors will act upon the budget committee recommendation at the next scheduled meeting. If a university board of trustees' proposal is denied, within five calendar days, the university board of trustees may request reconsideration by the Board's Tuition Appeals Committee, which shall consist of the Chair of the Board and the Chair of each Board committee. The Tuition Appeals Committee will meet within ten calendar days after the Board of Governors' denial to consider a university board of trustees request for reconsideration.~~

~~(e) If a university charges a market tuition rate for a course within an approved program, preference shall be given to Florida residents in the admission process for similar state funded programs.~~

~~(f) Enrollments and degrees granted in market tuition rate program cohorts shall be reported in a manner to be determined by the Chancellor.~~

~~(g) Credit hours generated by courses in market tuition rate program cohorts shall not be reported as fundable credit hours and all costs shall be recouped within the market tuition rate.~~

~~(h) Programs and associated courses approved for market tuition rate shall not supplant existing university offerings funded by state appropriations.~~

~~(i) Each university approved to offer market tuition rates shall provide an annual status report in a format designated by the Chancellor.~~

~~(j) Any increases in tuition to an approved market tuition rate program shall be submitted to the Board for consideration.~~

Authority: Section 7(d), Art. IX, Fla. Const.; History—Formerly BOR Rule 6C-7.001, Adopted 4-8-79, Renumbered 12-16-74, Amended 6-28-76, 7-4-78, 8-6-79, 9-28-81, 12-14-83, 7-25-84, 10-2-84, 10-7-85, Formerly 6C-7.01, Amended 12-25-86, 11-16-87, 10-19-88, 10-17-89, 10-15-90, 9-15-91, 1-8-92, 11-9-92, 7-22-93, 8-1-94, 11-29-94, 4-16-96, 8-12-96, 9-30-97, 12-15-97, 8-11-98, 9-30-98, 8-12-99, 8-3-00, 8-28-00, 8-12-01, Amended and Renumbered as 7.001 09-25-08, Amended 12-10-09, 11-04-10, 01-20-11, 9-15-11, 11-6-14, 9-22-16, \_\_\_\_\_.

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

August 31, 2017

**SUBJECT:** Public Notice of Intent to Approve Amended Board of Governors  
Regulation 7.008 Waivers and Exemptions of Tuition and Fees

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**PROPOSED BOARD ACTION**

Approve amended Board of Governors Regulation 7.008.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

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

**BACKGROUND INFORMATION**

This regulation is amended to align with the following proposed revisions:

- 1) Classify exemptions and waivers as mandatory or discretionary.
- 2) Clarifies the intent of reporting exemptions and waivers.
- 3) Subsection 7.008(3) Sponsored Credit Institutes is amended to align with and reference amended Regulation 8.002.

The draft amended regulation was shared with the universities for comments.

No public comments were received during the comment period.

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**Supporting Documentation Included:** Regulation 7.008

## 7.008 Waivers and Exemptions of Tuition and Fees

(1) Each university board of trustees is authorized to waive tuition, non-resident tuition and associated fees for purposes that support and enhance the mission of the university. All tuition, non-resident tuition and associated fees waived must be based on regulations that are adopted by the university board of trustees and where applicable, consistent with regulations adopted by the Board of Governors.

(2) Each university shall have an individual designated as the university liaison to handle student issues and/or questions regarding waivers.

(3) The following categories of tuition and fee exemptions and waivers are established pursuant to Florida Statute and are considered mandatory:

(a) Deceased Law Enforcement, Correctional, or Correctional Probation Officers Employed by the State or Political Subdivision thereof – Each university board of trustees shall waive certain educational expenses that the child or spouse of the deceased officer incurs while obtaining an undergraduate education or a postgraduate education if a law enforcement, correctional, or correctional probation officer is accidentally killed or receives accidental bodily injury which results in the loss of the officer's life while engaged in the performance of the officer's law enforcement duties on or after June 22, 1990, or is unlawfully and intentionally killed or dies as a result of such unlawful and intentional act on or after July 1, 1980, while the officer was employed by a political subdivision of the state.

~~(1)~~1. The amount waived by the university shall be an amount equal to the cost of tuition and associated fees for a total of 120 credit hours. The child or spouse may attend on either a full-time or part-time basis. The benefits provided to a child under this section shall continue until the child's 25th birthday. The benefits provided to a spouse under this subsection must commence within five ~~(5)~~ years after the death occurs, and entitlement thereto shall continue until the 10th anniversary of that death.

~~(2)~~2. Upon failure of any child or spouse benefited by the provisions of this subsection to comply with the ordinary and minimum requirements of the institution attended, both as to discipline and scholarship, the benefits shall be withdrawn as to the child or spouse and no further moneys may be expended for the child's or spouse's benefits so long as such failure or delinquency continues.

~~(3)~~3. Only a student in good standing in his or her respective university may receive the benefits.

~~(4)~~4. A child or spouse receiving benefits under this subsection must be

enrolled according to the customary rules and requirements of the university attended.

(b) Deceased Firefighters Employed by the State or a Political Subdivision thereof - Each university board of trustees shall waive certain educational expenses that the child or spouse of the deceased firefighter incurs while obtaining an undergraduate education or a postgraduate education if a firefighter is accidentally killed or receives accidental bodily injury which results in the loss of the firefighter's life while engaged in the performance of the firefighter's duties on or after June 22, 1990, or is unlawfully and intentionally killed or dies as a result of such unlawful and intentional act on or after July 1, 1980, while the firefighter was employed by a political subdivision of the state.

1. The amount waived by the university shall be an amount equal to the cost of tuition and associated fees for a total of 120 credit hours. The child or spouse may attend on either a full-time or part-time basis. The benefits provided to a child under this section shall continue until the child's 25th birthday. The benefits provided to a spouse under this subsection must commence within five (5) years after the death occurs, and entitlement thereto shall continue until the 10th anniversary of that death.

2. Upon failure of any child or spouse benefited by the provisions of this subsection to comply with the ordinary and minimum requirements of the institution attended, both as to discipline and scholarship, the benefits shall be withdrawn as to the child or spouse and no further moneys may be expended for the child's or spouse's benefits so long as such failure or delinquency continues.

3. Only a student in good standing in his or her respective university may receive the benefits.

4. A child or spouse receiving benefits under this subsection must be enrolled according to the customary rules and requirements of the university attended.

(c) Deceased Teacher or School Administrator Employed by a Florida District school Board - Each university board of trustees shall waive certain educational expenses that the child of the deceased teacher or school administrator incurs while obtaining an undergraduate education or a postgraduate education if the teacher or school administrator is killed or is injured and dies as a result of an unlawful and intentional act, provided such killing or injury inflicted by another person and the motivation for the act is related in whole or part to the fact that the individual is a teacher or school administrator, or such act is inflicted while he or she is engaged in the performance of teaching duties or school

administration duties while employed by a Florida district school board. The amount waived by the university shall be an amount equal to the cost of tuition and associated fees for a total of 120 credit hours at a university. The child may attend on either a full-time or part-time basis. The benefits provided under this paragraph shall continue until the child's 25th birthday.

1. Upon failure of any child benefited by the provisions of this paragraph to comply with the ordinary and minimum requirements of the university attended, both as to discipline and scholarship, the benefits shall be withdrawn as to the child and no further moneys may be expended for the child's benefits so long as such failure or delinquency continues.
2. A student who becomes eligible for benefits under the provisions of this paragraph while enrolled in a university must be in good standing with the institution to receive the benefits provided herein.
3. A child receiving benefits under this paragraph must be enrolled according to the customary rules and requirements of the university attended.

~~(d) Dependent of Deceased/Disabled Veteran—Each university board of trustees shall waive educational expenses for:~~

~~(1) Dependent children either of whose parents entered the Armed Forces and died as a result of service-connected injuries, disease, or disability sustained while on active duty; or has been:~~

~~a. Determined by the United States Department of Veterans Affairs or its predecessor to have a service-connected 100-percent total and permanent disability rating for compensation;~~

~~b. Determined to have a service-connected total and permanent disability rating of 100-percent and is in receipt of disability retirement pay from any branch of the United States Armed Services; or~~

~~c. Issued a valid identification card by the Department of Veterans' Affairs in accordance with s. 295.17, when the parents of such children have been residents of the state for 1 year immediately preceding the death or occurrence of such disability, and subject to the rules, restrictions, and limitations set forth in this section.~~

~~(2) Spouses of deceased or disabled service members, as defined in s. 295.01.~~

(de) Wrongfully Incarcerated – A university shall waive tuition and associated fees for up to 120 hours of instruction if the wrongfully incarcerated person meets and maintains the regular admission requirement of the university; remains registered and makes satisfactory academic progress as defined by the university in which the person is enrolled. A wrongfully incarcerated person is someone who has had a felony conviction and sentence vacated by a court and the original sentencing court has issued its order finding that the person neither committed the act, nor did not aid, abet or act as an accomplice or accessory to

the act or offense.

(~~ef~~) Acceleration – Each university board of trustees shall waive tuition and associated fees for eligible secondary, or home educated, students who enroll ~~earn in postsecondary credit in~~ courses that are creditable toward both a Florida high school diploma and an associate or baccalaureate degree. Early admission is a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. ~~or students enrolled in a dual enrollment or early admission program.~~

(~~fg~~) Florida Department of Children and Families - Each university board of trustees shall exempt from the payment of tuition and associated fees, including lab fees, any student who is or was at the time he or she reached the age of 18 in the custody of the Department of Children and Families or a relative or nonrelative under section 39.5085, Florida Statutes; who was adopted from the Department of Children and Families after May 5, 1997; or after spending at least ~~six~~ (6) months in the custody of the Department of Children and Families after reaching 16 years of age. Additionally, material and supply fees and fees associated with enrollment in career-preparatory instruction shall be exempted. Any student requesting this exemption must provide certification of eligibility from the Department of Children and Families or its contracted providers to the university in which the student seeks to enroll. This exemption shall remain valid up until the time the student reaches the age of 28.

(~~gh~~) Homeless – Each university board of trustees shall waive tuition and associated fees for any student who lacks a fixed, regular, and adequate nighttime residence, excluding university housing, or whose primary nighttime residence is a public or private shelter designed to provide temporary residence for individuals intended to be institutionalized, or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

(~~hi~~) Child Protection and Child Welfare Personnel – Employees as defined in section 402.403, Florida Statutes, who are enrolled in an accredited master's degree in social work or a certificate program, and maintain at least a grade of 'B' in all courses are exempt from tuition and fees.

~~(a)~~ 1. Eligible employees shall have an approved Department of Children and Families, community-based agency or a subcontractor waiver form stating that the necessary employment qualifications have been met.

(~~ij~~) School Psychology Training Program – Each university board of trustees shall waive tuition and associated fees for internship credit hours applicable to an internship in the public school system under the supervision of the Florida

Department of Education certified school psychologist employed by the school system for any graduate student.

(~~j~~k) Purple Heart Recipients – Each university board of trustees shall waive undergraduate tuition and associated fees for each recipient of a Purple Heart, or another combat decoration superior in precedence which was awarded for valor, and who:

~~(1)~~ 1. Is enrolled as a full-time, part-time, or summer-school student in an undergraduate program that terminates in a degree or certificate;

~~(2)~~ 2. Is currently, or was at the time of the military action that resulted in the awarding of the Purple Heart or other combat decoration superior in precedence, a resident of this state; and

~~(3)~~ 3. Submits to the university the DD-214 form issued at the time of separation from service as documentation that the student has received a Purple Heart or another combat decoration superior in precedence. In situations where admissions or financial aid application deadlines preclude providing a DD-214 in time to meet such a deadline, the official (service specific) transmitting correspondence that would normally accompany such an award to a previously discharged service member would suffice until an updated DD-214 could be obtained and presented to the postsecondary institution. However, the updated DD-214 must be submitted to the postsecondary institution by the start of the student's next term of enrollment for continued eligibility for the waiver. In situations where a service member is on active duty and has not been issued a DD-214, the official (service specific) transmitting correspondence that would normally accompany such an award or a certification of the appropriate combat award by the service specific administrative record holder [e.g., Adjutant, G-1 (general staff officer - personnel), or JAG (Judge Advocate General)] would meet the documentation requirement.

~~(4)~~ 4. A waiver for a Purple Heart recipient or recipient of another combat decoration superior in precedence shall be applicable for 110 percent of the number of required credit hours of the degree or certificate program for which the student is enrolled. This waiver is considered "countable aid" for student financial aid purposes. Therefore, if this waiver is administered by an office other than the college financial aid office, college officials must notify the Director of Financial Aid that a student has qualified for the waiver. The waiver covers only tuition and fees associated with credit hour instruction provided directly by the university and does not include any additional fees that may be charged for specialized programs or by external organizations. This includes, but is not limited to, flight school, study abroad travel and living expenses, and courses taken elsewhere as a transient student.

(~~k~~l) Non-resident Waiver – Each university board of trustees shall waive out-of-

state fees, including the out-of-state financial aid fee, for students, including, but not limited to, students who are undocumented for federal immigration purposes, who meet the following conditions:

~~(1)~~1. Attended a secondary school in this state for three ~~(3)~~ consecutive years immediately before graduating from a high school in this state;

~~(2)~~2. Apply for enrollment in an institution of higher education with 24 months after high school graduation; and

~~(3)~~3. Submit an official Florida high school transcript as evidence of attendance and graduation.

4. The waiver is applicable for 110 percent of the required credit hours of the undergraduate degree or certificate program for which the student is enrolled.

5. A state university student granted an out-of-state fee waiver must be considered a non-resident student for purposes of calculating the system-wide total enrollment of non-resident students as limited in Regulation 7.006.

6. A student who is granted an out of state fee waiver is not eligible for state financial aid.

7. Each university shall, within the non-resident student enrollment system-wide, prioritize the enrollment of a veteran who is granted an out-of-state fee waiver pursuant to paragraph L over a student who is granted an out-of-state fee waiver under this paragraph.

~~(lm)~~ Veterans – Each university board of trustees shall waive out-of-state fees for honorably discharged veterans of the United States Armed and Reserve Forces (Air Force, Army, Coast Guard, Marines, and Navy) and the National Guard (Army and Air) who physically reside in Florida while enrolled at a university. Persons who are entitled to and uses educational assistance provided by the United States Department of Veterans Affairs also qualify for this waiver if they physically reside in Florida while enrolled at the university in any term beginning after July 1, 2015. Tuition and fees charged to a veteran or person who qualifies for the out-of-state fee waiver under this subsection may not exceed the tuition and fees charged a resident student enrolled in the same program.

~~(mn)~~ Active Duty – Each university board of trustees shall waive out-of-state fees for a person who is an active duty member of the Armed Forces of the United States residing or stationed outside of the state. Tuition and fees charged to a student who qualifies for the out-of-state fee waiver may not exceed the tuition and fees charged to a resident student.

~~(ne)~~ Welfare Transition Program – Each university board of trustees shall exempt tuition and fees for any student enrolled in an employment and training program under the welfare transition program. The local workforce development board

shall pay the state university for costs incurred for welfare transition program participants.

(o) State Employees – Each university board of trustees shall waive tuition and fees for state employees, subject to approval by an employee’s agency head or the equivalent, to enroll in up to six credit hours of courses per term on a space-available basis. This does not include persons employed by a state university.

(4) The following general categories of tuition and fee exemptions and waivers are established pursuant to Florida Statute and are considered discretionary:

(a) Florida Linkage Institutes – Each university board of trustees ~~shall~~ may exempt up to 25 full-time equivalent students per year from the payment of out-of-state fee and out-of-state financial aid fee for students enrolled through the Florida Linkage Institutes Program.

(b) A university may waive the tuition differential for students who meet the eligibility requirements for the Florida public assistance grant.

(c) Intern Supervisors – Persons who supervise interns for institutions within the State University System may be given one non-transferable certificate (fee waiver) for each full academic term during which the person serves as an intern supervisor. This certificate shall provide for waiver of the basic fee (as defined in Regulation 7.001).

~~(1)~~1. Certificate holders are entitled to a waiver of tuition for a maximum of six (6) hours credit instruction (including credit through continuing education) during a single term at any state university.

~~(2)~~2. Certificates shall be valid for three ~~(3)~~ years from date of issuance.

~~(3)~~3. Eligible recipients of an Intern Participation Certificate may be identified by a university as a person who engages in the direct supervision of at least one university intern for 300 contact hours, which may be accumulated over multiple semesters provided at least 100 contact hours of direct supervision is provided per semester.

~~(4)~~4. To be eligible for a Certificate, the internship program must be an essential part of the course of instruction and must be required as part of the degree.

~~(5)~~5. Each university shall develop procedures and policies to govern the issuance, distribution, security, and redemption of certificates.

~~(6)~~6. Each university shall maintain accurate data on Intern Participation Certificates and annually submit a report of certificate activity to the Board of Governors according to a prescribed format.

(d) University Employees – Each university board of trustees may allow full-time university employees to enroll up to six 6 credit hours of tuition-free courses

per term on a space available basis.

(e) Florida residents 60 years of age or older - Each university board of trustees may waive any or all application, tuition, and associated fees for persons 60 years of age or older who are residents of this state and who enroll to audit courses being offered for college credit. No academic credit shall be awarded for attendance in classes for which fees are waived under this subsection. This privilege may be granted only on a space-available basis, if such classes are not filled as of the close of registration. A university may limit or deny the privilege for courses which are in programs for which the Board of Governors has established selective admissions criteria. Persons paying full fees and state employees taking courses on a space-available basis shall have priority over those persons whose fees are waived in all cases where classroom spaces are limited.

(f) Public School Classroom Teacher - Each university board of trustees may waive tuition and fees for a classroom teacher who is employed full-time by a school district and who meets the academic requirements established by the university for up to six (6) credit hours per term on a space-available basis in undergraduate courses related to special education, mathematics or science approved by the Department of Education. The waiver may not be used for courses scheduled during the school district's regular school day.

(g) Sponsored Credit CoursesInstitutes and Programs - Each university board of trustees is authorized to waive tuition, associated fees and material and supply fees for participants in sponsored credit courses institutes and programs in accordance with Board of Governors Regulation 8.002 and pursuant to a policy-regulation adopted by the university board of trustees under Board Regulation 7.008, and section 1009.26(9), Florida Statutes, ~~and Board Regulation 7.008.~~

~~(a) Sponsored credit institutes and programs are entities where substantially all the direct costs are paid by the external sponsoring entity, where there is no direct expenditure of Educational and General funds for the conduct of the programs, and where no fees or other assessments are collected from students by the sponsoring entity, the university, or any other entity.~~

~~(b) In determining whether the direct costs are paid by the sponsoring entity, funds paid directly to the participants in a form such as, but not limited to, stipends, travel or book allowances should not be taken into account.~~

~~"Direct costs" refer to the costs associated with the instruction or training which a participant receives. All funds collected from sponsoring entities for sponsored credit institutes will be remitted to the university's contract and grants trust fund and/or auxiliary trust funds.~~

~~(c) Funds collected from courses offered through continuing education should be budgeted in the Auxiliary Trust Fund.~~

~~(d) Neither the number of participants nor student credit hours in these~~

~~institutes and programs may be counted for state funding purposes.~~

(h) Non-resident students – Non-resident students who are non-degree seeking may be entitled to a waiver of the out-of-state fee if the credit hours generated by such students are non-state fundable and the cost for the program of study is recovered from the fees charged to all students.

(i) Admissions Deposit – A university that establishes an admissions deposit must adopt policies that provide for the waiver of this deposit on the basis of financial hardship.

(5) Each university shall report the purpose, number, authority, and value of all fee waivers and exemptions granted annually in a format prescribed by the Board of Governors. For these reporting purposes, there is no differentiation between waivers and exemptions.

Authority: Section 7(d), Art. IX, Fla. Const.; History–Formerly BOR Rule 6C-7.008 and 6C-2.53, Amended 7-19-74, Amended and Renumbered 12-17-74, Amended 1-10-78, 9-28-81, 8-11-85, Formerly 6C-7.08, Amended 12-25-86, 9-7-87, 12-9-91, 11-9-92, 9-23-93, 8-1-94, 10-10-95, 4-16-96, 12-15-97, Amended and Renumbered as 7.008 9-25-08, Amended 12-10-09, 9-17-10, 11-08-12, 11-21-13, 11-06-14, 09-03-15, 9-22-16,                   xxx-17.

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

August 31, 2017

**SUBJECT:** 2017-2018 State University System Operating Budget

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**PROPOSED BOARD ACTION**

Approve the 2017-2018 State University System Operating Budget

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Regulation 9.007

**BACKGROUND INFORMATION**

Each state university is required to submit a detailed operating plan for each budget entity for the 2017-2018 fiscal year. The State University System (SUS) operating budget consists of five different budget entities; 1) Education and General, 2) Contracts and Grants, 3) Auxiliary Enterprises, 4) Local Funds, and 5) Faculty Practice Plans.

1. The Education and General Budget Entity (E&G) includes the allocation of funds appropriated by the 2017 Legislature, student tuition, and other previously appropriated funds. The E&G budget entity contains resources that provide educational opportunities to citizens through instructional programs; research directed toward solving technical, social, and economic problems facing the state and nation; and public service programs. Universities have flexibility in the development of the E&G operating budget but must report in the traditional SUS categories.
2. The Contracts and Grants budget entity supports research and public service through awards from federal, state, and local sources.
3. Auxiliary Enterprises is comprised of ancillary support units such as student housing, food service, bookstores, parking services, and computer support.
4. The Local Funds entity consists of operating resources for student activities, athletics, concessions, student financial aid, technology fee, Board-approved local fees, and self-insurance programs.

5. Finally, the Faculty Practice Plans provide for clinical activities associated with the University of Florida and University of South Florida Health Centers, and the Florida State University, University of Central Florida, and Florida International University Medical Schools.

Each University Board of Trustees has approved an operating budget. The universities have developed their budgets in accordance with Board Regulation 9.007 State University System Operating Budgets. The regulation requires each university to maintain an unencumbered balance in the E&G fund equal to or greater than 5% of the University Board of Trustees approved operating budget. If the unencumbered balance falls below 5%, the University President must provide written notification and explanation.

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**Supporting Documentation Included:** Information located in the Budget & Finance Committee Materials

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

August 31, 2017

**SUBJECT:** 2017-2018 Board General Office Budget

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**PROPOSED BOARD ACTION**

Approve the 2017-2018 Board General Office Budget and authorize the Chancellor to make changes as necessary to support office functions

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; 2016 General Appropriations Act

**BACKGROUND INFORMATION**

The Board General Office budget for 2017-2018 totals \$8.3 million and supports 65 authorized positions. The 2017 General Appropriations Act allocates funds by specific category and funding source as follows:

<b>Appropriation Category</b>	<b>Appropriation</b>
Salaries & Benefits - GR	\$5,913,625
Salaries & Benefits - Trust Funds	\$772,719
Other Personal Services - GR	\$51,310
Other Personal Services - Trust Funds	\$20,785
Expenses - GR	\$736,982
Expenses - Trust Funds	\$156,799
Operating Capital Outlay - GR	\$11,782
Operating Capital Outlay - Trust Funds	\$5,950
Contracted Services - GR	\$240,127
Contracted Services - Trust Funds	\$73,000
Risk Management Insurance - GR	\$11,619
DMS - HR Services - GR	\$17,181

DMS – HR Services – Trust Funds	\$4,267
Data Processing Services - GR	\$269,527

Each funding source and category has specific restrictions on spending funds from that appropriation. Appropriations are allowed to be transferred between categories via budget transfers filed with the Governor's Office. These transfers cannot exceed five percent or \$250,000 whichever is greater. Any transfers in excess of this amount must be approved by the Legislature and Governor through an established budget amendment process.

**Appropriation Funding Source:**

- General Revenue – appropriations from this source has the least restrictions and can be used for any basic operating expense.
- Trust Funds – appropriations from this source are primarily used to support Board Facility Office staff and expenses.

**Appropriation Category:**

- Salaries & Benefits – salaries and benefits associated with 63 authorized positions.
- Other Personal Services – these funds are utilized for temporary employment. The Board utilizes university students to supplement basic phone coverage and other office needs.
- Expenses – these funds are utilized for basic operating expenses such as travel, rent, office supplies, or equipment costing less than \$1,000.
- Operating Capital Outlay – these funds are utilized for items costing more than \$1,000, such as computers or furniture.
- Contracted Services – these funds are utilized for any service requiring a contractual agreement.
- Risk Management Insurance – these funds are transferred to the Department of Management Services to cover the costs associated with the State's risk management pool.
- DMS – HR Services – these funds are transferred to the Department of Management Services to cover the costs associated with the State's PeopleFirst System.
- Data Processing Services – these funds are transferred to the Northwest Regional Data Center to pay for data storage services.

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**Supporting Documentation Included:** Information located in the Budget & Finance Committee Materials

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

August 31, 2017

**SUBJECT:** 2018-2019 State University System Legislative Budget Request

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**PROPOSED BOARD ACTION**

Approve the 2018-2019 operating Legislative Budget Request for the State University System and allow the Chancellor to make technical changes as necessary

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Section 216.023 Florida Statute

**BACKGROUND INFORMATION**

Annually, the Board of Governors must prepare and submit a State University System Legislative Budget Request (LBR) for state appropriated operating funds to the Legislature and Governor by October 15. With the 2018 session beginning January 9, the LBR will be submitted by September 15. In accordance with Subsection 216.023(1), Florida Statutes, this LBR is based on an independent judgment of needs and pursuant to the LBR instructions will be presented to the Legislature and Governor by the statutory due date.

The Board approved the 2018-2019 LBR Guidelines at the March 2017 meeting. Technical instructions were provided to the universities and they responded with system and individual university budget needs.

The LBR to be considered will focus on performance funding and key system or state initiatives. The LBR totals \$5.1 billion and represents a 4.2 percent increase, excluding requests for the Moffitt Cancer Center and the Institute of Human and Machine Cognition. The LBR consists of three major components:

- a. Performance-based Funding of \$100 million in new state funds. This would bring the total to \$690 million; \$345 million in the state's investment and \$345 million in the institution's investment. These funds will be allocated based on the Board's 10-metric performance funding model.
- b. System Workload Initiatives - \$20.2 million. This includes funding for plant operations and maintenance for new and existing facilities, UF-IFAS workload and state fire marshal inspections.

- c. University Initiatives – \$86.3 million. This includes the second year growth funding for New College, the FAMU/FSU College of Engineering, Innovative and Online initiatives, research initiatives and nursing recruitment and retention.

Each university has provided information on the following areas:

1. Performance-based Funding – each university has provided an overview of the initiatives they are undertaking based on the performance-based funds received this year.
2. Efficiencies - each university has provided a summary of various efficiency initiatives that have taken place or are underway. These efficiencies are expected to save resources, increase efficiencies and/or save staff time.
3. Ten Percent Reductions - The detailed budget instructions provided by the Legislature and Governor's Office requested each agency, including universities, to provide information on the impact of a ten percent budget reduction (which is a standard, annual request made by the Legislature and Governor).

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**Supporting Documentation Included:** Information located in the Budget & Finance Committee Material

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

August 31, 2017

**SUBJECT:** 2018-2019 Board General Office Legislative Budget Request

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**PROPOSED BOARD ACTION**

Approve the 2018-2019 Board General Office Budget Request and allow the Chancellor to make technical changes as necessary.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Section 216.023 Florida Statute

**BACKGROUND INFORMATION**

Annually, the Board of Governors must prepare and submit a State University System Legislative Budget Request (LBR) for state appropriated operating funds to the Legislature and Governor by October 15. With the 2018 session beginning January 9, the LBR will be submitted by September 15. In accordance with Subsection 216.023(1), Florida Statutes, this LBR is based on an independent judgment of needs and pursuant to the LBR instructions will be presented to the Legislature and Governor by the statutory due date.

The Chancellor recommends approval of the Board General Office LBR of \$9.16 million and requests authority to make technical changes as necessary.

Pursuant to the legislative budget instructions, each agency must prepare a ten percent reduction plan. The Board General Office plan is included for information purposes.

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**Supporting Documentation Included:** Information located in the Budget & Finance Committee Material