



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Agenda and Meeting Materials November 8-9, 2017

Grand Ballroom
FAIRWINDS Alumni Center
University of Central Florida
12676 Gemini Boulevard, North
Orlando, FL 32816



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

ACTIVITIES
BOARD OF GOVERNORS MEETINGS
Grand Ballroom
***FAIRWINDS* Alumni Center**
University of Central Florida
12676 Gemini Boulevard, North
Orlando, Florida 32816
November 8-9, 2017

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

Wednesday, November 8, 2017

- 3:45 – 5:00 p.m.** **Strategic Planning Committee**
or upon Chair: Mr. Ed Morton; Vice Chair: Ms. Darlene Jordan
Adjournment of Members: Cerio, Frost, Lautenbach, Levine, Link, Tyson, Zachariah
Previous Meetings
- 5:15 – 6:30 p.m.** **Welcome Reception**

Thursday, November 9, 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.** **Innovation and Online Committee**
or upon Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Ed Morton
Adjournment of Members: Kitson, Link, J. Patel, Stewart, Tripp, Tyson, Zachariah
Previous Meetings

- 9:30 – 10:30 a.m. Facilities Committee**
or upon Chair: Mr. H. Wayne Huizenga, Jr.; Vice Chair: Dr. Fernando Valverde
Adjournment of Members: Jordan, Kitson, Levine, Link, Morton, J. Patel, Tyson
Previous Meetings
- 10:30 – 10:45 a.m. Break**
- 10:45 a.m. – Academic and Student Affairs Committee**
12:00 p.m. Chair: Mr. Norman Tripp; Vice Chair: Ms. Wendy Link
or upon Members: Cerio, Frost, Jordan, Kitson, Morton, K. Patel, Stewart,
Adjournment of Tyson, Valverde
Previous Meetings
- 12:00 – 1:00 p.m. Lunch will be provided**
- 1:00 – 1:15 p.m. Select Committee on 2+2 Articulation**
or upon Chair: Mr. Alan Levine; Vice Chair: Ms. Wendy Link
Adjournment of Members: Huizenga, Lautenbach, Stewart, Tripp
Previous Meetings
- 1:15 – 2:15 p.m. Budget and Finance Committee**
or upon Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Alan Levine
Adjournment of Members: Cerio, Huizenga, Kitson, Kuntz, K. Patel, Tripp
Previous Meetings
- 2:15 – 2:45 p.m. Nomination and Governance Committee**
or upon Chair: Mr. Tom Kuntz; Vice Chair: Mr. Ned Lautenbach
Adjournment of Members: Huizenga, Levine, Tripp
Previous Meetings
- 2:45 – 3:00 p.m. Break**
- 3:00 – 4:00 p.m. Board of Governors – Regular Meeting**
or upon Chair: Mr. Tom Kuntz; Vice Chair: Mr. Ned Lautenbach
Adjournment of All Board members
Previous Meetings
- 4:00 – 4:15 p.m. Florida Board of Governors Foundation, Inc. – Annual Meeting**
or upon Chair: Mr. Tom Kuntz; Vice Chair: Mr. Ned Lautenbach
Adjournment of All Board members
Previous Meetings

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



CONSTITUTION OF THE STATE OF FLORIDA

AS REVISED IN 1968 AND SUBSEQUENTLY AMENDED

ARTICLE IX

EDUCATION

SECTION 7. State University System.--

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

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

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

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

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



STATE
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SYSTEM
of FLORIDA
Board of Governors

AGENDA

Strategic Planning Committee
FAIRWINDS Alumni Center
University of Central Florida
12676 Gemini Boulevard, North
Orlando, Florida 32816
November 8, 2017
3:45 p.m. -5:00 p.m.

Or Upon Adjournment of Previous Meetings

Chair: Mr. Edward Morton; Vice Chair: Ms. Darlene Jordan
Members: Cerio, Frost, Lautenbach, Levine, Link, Tyson, Zachariah

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| 1. Call to Order and Opening Remarks | Governor Edward Morton |
| 2. Minutes of Committee Meeting
Minutes, August 30, 2017 | Governor Morton |
| 3. Updated Educational Sites Survey Inventory
for the State University System | Dr. Jan Ignash
<i>Vice Chancellor
Academic and Student Affairs</i> |
| 4. Strategic Plans Supplemental Information
<i>University of West Florida
University of Central Florida
Florida A&M University
Florida State University</i> | University Representatives |
| 5. Florida Gulf Coast University
Legislative Budget Request | Dr. Michael Martin
<i>President
Florida Gulf Coast University</i> |
| 6. Concluding Remarks and Adjournment | Governor Morton |

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
November 8, 2017**

SUBJECT: Minutes of Committee Meeting held August 30, 2017

PROPOSED COMMITTEE ACTION

Consider for approval the minutes of the Strategic Planning Committee's August 30, 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 August 30, 2017 meeting at the University of Florida.

Supporting Documentation Included:	Minutes: August 30, 2017
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Facilitators/Presenters:	Governor Edward Morton
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MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
STRATEGIC PLANNING COMMITTEE
UNIVERSITY OF FLORIDA
GAINESVILLE, FLORIDA
August 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

Governor Morton convened the meeting of the Strategic Planning Committee at 1:30 p.m. on August 30, 2017 with the following members present: Governors Jordan, Beard (by telephone), Frost (by telephone), Lautenbach, Link, and Tyson. A quorum was established. Other Board members in attendance were Governors Kuntz, Huizenga, Kitson, Patel, Stewart, Tripp, and Valverde.

2. Approval of June 20-21, 2017 Committee Meeting Minutes

Governor Morton called for a motion to approve the minutes from the Committee's June 20-21, 2017 meeting. A motion was made by Governor Lautenbach, seconded by Governor Jordan, and the motion carried unanimously.

3. System Summary of 2017-18 University Work Plans and Alignment with Board of Governors 2025 Strategic Plan Goals

Chair Morton advised the Committee that the next item on its agenda was for Vice Chancellor Jan Ignash to present a System Summary of 2017-18 University Work Plans and their alignment with 2025 Strategic Plan goals. He said that following the June Board of Governors meeting, staff analyzed data on key performance indicators regarding System-wide issues, statewide and national trends, and the extent to which the State University System is on-course toward meeting its 2025 Strategic Plan goals. He then called on Vice Chancellor Ignash to present staff's findings.

Vice Chancellor Ignash prefaced her presentation by saying that University Work Plans were first presented to the Board in 2010. She said that over the past six years, Work Plans have enabled University Boards of Trustees to communicate with the Board of Governors more clearly than ever before, and perhaps better than anywhere in the country. She noted that Work Plans are the “missing link” in many states’ strategic planning efforts. She said that the Board’s *2025 Strategic Plan* sets prospective goals for the future, its Annual Accountability Report provides a retrospective look to see how the System has moved toward reaching those goals, and University Work Plans help describe each university’s contributions toward meeting System goals overall. She noted that this was truly the definition of a State University System that is steering higher education in the direction of the state’s highest needs, rather than simply acting as a provider of resources or as a regulatory agency.

Vice Chancellor Ignash noted highlights including that retention and graduation rates are increasing, enrollment and degree growth is slowing, Programs of Strategic Emphasis are growing, research activity is growing again, excess hour rates are improving, and System-wide academic program coordination is working.

Dr. Ignash said that almost all institutions are planning for growth and that four — universities-- Florida A&M, FIU, UCF, and UNF--expect more growth from first-time-in-college students (FTICs) than from transfer students. She said that, overall, the System is expected to grow 5% in both FTICs and transfer admits, representing a total new undergraduate enrollment of a little more than 13,000 new students over the next 4 years.

Vice Chancellor Ignash then provided information with respect to Academic Progress Rate, that is, the percentage of full-time FTICs, who had at least a 2.0 Grade Point Average (GPA) at the end of their first year and who were retained anywhere in the System the following fall term. She noted that the Board uses this metric that to monitor student success instead of the standard retention rate that doesn’t include GPA, because FTICs who return for their second fall term with a GPA above 2.0 are eight times more likely to graduate within six years than students who begin their second Fall with a GPA of less than 2.0. She noted that the System is on-pace to reach the *2025 Strategic Plan* goal by the 2018-19 cohort.

With regard to six-year graduation rates, Dr. Ignash said that they have historically been a slow moving indicator, but that the SUS has made tremendous gains during the past few cohorts. She noted that this was a testament to the success of Performance Based Funding and the outstanding work being done by universities to help students persist and complete in a timely fashion. She said that if Work Plan projections are accurate, the System will reach its six-year graduation rate 2025 goal with the 2014-20 cohort, well before the expectations in the Board’s newly revised *2025 System Strategic Plan*. On the other hand, Vice Chancellor Ignash noted that five institutions had

lowered their 2013-19 goals by double-digits from their 2016 Work Plans to their 2017 Work Plans.

Next, Vice Chancellor Ignash discussed four-year graduation rates. She said that no institution lowered four-year graduation rate goals for the 2015-19 cohort, and three (UCF, UNF, and UWF) increased their goals by three or more percentage points. Dr. Ignash noted that the State University System's four-year graduation rate for FTIC students is moving in the right direction. She said it was important to know that the Board of Governors' 4-year graduation rate goal is 50%, and that for the latest cohort for which data was obtainable, 43% of FTIC full-time students graduated within 4 years from either the same university or from another State University System university, a 4% improvement over the past 5 student cohorts.

Turning to baccalaureate degree production, Dr. Ignash said that in 2015-16, the *2025 Strategic Plan* projection of 66,300 was higher than the actual 63,422 degrees awarded. She noted that university goals from the 2017 Work Plans have projected a slower rate of growth, and by 2019-20 the gap is projected to be 7,700 degrees. Vice Chancellor Ignash noted that, based on the most recent five-year historical trend, the gap between actual and the 90,000 stretch goal is projected to reach 10,000 degrees by 2025. She said that the slowing down in degree production reflects the slowing growth in undergraduate enrollment. In January 2018 the Board will engage in its periodic five-year review of the *2025 Strategic Plan* goals and will have an opportunity to discuss whether the decline in degree production should be addressed across the System. She noted that decline in degree production was important because the demand for higher education in Florida will continue to grow as the population continues to increase.

Vice Chancellor Ignash noted that, although the System may not be awarding as many bachelor's and graduate degrees as projected in the *2025 Strategic Plan*, it has increased the number of degrees awarded in Areas of Strategic Emphasis (PSE). She said that this has essentially resulted in a "curriculum shift" on campuses. She reminded the Committee that in order to promote the alignment of the State University System degree program offerings and the economic development and workforce needs of Florida, the Board of Governors maintains a list of five key areas known as the Programs of Strategic Emphasis that were last revised in November 2013. She said that this list is comprised of STEM, Health, Education, Global, and Gap Analysis. She indicated that the System surpassed its 2025 PSE goal of 50% this past year, with 51% of degrees awarded in PSE programs in 2015-16. Dr. Ignash noted, further, that it appears that the System will reach its 35% goal for STEM and Health by 2017-18.

Vice Chancellor Ignash then turned to the subject of students who earn bachelor's degrees without accruing more hours than the degree requires. She noted that the *2025 Strategic Plan* goal is to have 80% of bachelor's degrees awarded without excess hours.

Dr. Ignash indicated that fewer baccalaureate students are graduating with excess hours, and the System is on-pace to reach its 2025 target of 80%.

Vice Chancellor Ignash then discussed the average cost to the student for a 120 credit hour bachelor's degree, the Board's newest metric in the Performance Based Funding model. She said that in 2015-16, the average cost to the student for a bachelor's degree in the System was only \$14,820, and the trend shows that planned costs will drop to about \$14,000 by 2020, a 5% decrease. Dr. Ignash noted that this is a very different story from the national media headlines about runaway costs of higher education, and that it is important that Florida's high school students and their parents have this information when considering their postsecondary options.

Turning to Research and Development expenditures within the State University System Vice Chancellor Ignash noted that in 2015-16, the System spent \$2.12B on Research and Development, an increase of \$136M over the prior year. She noted that, based on 2017 Work Plans, the SUS will reach the 2025 *System Strategic Plan* goal of \$2.29B by 2018-19. Dr. Ignash noted, however, that the trend for the Percentage of External Funding for the entire System continued to decline--from 55% to 53%. Vice Chancellor Ignash then concluded her presentation.

After thanking Vice Chancellor Ignash for her presentation Governor Morton said that the Committee's and the Board's approval of individual University Work Plans last June was an important exercise in understanding the expectations each university has for itself on performance metrics that are key to maintaining the State University System's position as one of the most focused and productive university systems in the entire United States. He said that the System-wide analysis provides the Committee with critical information to steer higher education in the direction of Florida's most critical needs. He noted that beginning in January 2018 the Board would begin an entire year review of the Board's 2025 *System Strategic Plan* to assess whether or not the System is on-target with its 28 goals and, if not on-course, whether to adjust the Board's goals or to keep the original goals and develop strategies to reach them. Governor Morton said that the review would ensure that the Board's Plan is a living, breathing document that stays current and helps guide the System.

4. University Strategic Plans

- University of West Florida
- University of Central Florida
- Florida Agricultural and Mechanical University
- Florida State University

Chair Morton said that the next item on the Committee's agenda is to consider for approval the Strategic Plans of four universities. He noted that Board of Governors

Regulation 1.001(3)(c) requires that each University Board of Trustees adopt a Strategic Plan in alignment with the Board of Governors' 2025 *Strategic Plan* and with the university's mission, and that University Strategic Plans are to be submitted to the Board of Governors for approval. Chair Morton said that Strategic Plans are especially important, because the articulation of quantifiable university goals and strategies has a one-to-one correspondence with the State University System's prospects of meeting its stated goals.

Governor Morton said that University Strategic Plans would be considered for approval over the course of several meetings and that the Strategic Plans of the University of West Florida, the University of Central Florida, Florida Agricultural and Mechanical University, and Florida State University would be considered at this Committee's meeting. He said that if approved by the Committee each university's Strategic Plan would be forwarded to the full Board of Governors for consideration to approve.

Governor Morton reminded the Committee that one of the observations he made after reading the Strategic Plans was that he thought all four Plans were characterized by an absence of tactical planning and metrics that could be used to guide both the universities and the Board of Governors to understand whether or not each of the universities was making progress. He said that strategic planning was not going to work without appropriate tactical planning. He encouraged all universities making presentations to bear in mind that, as Chairman, he would be particularly interested in whether the stated goals, objectives, and strategies are correlated to the goals and objectives of the Board of Governors. He said another major interest of his is the manner in which metrics will be used to measure progress. Chair Morton then called on President Saunders to present the University of West Florida's Strategic Plan.

After President Saunders made her presentation Committee members were given the opportunity to make observations or to ask questions. Chair Morton began by observing that Board Chair Kuntz and many others have expressed a keen interest in how the universities respond to mental health issues on their campuses and the challenges they present. He said that the problem was compounded by the pressure placed on students and that, in and of itself he was not opposed to that pressure because it reflected the atmosphere that SUS graduate will be facing. He said that as he looked at Strategic Plans provided thus far he would have liked to have seen more about mental health and counseling.

Governor Kuntz said that he liked the example of indicators, but he noticed that if he looked at UWF's six-year graduation rate it was 48.3% while UWF's Work Plan actually projected decreases in future years and, therefore, it seemed to be inconsistent with UWF's Strategic Plan. Governor Kuntz said that he was unclear how to balance the two documents. President Saunders said that UWF's Work Plan was presented to the Board

prior to her presentation of the Strategic Plan, accounting for the differences in the numbers.

Governor Kuntz responded that for several Board members there was something of a disconnect and that what he wanted to know is the expected year that UWF will reach the System's six-year graduation rate goal. President Saunders said that the information was not included in her presentation but that she could get the date. Board Chair Kuntz indicated that he was uncomfortable that there were two sets of numbers: one from the University's Work Plan and another from its Strategic Plan. He asked for a way to connect the Strategic Plan narrative with the numbers associated with the Board's System goals. Governor Morton said that this is a comment that could be made to all presenters of their Strategic Plans. He suggested that this feature should be incorporated into next year's presentations. Governor Huizenga said that what he wanted to see was a clear indication of when the universities expect to reach the Board's Strategic Plan goals. He said that when he looked at the University's Strategic Plan he was unable to determine whether progress had been made on the metrics.

Governor Kuntz asked President Saunders whether she could come back at the next Committee meeting, not to review UWF's entire Strategic Plan but to overlay UWF's numbers over the System's goals in order to demonstrate what the UWF Plan's narrative translates to in terms of meeting Board goals. He said that he believed that this could be done at the Board's next meeting.

Board Chair Kuntz said that he wanted to see whether or not a university is going to hit a *2025 System Strategic Plan* goal by 2025. Governor Lautenbach said that he agreed with Chair Kuntz and that the Board should stay laser-focused on graduation rates, because meeting graduation rate goals solves a lot of problems.

Governor Tripp said he hoped that President Saunders wasn't implying that UWF had a bad cohort and, therefore, couldn't improve performance. He said that the University enrolled the cohort, and if students in that cohort were clearly struggling, the University had to change how it was dealing with them in the next year or two in order to ensure their success. President Saunders said that she may have misspoken. She said that what she intended was that UWF had students who have left the University. President Saunders said the University has invested a tremendous amount of resources to make sure that students still at the University are successful. She said that the University's frustration stemmed from the fact that when students leave and do not intend to come back, the University can't really do much for those students.

Governor Tyson said that with respect to all of the Strategic Plans it was difficult to identify which of the improvements were predicated on reallocated resources and which were based on the expectation of new resources coming from the Legislature. He said that the Plans didn't make that distinction. Governor Tyson said that he didn't

understand why none of the Plans addressed this issue. President Saunders said that Governor Tyson's point was well-taken. She said that she thought the set of assumptions that UWF used to make its Plan probably could be better clarified. President Saunders said that UWF was certainly assuming at least stable funding. She noted that in areas such as Programs of Excellence, the University was looking to identify additional funding, some of which might come from the Legislature, from private sources, and from internal reallocation.

University of Florida President Ken Fuchs asked to make two observations. First, he hoped that the Board didn't underestimate the effort it takes for a campus to come together and reach a Strategic Plan. He noted the extraordinary number of meetings with governance organizations that needed to be engaged in the process. Therefore, he encouraged the Board to provide flexibility relative to what the Plan looked like and what it might contain. He stressed the importance of the Strategic Plan's needing to reflect the culture of the institution. On the other hand, President Fuchs said that the universities should be expected to provide an addition to their Plans so that tactics around performance expectations were provided. Chair Kuntz agreed that the work that has gone into creating the Strategic Plans is phenomenal. He indicated that he envisioned a Plan containing outcomes that should be clearly articulated.

Governor Morton said if there were no further questions or observations he would entertain a motion to approve the University of West Florida's 2017-2022 Strategic Plan. A motion was made by Governor Tyson and seconded by Governor Jordan. During discussion, Governor Lautenbach suggested deferring approval of the Plan until the Committee had seen actual metrics and specific outcomes. Chair Morton queried the Committee as to whether it wished to make that stipulation for all four Strategic Plans presented to the Committee at its meeting. Committee members indicated that this was their wish. Board Chair Kuntz said that another strategy would be to approve the Plan contingent on the provision of supplemental information relative to metrics and outcomes at the Committee's November meeting. Governor Morton then suggested that the motion be amended to approve the University of West Florida 2017-2022 Strategic Plan subject to the submission of supplemental information to the Committee on how the University's metrics and projected outcomes will further the Board's Strategic Plan goals. Chair Morton asked if the amendment was acceptable to Governor Tyson, and he indicated that it was. The Committee then voted on the motion as amended and it carried unanimously.

Board Chair Kuntz once more raised the point of more standardization in the Plans. Governor Jordan cautioned that Strategic Plans couldn't be a "one size fits all" document. She pointed out, as an example, the enormous differences between New College and the University of Florida and that their Strategic Plans must necessarily be very different in order to create the buy-in across the institution and its larger community. She said the universities needed to have the flexibility to highlight the

areas where they need to be strategic and where the Board wants them to be strategic. She said that the institutions shouldn't be boxed in by a template. Governor Jordan concluded by saying that the Board needed both hard data and the specific vision of each institution.

Governor Kuntz said that he agreed with Governor Jordan. His point, he said, was that certain components such as metrics and outcomes should be included in all Strategic Plans. Governor Link asked if it made sense to allow each institution to create its own Strategic Plan in such a way that it works for the university but, in addition, to have an exhibit that easily provides supplemental information in template form. Chair Kuntz said that this shouldn't be difficult to produce. Governor Patel said that he agreed.

Chair Morton then called on President Hitt to present the University of Central Florida's Strategic Plan. Following President Hitt's presentation, Committee members were given the opportunity to make observations or to ask questions.

Governor Tripp asked whether UCF's continued growth would translate to excellence and whether moderating growth would help to improve UCF's student-to-faculty ratio and other metrics. UCF's Board of Trustees Chair noted that when he was appointed to the UCF Board he was queried about growth. His response, he said, was that when he saw a reduction of student demand and a reduction of institutional excellence, then UCF should stop growing. He noted, however, that he had seen no reductions in either of those areas. He also said that UCF was creating important economies of scale that created efficiency opportunities. Governor Lautenbach asked whether a large portion of UCF's growth was associated with online education. President Hitt said that it was but that most courses taken online were being taken by students who also took face-to-face courses. Governor Tripp said that he raised the question of size so often because he believed that there needed to be a statewide understanding and alignment relative to postsecondary growth in Florida.

Governor Kitson asked if there was a timeline for becoming a Preeminent Research University. UCF's Board Chair said that the target year was 2021.

There being no further observations or questions Chair Morton entertained a motion to approve the University of Central Florida 2017-2022 Strategic Plan subject to the submission of supplemental information to the Committee on how the University's metrics and projected outcomes will further the Board's Strategic Plan goals. A motion was made by Governor Lautenbach, seconded by Governor Link, and the motion carried unanimously.

Chair Morton then called on Interim President Robinson to present Florida Agricultural and Mechanical University's Strategic Plan. Following Dr. Robinson's presentation, Committee members were given the opportunity to make observations or to ask

questions. Chair Morton said that a major challenge was for FAMU to improve its passage rates on professional and licensure examinations. He said that he hoped that any template devised by Board staff would include metrics in order to measure FAMU's progress in this area.

Governor Tripp said that the single issue that stood out to him was that FAMU was still not fully grasping the idea of increasing its number of Florida College System transfers, noting that Florida College System transfers were good students. President Robinson said that, although it might not be reflected in the Strategic Plan, he had been very aggressive in attempting to increase the number of transfers. He noted that the University had 67 signed 2+2 agreements with Florida College System institutions.

Governor Morton said that he sensed that FAMU's Plan addressed mental health and counseling. He asked President Robinson if could share specific strategies that FAMU is implementing to address mental health and academic counseling issues. President Robinson said that the University was committed to hiring the number of counselors recommended nationally, but that given the community served by FAMU, he wasn't certain that the national average would be enough. In addition, he noted that FAMU doesn't have enough locations for ideal counseling.

There being no further observations or questions Chair Morton entertained a motion to approve the Florida Agricultural and Mechanical University Strategic Plan subject to the submission of supplemental information to the Committee on how the University's metrics and projected outcomes will further the Board's Strategic Plan goals. A motion was made by Governor Jordan, seconded by Governor Link, and the motion carried unanimously.

Chair Morton then called on Florida State University President Thrasher to present the University's Strategic Plan. After President Thrasher's presentation the Committee was given the opportunity to make observations or to ask questions. Governor Tripp said that he was excited to see that FSU was continuing to value its strength and national reputation in the liberal and performing arts. President Thrasher said that he recognized that distinction in the visual and performing arts makes a huge difference in the lives of students who choose to come to FSU.

Governor Morton said that he was encouraged by President Thrasher's comments regarding community-based medicine. He asked whether FSU's Certified Nurse Practitioner program was being expanded. FSU Provost McRorie said that the University was looking at expanding that program. She noted, further, that just recently FSU had implemented its new Physician's Assistant program.

There being no further observations or questions Chair Morton entertained a motion to approve the Florida State University Strategic Plan subject to the submission of

supplemental information to the Committee on how the University's metrics and projected outcomes will further the Board's Strategic Plan goals. A motion was made by Governor Lautenbach, seconded by Governor Link, and the motion carried unanimously.

5. Concluding Remarks and Adjournment

There being no further business to come before the Committee, the meeting was adjourned at 4:01 p.m.

Edward Morton, Chair

R.E. LeMon, Ph.D., Associate Vice Chancellor

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
November 8, 2017**

SUBJECT: Updated Educational Sites Survey Inventory for the State University System

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

In November 2011, the Board of Governors amended Regulation 8.009, Educational Sites to update the site typology and processes for creating, terminating, and reclassifying educational sites. The updated Regulation includes a new taxonomy comprised of four types of Board of Governors approved educational sites (Type I, II, or III Campus, and Special Purpose Center) and two types of university Board of Trustees approved educational sites (Special Purpose Site and Instructional Site).

Following the implementation of the Regulation, Board staff created and now manages the Educational Sites Inventory so that it continues to provide an accurate, current listing of the State University System institutions' educational sites. An initial inventory was presented to the Board of Governors in November 2013 for information.

Over the past year, Board staff has continued to review the Inventory in order to ensure that university site classifications align with the classification at the Board Office. This alignment is necessary as institutions grow or shrink enrollments and as the educational, research, or administrative activities at the various sites change over time. Board staff will present for information a list of eleven additional educational sites in order to update the Inventory.

Supporting Documentation Included: Educational Site Inventory List

Facilitators/Presenters: Dr. Jan Ignash

BOARD OF GOVERNORS
Pursuant to Board Reg. 8.009
Updated: September 19, 2017

Additional Campus Locations

Type I Campus is defined as a university operation that has obtained and continues to maintain an enrollment level of more than 2,000 FTE

Type II Campus is defined as a university operation that has obtained and continues to maintain an enrollment level of 1,000 to 2,000 FTE

Type III Campus is defined as a university operation that has obtained and continues to maintain an enrollment level of at least 300 but less than 1,000 FTE

Special Purpose Center is a unit of a university, apart from the the main campus, that provides certain special, clearly defined programs or services such as research or public service, and reflects a relatively permanent commitment by a university for the foreseeable future, not an occassional, time-limited, or transitory activity, in facilities which are university-owned, university-leased, or jointly used with another public institution.

For more details please see BOG regulation 8.009 - Educational Sites: http://flbog.edu/documents_regulations/regulations/8_009_2011_11_10__FINAL.pdf

Univ.	SiteID	Site name	Street Address	City	County	Site Type per 8.009
FAMU	0003	Quincy Farm	4259 BAINBRIDGE HIGHWAY	Quincy	Gadsden	SPC
FSU	0061	COM - Daytona Beach Regional Campus	1200 W INTERNATIONAL SPEEDWAY BLVD	Daytona Beach	Volusia	SPC
FSU	0062	COM - Fort Pierce Regional Campus	2498 S 35TH ST	Fort Pierce	St. Lucie	SPC
FSU	0063	COM - Orlando Regional Campus	250 E COLONIAL DR	Orlando	Orange	SPC
FSU	0064	COM - Pensacola Regional Campus	8880 UNIVERSITY PKWY	Pensacola	Escambia	SPC
FSU	0065	COM - Sarasota Regional Campus	201 COCOANUT AVE	Sarasota	Sarasota	SPC
FSU	0066	COM - Tallahassee Regional Campus	3200 COMMONWEALTH BLVD	Tallahassee	Leon	SPC
FSU	0068	COM - Mariana Rural Training Site	JACKSON HOSPITAL/ 4250 HOSPITAL DRIVE	Mariana	Jackson	SPC
FSU	0069	COM - Thomasville Georgia Clinical Training Site	ARCHBOLD MEDICAL CENTER/GORDON AVE at MIMOSA AVE	Thomasville, GA	Thomas County, GA	SPC
UF	1901	Apalachicola	261 FREDERICK HUMPHRIES DRIVE	APALACHICOLA	Franklin	SPC
UF	3602	Randell Research Center, Pineland	7450 PINELAND ROAD	PINELAND	Lee	SPC

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
November 8, 2017**

SUBJECT: Supplemental Information on University Strategic Plans: University of West Florida, University of Central Florida, Florida Agricultural and Mechanical University, and Florida State University

PROPOSED COMMITTEE ACTION

For information.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

On August 30, 2017 the Board of Governors approved the Strategic Plans of the University of West Florida, the University of Central Florida, Florida Agricultural and Mechanical University, and Florida State University subject to their providing supplemental information indicating how metrics and projected outcomes will further the Board of Governors *2025 Strategic Plan* goals. The universities have provided this information, which the Committee will review as an information item..

Supporting Documentation Included:	UWF, UCF, FAMU, FSU Supplemental Information
Facilitators:	Board Staff University Representatives

UNIVERSITY of WEST FLORIDA

Alignment of UWF 2017-2022 Strategic Plan with Florida Board of Governors 2025 System Strategic Plan

Teaching and Learning

Performance Indicators	2020 UWF Goals	2025 UWF Goals	2025 BOG Goals
Excellence			
Professional Licensure & Certification Exam Pass Rates Above Benchmarks	All Exam Pass Rates Above Benchmarks	All Exam Pass Rates Above Benchmarks	All Exam Pass Rates Above Benchmarks
Percent of SUS Courses Bearing a “High-Quality” Rating in the Florida Virtual Campus Online Catalog	N/A	90%	90%
Productivity			
Average Time to Degree (for FTIC in 120hr programs)	4.3	4.0	4.0
Four-Year Graduation Rates (for Full- and Part-time FTIC)	33%	50%	50%
Six-Year Graduation Rates (for Full- and Part-time FTIC)	50%	70%	70%
Percent of Bachelor’s Degrees Without Excess Hours	81%	82%	80%
Graduate Degrees Awarded Annually	1,062	1,200	35,000
Number of Adult (Aged 25+) Undergraduates Enrolled	33%	33%	75,000 (21%)
Percent of Undergraduate FTE in Online Courses	36%	40%	40%
Number of Institutions with at least 30% of Fall Undergraduates Receiving a Pell Grant (Related to University Access Rate)	42%	42%	All Institutions Above 30%
Academic Progress Rate (2nd Fall Retention with GPA>=2)	82%	90%	90%

Teaching and Learning Continued

Performance Indicators	2020 UWF Goals	2025 UWF Goals	2025 BOG Goals
Strategic Priorities			
Bachelor's Degrees in Programs of Strategic Emphasis (Categories Include: STEM, Health, Education, Global, and Gap Analysis)	58%	60%	45,000 (50%) (after 2012-13 revision)
Bachelor's Degrees in STEM & Health (Percent of Bachelor's Total)	43%	45%	30,000 (35%) (after 2012-13 revision)
Graduate Degrees in Programs of Strategic Emphasis (Categories Include: STEM, Health, Education, Global, and Gap Analysis)	50%	52%	18,200 (60%) (after 2012-13 revision)
Graduate Degrees in STEM & Health (Percent of Graduate Total)	25%	30%	15,200 (50%) (after 2012-13 revision)

Scholarship, Research and Innovation

Performance Indicators	2020 UWF Goals	2025 UWF Goals	2025 BOG Goals
Excellence			
Faculty Membership in National Academies	N/A	N/A	75 (based on 2011)
Strategic Priorities			
Number of Patents Awarded Annually	N/A	N/A	410 (based on 2013)
Number of Licenses and Options Executed Annually	N/A	N/A	270 (based on 2011-12)
Number of Start-Up Companies Created	N/A	2	40

Community and Business Engagement

Performance Indicators	2020 UWF Goals	2025 UWF Goals	2025 BOG Goals
Excellence			
Number of Universities with the Carnegie Foundation's Community Engagement Classification	Yes	Yes	All
Strategic Priorities			
Percentage of Baccalaureate Graduates Continuing Education or Employed	72%	90%	90%

UNIVERSITY *of* WEST FLORIDA

Alignment of UWF 2017-2022 Strategic Plan with State University System Goals



UWF Strategic Plan ——— State University System Goals ———

Strategic Directions		Teaching and Learning	Scholarship, Research and Innovation	Community and Business Engagement
1	Learner Centered and Focused	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Personnel Investment and Engagement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3	Academic Programming, Scholarship, and Research	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4	Community and Economic Engagement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5	Infrastructure	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

UNIVERSITY of WEST FLORIDA

Alignment of UWF 2017-2022 Strategic Plan with State University System Goals

State University System Goal	UWF Strategic Directions
Teaching and Learning Excellence: Strengthen quality and reputation of academic programs and universities. Productivity: Increase degree productivity and program efficiency. Strategic Priorities: Increase the number of degrees awarded within programs of strategic emphasis.	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. 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 3.1: Build programs of distinction that enhance UWF's reputation for educational excellence. 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. 4.2: Enhance the region's education, economy, culture, health, and well-being through endeavors beyond campus borders. 5.1: Promote UWF's properties as desirable destinations for educational, cultural, professional and personal activities.
Scholarship, Research and Innovation Excellence: Strengthen quality and reputation of scholarship, research, and innovation. Productivity: Increase research activity and attract more external funding. Strategic Priorities: Increase commercialization activity.	1.1: Provide high-quality learning and co-curricular experiences that inspire students to become enlightened and engaged global citizens and successful professionals. 2.2: Recognize, reward and celebrate faculty and staff for their contributions to student development, scholarly or professional achievements, community partnerships, and the University. 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. 3.4: Optimize internal and external support to promote teaching and learning activities, service, research, strategic innovation, and other scholarly works. 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.
Community and Business Engagement Excellence: Strengthen quality and recognition of commitment to community and business engagement. Productivity: Increase community and business engagement. Strategic Priorities: Increase community and business workforce.	1.1: Provide high-quality learning and co-curricular experiences that inspire students to become enlightened and engaged global citizens and successful professionals. 2.2: Recognize, reward, and celebrate faculty and staff for their contributions to student development, scholarly or professional achievements, community partnerships, and the university. 3.3: Augment and invest in academic and research programs that meet professional, personal, scholastic, and workforce needs. 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. 5.1: Promote UWF's properties as desirable destinations for educational, cultural, professional and personal activities.

UNIVERSITY *of* WEST FLORIDA

2017-2022 Strategic Plan

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.

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.

Teaching and Learning

PERFORMANCE INDICATORS	2025 BOG GOALS	UCF BOT GOALS
	REVISED 2014	
EXCELLENCE		
1) National Rankings for Universities PBF: NCF	1 in Top 10 Liberal Arts 1 in Top 10 Nation 1 in Top 11-25 Nation 2 in Top 25-50 Nation	4 Rankings 2021
2) Freshman in Top 10% of Graduating High School Class PBF: NCF	50%	37% Fall 2020
3) Professional Licensure & Certification Exam Pass Rates Above Benchmarks	All Exam Pass Rates Above Benchmarks	UCF Achieved
 4) Percent of SUS courses bearing a “high-quality” rating in the Florida Virtual Campus online catalog	90%	TBD


Detailed definitions for each metric are provided in the back of the Board of Governors' Revised 2014 System Strategic Plan, available at http://www.flbog.edu/board/_doc/strategicplan/2025_System_Strategic_Plan_Amended_FINAL.pdf.

Teaching and Learning (continued)

PERFORMANCE INDICATORS	2025 BOG GOALS	UCF BOT GOALS
	REVISED 2014	
PRODUCTIVITY		
5) Average Time To Degree (for FTIC in 120hr programs)	4.0	4.0 2019-20
6) Four-Year Graduation Rates (for Full- and Part-time FTIC)	50%	50% 2020
7) Six-Year Graduation Rates (for Full- and Part-time FTIC) PBF: ALL	70%	75% 2021
8) Percent of Bachelor's Degrees Without Excess Hours PBF: ALL (except FSU,UF)	80%	71% 2019-20
9) Bachelor's Degrees Awarded Annually PBF: UCF	90,000	14,320 2019-20
10) Graduate Degrees Awarded Annually	35,000¹	2,950 2019-20

Note 1: The goal for graduate degrees has been lowered in recognition of the recent declining enrollments at the graduate level – especially in Education programs.

Teaching and Learning (continued)

PERFORMANCE INDICATORS	2025 BOG GOALS	UCF BOT GOALS
	REVISED 2014	
PRODUCTIVITY (continued)		
11) Bachelor's Degrees Awarded to African-American & Hispanic Students <small>PBF: FAU, FGCU, FIU</small>	36,000 (40%)	5,155 (36%) 2019-20
12) Number of Adult (<i>Aged 25+</i>) Undergraduates Enrolled <small>PBF: UWF</small>	75,000 (21%)	13,421 (23%) Fall 2019
 13) Percent of Undergraduate FTE in Online Courses	40%	37% 2019-20
14) Number of Institutions with at least 30% of Fall Undergraduates Receiving a Pell Grant (Related to University Access Rate) <small>PBF: ALL</small>	All Institutions Above 30%	UCF Achieved 42% Fall 2019
15) Academic Progress Rate (2nd Fall Retention with GPA>=2) <small>PBF: ALL</small>	90%	90% 2020

Teaching and Learning (continued)

PERFORMANCE INDICATORS	2025 BOG GOALS	UCF BOT GOALS
	REVISED 2014	
STRATEGIC PRIORITIES		
16) Bachelor's Degrees in Programs of Strategic Emphasis (Categories Include: STEM, Health, Education, Global, and Gap Analysis) PBF: ALL	45,000 (50%) (after 2012-13 revision)	7,733 (54%) 2019-20
17) Bachelor's Degrees in STEM & Health (Percent of Bachelor's Total)	30,000 (35%) (after 2012-13 revision)	5,298 (37%) 2019-20
18) Graduate Degrees in Programs of Strategic Emphasis (Categories Include: STEM, Health, Education, Global, and Gap Analysis) PBF: ALL (except NCF)	18,200 (60%) (after 2012-13 revision)	1,918 (65%) 2019-20
19) Graduate Degrees in STEM & Health (Percent of Graduate Total)	15,200 (50%) (after 2012-13 revision)	1,446 (49%) 2019-20

Scholarship, Research and Innovation

PERFORMANCE INDICATORS	2025 BOG GOALS	UCF BOT GOALS
	REVISED 2014	
EXCELLENCE		
20) Faculty Membership in National Academies	75 (based on 2011)	8 2021
21) Faculty Awards PBF: FSU, UF	75 (based on 2011 data)	14 2018
22) Percent of Undergraduate Seniors Assisting in Faculty Research --- or --- Percent of Undergraduates Engaged in Research PBF: NCF	TBD Board staff will work to develop a standard definition for this metric across the System.	TBD

Scholarship, Research and Innovation (continued)

PERFORMANCE INDICATORS	2025 GOALS	UCF BOT GOALS
	REVISED 2014	
PRODUCTIVITY		
23) Total R&D Expenditures PBF: UF	\$2.29B (based on 2012-13)	\$367M 2019-20
24) Percent of R&D Expenditures funded from External Sources PBF: FAMU	71% (based on 2011-12)	54% 2019-20
STRATEGIC PRIORITIES		
25) Number of Patents Awarded Annually	410 (based on 2013)	83 2020
26) Number of Licenses and Options Executed Annually	270 (based on 2011-12)	38 2018-19
27) Number of Start-Up Companies Created	40	20 2018-19

Community and Business Engagement

PERFORMANCE INDICATORS	2025 GOALS	UCF BOT GOALS
	REVISED 2014	
EXCELLENCE		
28) Number of Universities with the Carnegie Foundation's Community Engagement Classification	All	UCF Achieved
STRATEGIC PRIORITIES		
29) Percentage of Baccalaureate Graduates Continuing Education or Employed PBF: ALL	90%	68.6% 2018-19 with \$25,000 filter applied

State University System Goals	Excellence	Productivity	Strategic Priorities
Teaching & Learning	Strengthen Quality & Reputation of Academic Programs and Universities	Increase Degree Productivity and Program Efficiency	Increase the Number of Degrees Awarded within Programs of Strategic Emphasis
Scholarship, Research & Innovation	Strengthen Quality & Reputation of Scholarship, Research, and Innovation	Increase Research Activity and Attract More External Funding	Increase Commercialization Activity
Community & Business Engagement	Strengthen Quality & Recognition of Commitment to Community and Business Engagement	Increase Community and Business Engagement	Increase Community and Business Workforce

UCF Priorities			
1. Increasing Student Access, Success, and Prominence	✓	✓	✓
2. Strengthening Our Faculty and Staff	✓	✓	
3. Growing Our Research and Graduate Programs	✓	✓	✓
4. Creating Community Impacts through Partnerships	✓	✓	✓
5. Leading Innovation in Higher Education	✓	✓	



Collective Impact Alignment

with the Florida Board of Governors' 2025 System Strategic Plan

Priority Metric Progress

2016	2017*		2021
3rd	3rd	Rank among Florida MSAs of percentage of population with a bachelor's degree (within top 100 national MSAs)	1st
4.0/1850	4.02/1853	Average first-year student GPA and SAT	4.0/1870
11	11	Public university rank of National Merit Scholars	Top 10
89.1%	88.8%	FTIC First-year retention rate	92%
70.6%	69.0%	FTIC Six-year graduation rate	75%
8,488	8,552	Number of graduate students	10,000
51	66	Post-doctoral research appointees	200
1	6	National Academy members	6
57.8%	59.6%	Percentage of tenured or tenure-track faculty	65%
\$133M	\$146M	Research awards	\$250M
63	64	Endowed professorships and chairs	80
16,105	19,243	Alumni annual giving donors	30,000
\$151M	\$146M	UCF Foundation endowment	\$175M

*Best data available as of March 2017

Metric Alignment with State Goals


	Collective Impact	FL BOG Strategic Plan	Preeminence Metric
Public University National Ranking	●	●	✓
Endowment Size	●		●
Grow to 1,200 Full-Time Tenure/Tenure-Track Faculty	●		
National Academy Memberships	●	●	✓
25% New Hire Diversity	●		
6-Year Graduation Rate	●	●	●
Freshman Retention Rate	●		●
Average GPA and SAT Score	●		✓
Increase Graduate Student Headcount	●		
Number of Post-Doctoral Appointees	●		●
Doctoral Degrees Awarded Annually	●	●	✓
National Ranking in STEM Research Expenditures	○		✓
Double Research Awards	●	●	
Non-Medical Science and Engineering Research Expenditures	○	●	✓
Science and Engineering Research Expenditures	○	●	●
Patents Awarded (over three year period)	●		✓

● Aligned metric

○ Indirect metric

✓ Has met state's 2017 metric for Preeminence designation

Teaching and Learning

PERFORMANCE INDICATORS	2025 BOG GOALS	BOT GOALS
	REVISED 2014	
EXCELLENCE		
1) National Rankings for Universities <small>PBF: NCF</small>	1 in Top 10 Liberal Arts 1 in Top 10 Nation 1 in Top 11-25 Nation 2 in Top 25-50 Nation	1 in Top 10 HBCUs <i>WP</i>
2) Freshman in Top 10% of Graduating High School Class <small>PBF: NCF</small>	50%	20 <i>(Fall 2020)-WP</i>
3) Professional Licensure & Certification Exam Pass Rates Above Benchmarks	All Exam Pass Rates Above Benchmarks	4 of 4 <i>SP</i>
 4) Percent of SUS courses bearing a “high-quality” rating in the Florida Virtual Campus online catalog	90%	N/A


Detailed definitions for each metric are provided in the back of the Board of Governors’ Revised 2014 System Strategic Plan, available at [http://www.flbog.edu/board/doc/strategicplan/2025 System Strategic Plan Amended FINAL.pdf](http://www.flbog.edu/board/doc/strategicplan/2025%20System%20Strategic%20Plan%20Amended%20FINAL.pdf).

Teaching and Learning (continued)

PERFORMANCE INDICATORS	2025 BOG GOALS	BOT GOALS
	REVISED 2014	
PRODUCTIVITY		
5) Average Time To Degree (for FTIC in 120hr programs)	4.0	4.5 (2019-20)-WP
6) Four-Year Graduation Rates (for Full- and Part-time FTIC)	50%	40% (2022)-SP
7) Six-Year Graduation Rates (for Full- and Part-time FTIC) PBF: ALL	70%	60% (2022)-SP
8) Percent of Bachelor's Degrees Without Excess Hours PBF: ALL (except FSU,UF)	80%	60% (2022)-SP
9) Bachelor's Degrees Awarded Annually PBF: UCF	90,000	1,844 (2022)-SP
10) Graduate Degrees Awarded Annually	35,000¹	656 (2022)-SP

Note 1: The goal for graduate degrees has been lowered in recognition of the recent declining enrollments at the graduate level – especially in Education programs.

Teaching and Learning (continued)

PERFORMANCE INDICATORS	2025 BOG GOALS	BOT GOALS
	REVISED 2014	
PRODUCTIVITY (continued)		
11) Bachelor's Degrees Awarded to African-American & Hispanic Students <small>PBF: FAU, FGCU, FIU</small>	36,000 (40%)	1,733 (2022)-SP
12) Number of Adult <i>(Aged 25+)</i> Undergraduates Enrolled <small>PBF: UWF</small>	75,000 (21%)	1,145 (FALL 2020)-WP
 13) Percent of Undergraduate FTE in Online Courses	40%	15% (2022)-SP
14) Number of Institutions with at least 30% of Fall Undergraduates Receiving a Pell Grant (Related to University Access Rate) <small>PBF: ALL</small>	All Institutions Above 30%	65% (Fall 2019)-WP
15) Academic Progress Rate (2nd Fall Retention with GPA>=2) <small>PBF: ALL</small>	90%	85% (2022)-SP

Teaching and Learning (continued)

PERFORMANCE INDICATORS	2025 BOG GOALS	BOT GOALS
	REVISED 2014	
STRATEGIC PRIORITIES		
16) Bachelor's Degrees in Programs of Strategic Emphasis (Categories Include: STEM, Health, Education, Global, and Gap Analysis) PBF: ALL	45,000 (50%) (after 2012-13 revision)	55% (2022)-SP
17) Bachelor's Degrees in STEM & Health (Percent of Bachelor's Total)	30,000 (35%) (after 2012-13 revision)	49% (2019-20)-WP
18) Graduate Degrees in Programs of Strategic Emphasis (Categories Include: STEM, Health, Education, Global, and Gap Analysis) PBF: ALL (except NCF)	18,200 (60%) (after 2012-13 revision)	60% (2022)-SP
19) Graduate Degrees in STEM & Health (Percent of Graduate Total)	15,200 (50%) (after 2012-13 revision)	56% (2019-20)-WP

Scholarship, Research and Innovation

PERFORMANCE INDICATORS	2025 BOG GOALS	BOT GOALS
	REVISED 2014	
EXCELLENCE		
20) Faculty Membership in National Academies	75 (based on 2011)	1 (2021)-WP
21) Faculty Awards PBF: FSU, UF	75 (based on 2011 data)	3 (Fall 2018)-WP
22) Percent of Undergraduate Seniors Assisting in Faculty Research --- or --- Percent of Undergraduates Engaged in Research PBF: NCF	TBD Board staff will work to develop a standard definition for this metric across the System.	60% (2022)-SP

Scholarship, Research and Innovation (continued)

PERFORMANCE INDICATORS	2025 GOALS	
	REVISED 2014	
PRODUCTIVITY		
23) Total R&D Expenditures <small>PBF: UF</small>	\$2.29B <small>(based on 2012-13)</small>	\$50M <small>(2022)-SP</small>
24) Percent of R&D Expenditures funded from External Sources <small>PBF: FAMU</small>	71% <small>(based on 2011-12)</small>	84% <small>(2022)-SP</small>
STRATEGIC PRIORITIES		
25) Number of Patents Awarded Annually	410 <small>(based on 2013)</small>	6 <small>(2022)-SP</small>
26) Number of Licenses and Options Executed Annually	270 <small>(based on 2011-12)</small>	6 <small>(2022)-SP</small>
27) Number of Start-Up Companies Created	40	2 <small>(2018-19)-WP</small>

Community and Business Engagement

PERFORMANCE INDICATORS	2025 GOALS	
	REVISED 2014	
EXCELLENCE		
28) Number of Universities with the Carnegie Foundation's Community Engagement Classification	All	-
STRATEGIC PRIORITIES		
29) Percentage of Baccalaureate Graduates Continuing Education or Employed PBF: ALL	90%	75% (2022)-SP


State University System Goals	Excellence	Productivity	Strategic Priorities
Teaching & Learning	Strengthen Quality & Reputation of Academic Programs and Universities	Increase Degree Productivity and Program Efficiency	Increase the Number of Degrees Awarded within Programs of Strategic Emphasis
Scholarship, Research & Innovation	Strengthen Quality & Reputation of Scholarship, Research, and Innovation	Increase Research Activity and Attract More External Funding	Increase Commercialization Activity
Community & Business Engagement	Strengthen Quality & Recognition of Commitment to Community and Business Engagement	Increase Community and Business Engagement	Increase Community and Business Workforce

FAMU Strategic Priorities			
I. Exceptional Student Experience	Increase licensure exam pass rates; increase the academic profile of incoming FTIC cohorts; strengthen academic degree programs; increase the proportion of students completing high-impact co-curricular experiences; increase percentage of bachelor's graduates employed or enrolled.	Increase retention and graduation rates; increase degree productivity; increase enrollment in online courses and degree programs.	Increase bachelor's and graduate degrees awarded in Programs of Strategic Emphasis; develop new academic programs in areas of high employer demand.

2. Excellent and Renowned Faculty	Increase number of faculty recognized for excellence in teaching, research and service.	Increase number of research proposal submissions from interdisciplinary teams; increase investment in research facilities.	Increase faculty hires in areas of strategic emphasis.
3. High Impact Research, Commercialization, and Public Service	Annual rankings of graduate programs in regional and national publications; increase the number of students, faculty and staff engaged in outreach/service events; increase the number of externally recognized outreach/service engagement programs and partnerships; increase the number of agreements/MOUs with national research laboratories and companies; increase the number of students engaged in research.	Increase the number of research doctorates awarded; increase total R&D expenditures; increase the percentage of R&D expenditures funded from external sources.	Increase the number of patents; increase the number of inventions disclosures.
4. Transformative Alumni, Community, and Business Engagement		Increase annual giving; increase annual giving rate; increase endowment value; increase the number of public private partnerships agreements signed and operational that support teaching, research and service.	Increase annual dollars raised in support of signature programs.

5. First Class Business Infrastructure	Increase staff satisfaction rates with professional development opportunities; decrease the number of significant audit findings.	Increase percent of of budget allocated for strategic priorities; increase annual cost savings; increase percent of on-time submission of data files and reports to external agencies.	Increase the number of participants in business-related training programs.
6. Outstanding Customer Experiences	Increase the number of external awards for service excellence (University mission and core values reflect our commitment to sustaining superior excellence in all our interactions with and among our stakeholders, but not limited to, our students, parents, prospective students, faculty, staff, vendors, alumni, and corporate partners).	Increase customer satisfaction ratings (University will increase use of dashboards and scorecards to monitor and evaluate service levels in all departments to ensure outstanding customer experiences).	Increase assessment of the customer experiences by examining critical points of contact (POCs) and campus infrastructure, and by soliciting feedback from key stakeholders regarding what is working and what needs improvement.

Teaching and Learning

PERFORMANCE INDICATORS	2025 BOG GOALS	FSU BOT GOALS
	REVISED 2014	
EXCELLENCE		
1) National Rankings for Universities PBF: NCF	1 in Top 10 Liberal Arts 1 in Top 10 Nation 1 in Top 11-25 Nation 2 in Top 25-50 Nation	Top 25 in USNWR by 2022
2) Freshman in Top 10% of Graduating High School Class PBF: NCF	50%	44% by Fall 2020
3) Professional Licensure & Certification Exam Pass Rates Above Benchmarks	All Exam Pass Rates Above Benchmarks	5 of 5 in 2025
 4) Percent of SUS courses bearing a “high-quality” rating in the Florida Virtual Campus online catalog	90%	TBD


Detailed definitions for each metric are provided in the back of the Board of Governors' Revised 2014 System Strategic Plan, available at http://www.flbog.edu/board/_doc/strategicplan/2025_System_Strategic_Plan_Amended_FINAL.pdf.

Teaching and Learning (continued)

PERFORMANCE INDICATORS	2025 BOG GOALS	FSU BOT GOALS
	REVISED 2014	
PRODUCTIVITY		
5) Average Time To Degree (for FTIC in 120hr programs)	4.0	3.8 by 2019-20
6) Four-Year Graduation Rates (for Full- and Part-time FTIC)	50%	68% for 2016-20 cohort
7) Six-Year Graduation Rates (for Full- and Part-time FTIC) PBF: ALL	70%	82% for 2014-20 cohort
8) Percent of Bachelor's Degrees Without Excess Hours PBF: ALL (except FSU,UF)	80%	80% by 2020
9) Bachelor's Degrees Awarded Annually PBF: UCF	90,000	9,100 in 2019-20
10) Graduate Degrees Awarded Annually	35,000¹	3,200 in 2019-20

Note 1: The goal for graduate degrees has been lowered in recognition of the recent declining enrollments at the graduate level – especially in Education programs.

Teaching and Learning (continued)

PERFORMANCE INDICATORS	2025 BOG GOALS	FSU BOT GOALS
	REVISED 2014	
PRODUCTIVITY (continued)		
11) Bachelor's Degrees Awarded to African-American & Hispanic Students <small>PBF: FAU, FGCU, FIU</small>	36,000 (40%)	2,710 (30%) in 2019-20
12) Number of Adult (<i>Aged 25+</i>) Undergraduates Enrolled <small>PBF: UWF</small>	75,000 (21%)	N/A
 13) Percent of Undergraduate FTE in Online Courses	40%	18% in 2019-20
14) Number of Institutions with at least 30% of Fall Undergraduates Receiving a Pell Grant (Related to University Access Rate) <small>PBF: ALL</small>	All Institutions Above 30%	30% in Fall 2019
15) Academic Progress Rate (2nd Fall Retention with GPA>=2) <small>PBF: ALL</small>	90%	93% in 2019

Teaching and Learning (continued)

PERFORMANCE INDICATORS	2025 BOG GOALS	FSU BOT GOALS
	REVISED 2014	
STRATEGIC PRIORITIES		
16) Bachelor's Degrees in Programs of Strategic Emphasis (Categories Include: STEM, Health, Education, Global, and Gap Analysis) PBF: ALL	45,000 (50%) (after 2012-13 revision)	3,895 (42.8%) in 2019-20
17) Bachelor's Degrees in STEM & Health (Percent of Bachelor's Total)	30,000 (35%) (after 2012-13 revision)	2,820 (31%) in 2019-20
18) Graduate Degrees in Programs of Strategic Emphasis (Categories Include: STEM, Health, Education, Global, and Gap Analysis) PBF: ALL (except NCF)	18,200 (60%) (after 2012-13 revision)	1,825 (57%) in 2019-20
19) Graduate Degrees in STEM & Health (Percent of Graduate Total)	15,200 (50%) (after 2012-13 revision)	1,280 (40%) in 2019-20

Scholarship, Research and Innovation

PERFORMANCE INDICATORS	2025 BOG GOALS	FSU BOT GOALS
	REVISED 2014	
EXCELLENCE		
20) Faculty Membership in National Academies	75 (based on 2011)	8 in 2021
21) Faculty Awards PBF: FSU, UF	75 (based on 2011 data)	11 in 2018
22) Percent of Undergraduate Seniors Assisting in Faculty Research --- or --- Percent of Undergraduates Engaged in Research PBF: NCF	TBD Board staff will work to develop a standard definition for this metric across the System.	N/A

Scholarship, Research and Innovation (continued)

PERFORMANCE INDICATORS	2025 GOALS	
	REVISED 2014	FSU BOT Goals
PRODUCTIVITY		
23) Total R&D Expenditures PBF: UF	\$2.29B (based on 2012-13)	\$279M in 2019-20
24) Percent of R&D Expenditures funded from External Sources PBF: FAMU	71% (based on 2011-12)	56% in 2019-20
STRATEGIC PRIORITIES		
25) Number of Patents Awarded Annually	410 (based on 2013)	34 in 2020
26) Number of Licenses and Options Executed Annually	270 (based on 2011-12)	17 in 2018-19
27) Number of Start-Up Companies Created	40	5 in 2018-19

Community and Business Engagement

PERFORMANCE INDICATORS	2025 GOALS	
	REVISED 2014	FSU BOT goals
EXCELLENCE		
28) Number of Universities with the Carnegie Foundation's Community Engagement Classification	All	Yes
STRATEGIC PRIORITIES		
29) Percentage of Baccalaureate Graduates Continuing Education or Employed PBF: ALL	90%	70% in 2018-19 (and \$25K+)

State University System Goals	Excellence	Productivity	Strategic Priorities
Teaching & Learning	1. Strengthen Quality & Reputation of Academic Programs and Universities	4. Increase Degree Productivity and Program Efficiency	7. Increase the Number of Degrees Awarded within Programs of Strategic Emphasis
Scholarship, Research & Innovation	2. Strengthen Quality & Reputation of Scholarship, Research, and Innovation	5. Increase Research Activity and Attract More External Funding	8. Increase Commercialization Activity
Community & Business Engagement	3. Strengthen Quality & Recognition of Commitment to Community and Business Engagement	6. Increase Community and Business Engagement	9. Increase Community and Business Workforce

FSU Strategic Directions			
I. Deepening Our Distinctive Commitment to Continuous Innovation	Direct Effect on 2, 3 Indirect Effect on 1	Direct Effect on 5 & 6	Direct Effect on 8 & 9
II. Amplifying Excellence across our Academic and Research Programs	Direct Effect on 1, 2 Indirect Effect on 3	Direct Effect on 4 & 5 Indirect Effect on 6	Direct Effect on 7 & 8 Indirect Effect on 9 (local jobs supporting research)
III. Realizing the Full Potential of Diversity and Inclusion	Indirect Effect on 1 & 3	Indirect Effect on 6	Indirect Effect on 9 (diversifying on-campus jobs)
IV. Ensuring Student Success on Campus and Beyond	Direct Effect on 1 Indirect Effect on 2 & 3 (student participation in internships and community projects)	Direct Effect on 4 Indirect Effect on 5 & 6 (student participation in internships and community projects)	Direct Effect on 7 Indirect Effect on 9

V. Preparing Our Graduates for 21st Century Careers	Direct Effect on 1 Indirect Effect on 2 & 3 (students better prepared through internships and community projects)	Direct Effect on 4 Indirect Effect on 6	Direct Effect on 7 & 9 (through program alignment with PSEs)
VI. Investing Strategically in Our Institution and Reputation	Direct Effect on 1, 2 Indirect Effect on 3 (expanding recognition of community engagement)	Direct Effect on 5 Indirect Effect on 6	Indirect Effect on 9 (operational investments affecting on-campus jobs)

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
November 8, 2017**

SUBJECT: Florida Gulf Coast University Legislative Budget Request

PROPOSED COMMITTEE ACTION

Consider for approval a Legislative Budget Request by Florida Gulf Coast University

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Florida Gulf Coast University has submitted a 2018 Legislative Budget Request (LBR). President Martin will make a presentation outlining the components of the LBR. If approved by the Strategic Planning Committee the Request will be forwarded to the Budget and Finance Committee for consideration to approve.

Supporting Documentation Included:	FGCU LBR Documentation
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Facilitators:	Dr. Michael Martin, President, Florida Gulf Coast University
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Florida Gulf Coast University President Michael Martin

2018 Legislative Budget Request

We are to provide “high quality academic degree programs to meet State economic and workforce needs, cutting edge research to address global problems and community outreach to improve the quality of life for Floridians” – State University System 2025 Strategic Plan

The basic principles and objectives on which Florida Gulf Coast University’s 2018 Legislative budget request are based, are as follows:

- **Provide every student an education which will allow her/him the opportunity for a successful career and meaningful life.**
- **Ensure that every student can expeditiously complete a high quality, affordable degree.**
- **Contribute to the regional and state economic development and quality of life by significantly improving the workforce through graduating well prepared students who participate in targeted internships and other experiential learning experiences.**
- **Align academic programs with the goals of the FGCU Strategic Plan and, in turn, the 2025 System Strategic Plan, while we “identify and affirm the distinctive mission and contributions” of FGCU.**

In this regard, funding provided in 2018 will be invested in the following, with goals and timelines indicated for each:

1. **Programs, initiatives and organizational changes which will increase graduation rates, especially the four-year graduation rate. (\$3.7 million):**
 - A. First-Time-In-College (FTIC) 6-Year Graduation Rate:
 - Actual: 2016: 46%. Goal: 2021-2022: 57%.
 - B. First-Time-In-College (FTIC) 4-Year Graduation Rate:
 - Actual: 2016: 22%. Goal: 2021-2022: 34%.
 - C. Time to Degree:
 - Actual: 2015-2016: 4.5 Years. Goal: 2021-2022: 4 Years.
2. **Launching or expanding programs which meet the workforce needs of our region including, but not limited to: health professions (nursing), construction management, teacher education, supply chain management, and agribusiness. (\$4.0 million)**
 - A. Percentage of Bachelors Graduates Enrolled or Employed (\$25K or above Annual Salary):
 - Actual: 2014-2015: 66%. Goal: 2021-2022: 73%.

B. Median Wages of Bachelors Graduates Employed Full-Time:

- Actual: 2014-2015: \$36,300. Goal: 2021-2022: \$43,200.

3. Expanding the Honors College and related programs. (\$1.2 million):

A. First-Time-In-College (FTIC) 6-Year Graduation Rate:

- Actual: 2016: 46%. Goal: 2021-2022: 57%.

B. First-Time-In-College (FTIC) 4-Year Graduation Rate:

- Actual: 2016: 22%. Goal: 2021-2022: 34%.

C. Time to Degree:

- Actual: 2015-2016: 4.5 Years. Goal: 2021-2022: 4 Years.

4. Expanding community outreach, engagement and collaborations. (\$1.7 million):

A. Percentage of Bachelors Graduates Enrolled or Employed (\$25K or above Annual Salary):

- Actual: 2014-2015: 66%. Goal: 2021-2022: 73%.

B. Median Wages of Bachelors Graduates Employed Full-Time:

- Actual: 2014-2015: \$36,300. Goal: 2021-2022: \$43,200.

5. Stimulating increased research and scholarship relevant to the unique character, challenges and opportunities in Southwest Florida. A primary initiative here will be on issues related to water quality, allocation, availability and management. (\$3.1 million):

A. Total Research Expenditures (\$M):

- Actual: 2015-2016: \$7 million. Goal: 2021-2022: \$14 million.

B. Percentage of Research Expenditures Funded from External Sources:

- Actual: 2015-2016: 77%. Goal: 2021-2022: 81%.

As noted in the System Strategic Plan, “It is important to remember that university faculty not only share knowledge through world-class teaching, they actually create the knowledge that is shaping society – locally, nationally and globally.”

The above referenced organizational changes likely will include the creation of a comprehensive and integrated Division of Student Success and Enrollment Management to accomplish the following:

- **Reduce the transfer-out rate through such initiatives as the expanded Honors College; an increase in dual enrollments of outstanding high school students; targeted institutional aid to students willing to commit to graduating from FGCU; our Soar in 4 program; more intentional high school recruitment; enhancing student engagement**

with high-impact educational practices; intervention strategies when students request transcripts; and analytics to identify and work closely with students likely to transfer.

A. Actual: 2010-2016 Cohort: 10% Graduated from other State University System (SUS) Institutions. Goal: 2019-2023 Cohort: 5% Graduated from other State University System (SUS) Institutions.

- **Reduce attrition through analytics targeting first-year students; expansion of supplemental instruction; mandatory tutoring for at-risk students; use of Canvas (LMS) analytics to identify and work closely with at-risk students; and use of intervention specialists for at-risk students and also students with the potential to graduate in four years.**

A. Academic Progress Rate:

- Actual: 2015-2016: 73%. Goal: 2021-2022: 82%.

- **Improve graduation rates through the indicated transfer-out and attrition initiatives, as well as increased support for summer session; adding sections of high-needs courses; continued emphasis on containing student costs; targeted recruitment to high schools that send students who tend to graduate on time; and use of student education plan (SEP) and degree audit technology to keep students on track.**

A. First-Time-In-College (FTIC) 6-Year Graduation Rate:

- Actual: 2016: 46%. Goal: 2022: 57%.

B. First-Time-In-College (FTIC) 4-Year Graduation Rate:

- Actual: 2016: 22%. Goal: 2021-2022: 34%.

In all we do, we will continue to work to ensure affordability for every student who chooses FGCU.

Florida Gulf Coast University annually will report to the Board of Governors performance status for the above goals.

The University recognizes the significance of a recurring \$32 million operating budget request as included in the 2018 Legislative Agenda previously approved by the FGCU Board of Trustees, and would work collaboratively with the Board of Governors and the legislature for a phased-in approach over each of the next three years.

-FGCU-

Florida Gulf Coast University
LBR 2018-19

<u>Initiatives (Recurring)</u>	<u>2018-19</u>		<u>2019-20</u>		<u>2020-21</u>	
Improvement of Retention and Graduation Rates	Enrollment Management	\$ 1,000,000				
	Incentive Based Student Costs Reductions	\$ 2,000,000	Incentive Based Student Costs Reductions	\$ 2,000,000	Incentive Based Student Costs Reductions	\$ 2,000,000
	Summer Enrollment	\$ 1,000,000	Student Success Support-Enhanced Student Services	\$ 1,998,800		
	Honors College	\$ 1,600,000	Academic Technology	\$ 1,564,000		
			Faculty Hires to Support Student Progression	\$ 1,000,000		
Program Expansion/Start up to Meet Workforce Needs and Provide Quality Wage	High Industry Demand Programs	\$ 2,300,000				
	Nursing and Health Sciences	\$ 836,000				
	Library Resources	\$ 350,000	Library Resources	\$ 350,000	Library Resources	\$ 350,000
	Agribusiness	\$ 300,000	Agribusiness	\$ 500,000		
Expanding Outreach and Collaboration	Collaborative Program Offering	\$ 565,000	Service Learning and Civic Engagement	\$ 200,000		
	Partnering and Outreach Opportunities	\$ 1,000,000				
Research and Scholarship	Water Resource Management and Research	\$ 700,000				
	Emergent Technology Institute Operational Plan	\$ 1,200,000				
	Undergraduate Research and Scholarship	\$ 915,000				
Facilities and Infrastructure			Enhance Technological Services	\$ 2,228,977		
			Retention of Faculty and Staff	\$ 1,500,000		
			Plant Operations and Utilities	\$ 500,000		
Total Recurring Initiatives		\$ 13,766,000		\$ 11,841,777		\$ 2,350,000
Non-Recurring Initiatives			Enhance Technological Services	\$ 1,035,880	Enhance Technological Services	\$ 3,380,000
Total 2018-19		\$ 13,766,000	Total 2019-20		\$ 12,877,657	Total 2020-21
						\$ 5,730,000
						Three Year Total \$ 32,373,657

2018-19**Enrollment Management**

Supplemental Instruction Coordinator	1.0
Student Mentoring Coordinator	1.0
Advisors	5.0
Total FTE	7.0

High Industry Demand Programs

Faculty, Supply Chain Management	2.0
Faculty, Health Informatics	1.0
Faculty, Data Analytics and Informatics	2.0
Faculty, Construction Management	5.5
Faculty Director, Construction Management	1.0
Construction Management Advisor	1.0
Secretarial Support	3.0
Total FTE	15.5

Summer Enrollment

Faculty (equivalent effort for new sections)	12.0
Total FTE	12.0

Honors College

Departmental Faculty	8.0
National Scholarship Director	1.0
Coordinator, Outreach	1.0
Staff, Assistant Director	1.0
Total FTE	11.0

Nursing and Health Sciences

Clinical Affiliation and Learning Specialist	1.0
Associate Dean of Clinical and Student Affairs	1.0
Health Sciences Faculty	1.0
Nursing Faculty	2.0
Clinical Assistant, PA Program	1.0
Advisor	1.0
Total FTE	7.0

Collaborative Program Offering

Professor and Director of Professional Selling	1.0
Asst. Professor, Professional Selling	1.0
Asst. Professor, Communications	1.0
Total FTE	3.0

Water Resource Management and Research

Faculty, Water Resources	2.0
Program Coordinator	1.0
Total FTE	3.0

Emerging Technology Institute Operational Plan

Entrepreneurship Faculty	2.0
Faculty, Multi-Discipline	7.0
Total FTE	9.0

Undergraduate Research and Scholarship

Undergraduate Scholarship Coordinator	1.0
Total FTE	1.0

2019-20**Enhance Technological Services**

BI - Data Modeler	1.0
BI - Reporting Analyst	1.0
Systems Analyst Programmer	1.0
System Engineer 2	1.0
System Engineer 1 (SharePoint Support)	1.0
Network Engineer 1	1.0
IT Field Technician II	1.0
IT Project Manager II	1.0
Total FTE	8.0

Academic Technology

Academic Network Engineer	1.0
Academic Network Coordinator	1.0
Asst. Director, Operations	1.0
Technical Support Staff	2.0
Total FTE	5.0

Service Learning and Civic Engagement

Asst. Director, Service Learning	1.0
Total FTE	1.0

Faculty Hires for Student Progression

Faculty, Various Disciplines	9.0
Total FTE	9.0

Services

Post Doc Psychologist	1.0
Program Coordinator	1.0
Staff Psychologist	1.0
Behavioral Health Psychologist	1.0
Case Manager	1.0
Career Counselor	5.0
Advisors	4.0
Total FTE	14.0

Florida Gulf Coast University
LBR 2018-19
Schedule of Expenditures

Fiscal Year 2018-19

	<u>Enrollment Management</u>	<u>Incentive Based Student Costs Reductions</u>	<u>Summer Enrollment</u>	<u>Honors College</u>	<u>High Industry Demand Programs</u>	<u>Nursing and Health Sciences</u>	<u>Library Resources</u>	<u>Agribusiness</u>	<u>Collaborative Program Offerings</u>	<u>Partnering and Outreach Opportunities</u>	<u>Water Resource Management</u>	<u>Emerging Technology Institute Operational Plan</u>	<u>Undergraduate Research and Scholarship</u>
Salary and Benefits	396,900		750,000	1,085,185	2,176,000	795,000			402,600	100,000	330,000	1,040,000	85,000
Other Personnel Services	275,000		250,000		79,500			300,000	100,000	700,000	100,000	89,300	200,000
Operating Expenses	103,100			192,500	44,500	41,000			37,400	200,000	270,000	70,700	375,000
Capital Expenditures	225,000			322,315					25,000				55,000
Library Resources							350,000						
Financial Aid		2,000,000											200,000
Total	1,000,000	2,000,000	1,000,000	1,600,000	2,300,000	836,000	350,000	300,000	565,000	1,000,000	700,000	1,200,000	915,000

Fiscal Year 2019-20

	<u>Incentive Based Student Costs Reductions</u>	<u>Student Success Support-Enhanced Student Services</u>	<u>Academic Technology</u>	<u>Faculty Hires to Support Student Progression</u>	<u>Library Resources</u>	<u>Agribusiness</u>	<u>Service Learning and Civic Engagement</u>	<u>Enhance Technological Services</u>	<u>Retention of Faculty and Staff</u>	<u>Plant Operations and Utilities</u>	<u>Enhance Technological Services (Non-Recurring)</u>
Salary and Benefits		1,098,800	385,000	1,000,000			80,000	692,481	1,500,000		
Other Personnel Services			50,000			500,000	100,000	20,000			
Operating Expenses		900,000	700,000				20,000	1,498,376		500,000	1,035,880
Capital Expenditures			429,000					18,120			
Library Resources					350,000						
Financial Aid	2,000,000										
Total	2,000,000	1,998,800	1,564,000	1,000,000	350,000	500,000	200,000	2,228,977	1,500,000	500,000	1,035,880

Fiscal Year 2020-21

	<u>Incentive Based Student Costs Reductions</u>	<u>Enhance Technological Services (Non-Recurring)</u>
Salary and Benefits		
Other Personnel Services		
Operating Expenses		
Capital Expenditures		3,380,000
Library Resources	350,000	
Financial Aid	2,000,000	
Total	2,000,000	3,380,000

Summary of Initiatives FY 2018-19

Enrollment Management: Enrollment management at Florida Gulf Coast University is being analyzed for the purpose of identifying opportunities, areas of concern, and structural change that will best serve to manage the process of recruiting, admitting, and retaining students to the institution to successfully meet timely graduation and other performance goals. The funding will be used to provide recruiting and applicant tracking tools needed to pursue and support students, along with operational funds for new advisors, tutors and mentoring.

Incentive Based Student Costs Reduction: Florida Gulf Coast University lags behind comparable institutions in gift aid per hour, which is evident in the calculation involved as measured in Metric 3 of the Performance Based Funding Model. With funding in this area, the institution would make aid available to remove roadblocks to students in attaining a degree in four years. Aid would be provided to support degree completion, retention, and summer enrollment.

Summer Enrollment: The institution, in order to improve graduation rates and keep students on track to a timely graduation, needs to expand summer offerings, which affords students greater opportunity to stay on a timely path to completing a degree. Additional summer course offerings will support the projected enrollment and allow for the classes needed in programs where expansion is anticipated.

Honors College: The enrichment of our strong Honors Program and strategic development of the Honors College will allow FGCU to attract and retain students with exceptional academic profiles, and provide an additional incentive for students who participate in an array of programs for high achievers, including the National Merit Scholars Program, to select FGCU. These funds will support the implementation of the plan to increase our Honors student enrollment over the next five-year period from its current 700 students to 1,200 students by the academic year 2021-2022. These students will experience national best practice opportunities to boost their collegiate experience and professional career, including participation in research at advanced levels, study abroad, earning valuable skills through academic competitions, and contributing service learning for regional and statewide benefit.

High Industry Demand Programs: Florida Gulf Coast University has been striving for several years to initiate three programs that will meet regional and state demand. Programs in Supply Chain Management, Informatics, and Construction Management are in demand, and students graduating in these programs have the potential of high wage earning. The institution has received non-recurring funds, but recurring funds are needed in order to provide continuing and stable funding, including for personnel.

Nursing and Health Sciences: The demand for health care in the state and region has never been greater, and investment in these programs will allow students to progress at an optimal

rate and make available to the workforce qualified graduates ready to step in and provide needed services.

Library Resources: In order to properly support program expansion, scholarly activities and research, the material offerings with the library must grow to meet the increased demand. Funding will be used to acquire the appropriate materials to facilitate the growth and depth of the academic programs.

Agribusiness: Agriculture is a large part of the Florida economy and local region. Florida Gulf Coast University is seeking to support this industry by offering needed programs and support. The intent is to identify regional needs in the Agricultural industry and identify the means by which FGCU can support these endeavors.

Collaborative Program Offering: Florida Gulf Coast University is seeking to launch curriculum in Professional Selling, and has identified a private partner in offering this coursework. Through collaboration, Florida Gulf Coast University is offering a skill that is being sought after by local employers, creating a partnership beneficial to the community and private industry.

Partnering and Outreach Opportunities: In order to strengthen the connection between Florida Gulf Coast University and the region, the institution will expand partnerships with local businesses and organizations for internship opportunities, leverage online learning for degree completion, and develop targeted educational services in Charlotte County. Expanded partnerships also will be developed with the region's K-12 system to support and graduate a pipeline of educators.

Water Resource Management and Research: Water is of particular importance in Florida, as its presence is not just about sustenance but tourism and the economy. Florida Gulf Coast University is well positioned figuratively and literally to provide leadership in water management and resource. Funds are needed for faculty and staff, assistantships, and operational activities to bring innovative water based studies and research to the region.

Emergent Technologies Institute (ETI) Operational Plan: Florida Gulf Coast University has developed a plan (presented at the FGCU Board of Trustee meeting of April 11, 2017) that fully utilized the Emergent Technologies Institute in supporting engineering, entrepreneurship and research and technology development. The requested funding is in support of the plan presented.

Undergraduate Research and Scholarship: Funding would be utilized to implement student research scholarships, research assistantships, faculty stipends to work with research students, research related work study, and an undergraduate symposium. These new activities will be supported by a project coordinator who can oversee these initiatives, and bring greater student participation into undergraduate research.

Summary of Initiatives FY 2019-20

Student Success Support- Enhance Student Support Services: Provide staffing support in areas of counseling, advising, career development and mentoring. The purpose is to engage and connect students to the faculty, staff, and services the institution offers in order to facilitate successful graduation and retention. Students who are focused on their academic pursuits and supported throughout their university experience by being engaged in multiple opportunities for learning are more likely to succeed and graduate, becoming productive members of the workforce.

Academic Technology: With a focus on deliverables to the classroom and students, academic technology is seeking to bolster capabilities and offerings. Resources will be utilized to improve the quality and function of technology in the classrooms and labs, along with supporting applications that support management of grades, syllabus, and course related materials.

Faculty Hires to Support Student Progression: Faculty hires are needed in various disciplines in multiple colleges in order to offer gateway courses needed to move students towards timely degree completion.

Service Learning and Civic Engagement: Service Learning provides a grassroots vehicle for students to connect with the community, and provide the opportunity for Florida Gulf Coast University to form relationships with public and private organizations. Funding will be used for innovative course design grants, an ambassador program, and staff to support these initiatives.

Enhance Technological Services: Institutions of higher education demand an ever more robust technological infrastructure, both to manage academic requirements as well as the overall operations of the institution. The expectations of technology on campus have never been greater, and they only continue to grow every year. Recognizing the emerging needs, Florida Gulf Coast University is seeking funding to put in place the appropriate personnel, software and hardware to move the university forward and provide optimal service to our students. Funding in this initiative is targeted at network and applications development infrastructure, data analytics, and cybersecurity.

Retention of Faculty and Staff: Higher education is a personnel driven industry, with the majority of expenditures revolving around faculty and staff needed to deliver instructions, programs and services. Funding in this area would support the study of compensation, and a plan to retain those who contribute to the growth and success of the institution.

Plant Operations and Utilities: The scarcity of resources has put pressure upon plant operations, which is faced with reducing service offerings in the areas of grounds and custodial in an effort to offset rising costs of maintenance and utilities. Funding in this area will be used to improve the level of basic services, and offset recent increase in the utility costs on campus. New, permanent funding is needed in this area.

Summary of Initiatives FY 2020-21

Enhance Technological Services (year two): The funding in this year is identified for the implementation of a new Enterprise Resource Planning System. Florida Gulf Coast University has utilized the same platform since 2004. Technology is far from static, and neither are the demands and functions of a university. Funding is needed to support the transition to a new and updated platform.



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA
Innovation and Online Committee

Grand Ballroom
FAIRWINDS Alumni Center
University of Central Florida
12676 Gemini Boulevard, North
Orlando, Florida 32816
November 9, 2017
8:30 a.m. – 9:30 a.m.

or
Upon Adjournment of Previous Meetings

Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Ed Morton
Members: Kitson, Link, J. Patel, Stewart, Tripp, Tyson, Zachariah

- 1. Call to Order and Opening Remarks** **Governor Ned Lautenbach**
- 2. Minutes of Committee Meeting** **Governor Lautenbach**
Minutes, August 30, 2017
- 3. Status of the Implementation of the** **Dr. Nancy McKee**
2025 Strategic Plan for Online Education *Associate Vice Chancellor*
Innovation and Online Education
- 4. Concluding Remarks and Adjournment** **Governor Lautenbach**

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
November 9, 2017**

SUBJECT: Minutes of the Meeting held August 30, 2017

PROPOSED COMMITTEE ACTION

Approval of minutes of the meeting held on August 30, 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 August 30, 2017.

Supporting Documentation Included: Minutes: August 30, 2017

Facilitators/Presenters: Governor Ned Lautenbach

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
INNOVATION AND ONLINE COMMITTEE
UNIVERSITY OF FLORIDA
GAINESVILLE, FL
August 30, 2017

1. Call to Order

Chair Ned Lautenbach convened the meeting at 5:06 p.m. on August 30, 2017, with the following members present: Governors Ed Morton, Dick Beard (by phone), Sydney Kitson, Wendy Link, Pam Stewart, 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 meeting held on March 29, 2017, as presented. Governor Link seconded the motion, and the members concurred.

3. Legislative Budget Request: Innovative and Online Education Initiatives

University of Florida Provost Joe Glover, chair of the Steering Committee guiding the implementation of the SUS 2025 Strategic Plan for Online Education, introduced Amin Qazi, the CEO of Unizin, a consortium formed by a large number of research universities, which the State University System of Florida elected to join. He said that Mr. Qazi gave a two-hour presentation that morning; during the first hour, he explained the Unizin tools available to facilitate online education and student success, both in the distance education modality and residential setting, and in the second hour, he talked about the work Unizin is doing with learning analytics.

Dr. Glover then presented the Legislative Budget Request for consideration by the committee. He said that workgroup chairs gave updates and recommendations on several initiatives to the Innovation and Online Committee in March to ensure they were in sync with committee expectations. Upon approval by the committee, the workgroups determined the resources needed to fully implement their recommendations. The Steering Committee reviewed and, in some cases, amended their suggested resources, which resulted in the Legislative Budget Request before the committee.

Dr. Glover indicated that provosts felt that implementation of tactics in the Strategic Plan for Online Education would progress faster if their respective institutions took the lead in efforts surrounding these initiatives; the lead institutions would engage the other institutions in the system. He said that the following institutions previously had been given the lead on the several issues:

- UCF - professional development for faculty and staff engaged in online education
- UF - Research Consortium for Online Education
- UWF - Florida Virtual Campus and Complete Florida

He said the following four initiatives were included in the proposed legislative budget request:

1. eTexts and Open Educational Resources. The result of this component of the LBR will be to enable faculty to use a catalog tool to find materials they need as they develop their courses. These materials may be from various repositories or they may be eTexts for which lower pricing has been negotiated. He said the system would have a process in place to ensure that these materials are high quality materials. Appropriate training will be incorporated into professional development programs so faculty will know how to search for and find these materials and incentive funds will be provided to encourage faculty to use the resources. He said that students would participate on an opt-in basis, and that students who select the lower-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. He stated that the University of South Florida would lead this effort.

Governor Morton asked if an analysis had been done to determine how much money this initiative would save for students and the financial impact it would have. Dr. Glover stated that Indiana University, which is similar in size to the University of Florida, saved its students roughly \$6 million in 2016. Indiana University started this effort about ten years ago and over the course of time they increased faculty participation. He said that it is not to say that our institutions could expect that level of savings in the first year, but that a solid program and sustained efforts promoting adoption would result in savings for students of millions of dollars per year. Dr. Jennifer Smith said that our system has some pilot programs that have already resulted in cost savings for students. The University of Florida negotiated lower rates with publishers for fall 2016, which allowed students to save 43% off publisher list prices. UF saved \$940,985 for students, and this was just for one semester for 79 freshman-level courses. With regard to open educational resources, FSU has an alternative textbook grant

program, which is expected to save students over \$41,000 in textbook costs by summer 2018.

Governor Morton asked if all universities will participate. Ms. Smith said that the program would be available to all universities and she felt they would all want to participate. Dr. Glover said that there will probably be early adopters and the program will grow with the encouragement of presidents, provosts, deans, and department chairs. Governor Morton said the cost of textbooks is a burden to students.

Dr. Tyson asked how incentive funds for faculty would be distributed and Dr. Glover responded that the incentive program would vary by university.

2. Repository of Master Courses. In order to reduce or contain course development and refresh costs throughout the System, a repository of courses and ancillary course materials would be established for use by faculty who are creating or enhancing their courses; such use would be on an opt-in basis. Dr. Glover stated that the initial set of courses would be system-wide general education core courses, and that all courses would be vetted prior to inclusion in the repository to ensure they meet the quality standards agreed upon by SUS institutions. A system-wide faculty committee would provide necessary oversight of the repository; funding for refresh costs will give faculty an incentive for contributing their respective courses to the repository. He said that the University of Florida would lead this effort on behalf of the State University System.

Governor Tyson asked about the selection of the members who would serve on the faculty committee, stating that it sounds close to curriculum review, which would be the purview of the faculty senates. Dr. Andy McCollough responded that the selection of the committee could be run through the faculty senate.

3. Proctoring Network and Streamlining and Sharing of Software and Services. Dr. Glover said that universities are currently independently developing content and resources to support proctoring and academic integrity initiatives, and that a proctoring website will reduce the current duplication of effort and facilitate the advancement of proctoring. He said that universities also want 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. Florida International University will be the lead university for both proctoring and a statewide licensing website.

4. Innovative Programs. Dr. Glover stated that 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. He said that 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 up to system level. Dr. Glover stated that 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. He said the University of Central Florida will be the lead institution for this effort.

Dr. Glover indicated that the total of these four components is a little over \$2,113,000, of which \$298,000 is nonrecurring. A breakdown of the cost per component is included in the agenda item.

Governor Tripp moved to recommend to the Budget and Finance Committee the inclusion of \$2,113,160 for “Innovative and Online Education Initiatives” in the Board’s 2018-19 Legislative Budget Request. Governor Kitson seconded the motion and the members concurred.

5. Concluding Remarks and Adjournment

Governor Lautenbach commended institutions for working together on these issues and for stepping up to take the lead on behalf of the system.

He asked Dr. Glover if he would like to make any other remarks about Unizin. Dr. Glover stated that there are a substantial number of products now available through Unizin and the challenge now is for the State University System to engage with them. He said that Unizin has been proactive in producing new software and licensing some other pieces of software that universities could not wait for them to produce. There are forward-looking tools that will help students succeed, that will help institutions to monitor student behavior and progress in their courses and to intervene when they see students stumbling. He said that due to Amin Qazi’s presentation that morning, institutions are better informed about what is available and can make individual decisions about how to best integrate those products into their educational programs.

Governor Tyson asked how to ensure we maintain privacy for student data. Dr. Glover said that Amin Qazi shared this morning that Unizin is concerned about FERPA issues, too, and has developed a set of software that will take a record and anonymize it. Unizin is currently vetting that software with Ohio State University through its General Counsel’s Office to ensure Unizin’s algorithms work correctly. He said that if the Board

of Governors would like to develop a process by which they would like to be satisfied that security is being adequately dealt with, he was sure Unizin would be receptive to entering into that process and provide that assurance.

Governor Lautenbach adjourned the meeting at 5:31 p.m.

Ned Lautenbach, Chair

Nancy C. McKee
Associate Vice Chancellor

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
November 9, 2017**

SUBJECT: Status of Implementation of the 2025 Strategic Plan for Online Education

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Board of Governors approved the 2025 Strategic Plan for Online Education two years ago, in November 2015, and a process was immediately created to ensure that the 49 tactics in the Plan would be addressed. A status report will be presented to determine if adequate progress is being made.

Supporting Documentation Included: (1) Planned FTE by Method of Instruction
(Undergraduate Student FTE)
(2) Planned FTE by Method of Instruction
(Graduate Student FTE)
(3) Definitions of Methods of Instruction

Facilitators/Presenters: Dr. Nancy McKee

**Planned FTE by Method of Instruction
2017 University Work Plans**

Univ and Method of Instruction*	Undergraduate Student FTE					
FAMU	Actual 2015-16	% of Total 2015-16	Planned 2017-18	% of Total 2017-18	Planned 2019-20	% of Total 2019-20
Distance	172	2%	300	4%	800	9%
Hybrid	79	1%	300	4%	645	7%
Classroom	7,535	97%	7,150	92%	7,494	84%
Total	7,786	100%	7,750	100%	8,939	100%

FAU	Actual 2015-16	% of Total 2015-16	Planned 2017-18	% of Total 2017-18	Planned 2019-20	% of Total 2019-20
Distance	4,002	19%	4,585	22%	5,778	26%
Hybrid	944	4%	1,079	5%	1,202	5%
Classroom	16,362	77%	15,330	73%	15,060	68%
Total	21,308	100%	20,994	100%	22,039	100%

FGCU	Actual 2015-16	% of Total 2015-16	Planned 2017-18	% of Total 2017-18	Planned 2019-20	% of Total 2019-20
Distance	2,428	21%	2,946	25%	3,636	30%
Hybrid	120	1%	57	0%	59	0%
Classroom	9,180	78%	9,000	75%	8,549	70%
Total	11,728	100%	12,003	100%	12,244	100%

FIU	Actual 2015-16	% of Total 2015-16	Planned 2017-18	% of Total 2017-18	Planned 2019-20	% of Total 2019-20
Distance	9,957	27%	11,116	29%	11,324	29%
Hybrid	2,092	6%	2,936	8%	2,968	8%
Classroom	24,458	67%	24,209	63%	24,381	63%
Total	36,507	100%	38,261	100%	38,673	100%

Florida Polytech	Actual 2015-16	% of Total 2015-16	Planned 2017-18	% of Total 2017-18	Planned 2019-20	% of Total 2019-20
Distance	-	0%	-	0%	13	1%
Hybrid	-	0%	-	0%	-	0%
Classroom	864	100%	1,361	100%	1,334	99%
Total	864	100%	1,361	100%	1,347	100%

FSU	Actual 2015-16	% of Total 2015-16	Planned 2017-18	% of Total 2017-18	Planned 2019-20	% of Total 2019-20
Distance	4,064	13%	4,500	14%	5,800	18%
Hybrid	40	0%	60	0%	70	0%
Classroom	27,508	87%	27,780	86%	26,770	82%
Total	31,612	100%	32,340	100%	32,640	100%

Univ and Method of Instruction*	Undergraduate Student FTE					
NCF	Actual 2015-16	% of Total 2015-16	Planned 2017-18	% of Total 2017-18	Planned 2019-20	% of Total 2019-20
Distance	-	0%	-	0%	-	0%
Hybrid	-	0%	-	0%	-	0%
Classroom	960	100%	941	100%	1,022	100%
Total	960	100%	941	100%	1,022	100%

UCF	Actual 2015-16	% of Total 2015-16	Planned 2017-18	% of Total 2017-18	Planned 2019-20	% of Total 2019-20
Distance	14,523	31%	17,050	34%	18,340	36%
Hybrid	4,158	9%	4,820	10%	5,230	10%
Classroom	28,599	60%	27,600	56%	27,500	54%
Total	47,280	100%	49,470	100%	51,070	100%

UF	Actual 2015-16	% of Total 2015-16	Planned 2017-18	% of Total 2017-18	Planned 2019-20	% of Total 2019-20
Distance	10,284	31%	11,981	33%	13,103	35%
Hybrid	423	1%	399	1%	337	1%
Classroom	22,975	68%	23,925	66%	23,997	64%
Total	33,682	100%	36,305	100%	37,437	100%

UNF	Actual 2015-16	% of Total 2015-16	Planned 2017-18	% of Total 2017-18	Planned 2019-20	% of Total 2019-20
Distance	1,941	16%	2,353	19%	2,472	20%
Hybrid	260	2%	295	2%	304	2%
Classroom	9,792	82%	9,637	78%	9,743	78%
Total	11,993	100%	12,285	100%	12,519	100%

USF	Actual 2015-16	% of Total 2015-16	Planned 2017-18	% of Total 2017-18	Planned 2019-20	% of Total 2019-20
Distance	9,442	28%	10,085	29%	10,797	31%
Hybrid	237	1%	250	1%	258	1%
Classroom	24,540	72%	24,221	70%	24,277	69%
Total	34,219	100%	34,556	100%	35,332	100%

UWF	Actual 2015-16	% of Total 2015-16	Planned 2017-18	% of Total 2017-18	Planned 2019-20	% of Total 2019-20
Distance	2,559	30%	2,929	34%	3,225	36%
Hybrid	276	3%	257	3%	262	3%
Classroom	5,694	67%	5,429	63%	5,471	61%
Total	8,529	100%	8,615	100%	8,958	100%

Univ and Method of Instruction*	Undergraduate					
	Actual 2015-16	% of Total 2015-16	Planned 2017-18	% of Total 2017-18	Planned 2019-20	% of Total 2019-20
System Total						
Distance	59,372	24%	67,845	27%	75,288	29%
Hybrid	8,629	4%	10,453	4%	11,335	4%
Classroom	178,467	72%	176,583	69%	175,598	67%
Total	246,468	100%	254,881	100%	262,220	100%

**Planned FTE by Method of Instruction
2017 University Work Plans**

Univ and Method of Instruction*	Graduate Student FTE					
	Actual 2015-16	% of Total 2015-16	Planned 2017-18	% of Total 2017-18	Planned 2019-20	% of Total 2019-20
FAMU						
Distance	45	2%	80	4%	210	10%
Hybrid	10	1%	27	1%	110	5%
Classroom	1,777	97%	1,814	94%	1,783	85%
Total	1,832	100%	1,921	100%	2,103	100%

FAU	Actual 2015-16	% of Total 2015-16	Planned 2017-18	% of Total 2017-18	Planned 2019-20	% of Total 2019-20
Distance	925	29%	1,035	33%	1,286	37%
Hybrid	145	5%	165	5%	211	6%
Classroom	2,111	66%	1,949	62%	1,988	57%
Total	3,181	100%	3,149	100%	3,485	100%

FGCU	Actual 2015-16	% of Total 2015-16	Planned 2017-18	% of Total 2017-18	Planned 2019-20	% of Total 2019-20
Distance	291	35%	247	30%	251	29%
Hybrid	4	0%	10	1%	10	1%
Classroom	526	64%	578	69%	590	69%
Total	821	100%	835	100%	851	100%

FIU	Actual 2015-16	% of Total 2015-16	Planned 2017-18	% of Total 2017-18	Planned 2019-20	% of Total 2019-20
Distance	1,671	21%	1,739	21%	1,750	21%
Hybrid	96	1%	548	7%	552	7%
Classroom	6,363	78%	6,027	72%	6,064	72%
Total	8,130	100%	8,314	100%	8,366	100%

Florida Polytech	Actual 2015-16	% of Total 2015-16	Planned 2017-18	% of Total 2017-18	Planned 2019-20	% of Total 2019-20
Distance	-	0%	-	0%	-	0%
Hybrid	-	0%	-	0%	-	0%
Classroom	24	100%	31	100%	42	100%
Total	24	100%	31	100%	42	100%

FSU	Actual 2015-16	% of Total 2015-16	Planned 2017-18	% of Total 2017-18	Planned 2019-20	% of Total 2019-20
Distance	1,057	14%	1,180	16%	1,350	17%
Hybrid	5	0%	10	0%	20	0%
Classroom	6,254	85%	6,350	84%	6,550	83%
Total	7,316	100%	7,540	100%	7,920	100%

Univ and Method of Instruction*	Graduate Student FTE					
NCF	Actual 2015-16	% of Total 2015-16	Planned 2017-18	% of Total 2017-18	Planned 2019-20	% of Total 2019-20
Distance	-	0%	-	0%	-	0%
Hybrid	-	0%	-	0%	-	0%
Classroom	4	0%	18	0%	23	0%
Total	4	0%	18	0%	23	0%

UCF	Actual 2015-16	% of Total 2015-16	Planned 2017-18	% of Total 2017-18	Planned 2019-20	% of Total 2019-20
Distance	1,590	29%	1,900	32%	2,120	33%
Hybrid	641	12%	690	12%	790	12%
Classroom	3,304	60%	3,380	57%	3,500	55%
Total	5,535	100%	5,970	100%	6,410	100%

UF	Actual 2015-16	% of Total 2015-16	Planned 2017-18	% of Total 2017-18	Planned 2019-20	% of Total 2019-20
Distance	3,999	28%	4,465	30%	4,664	31%
Hybrid	238	2%	301	2%	306	2%
Classroom	10,194	71%	10,269	68%	10,321	67%
Total	14,431	100%	15,035	100%	15,291	100%

UNF	Actual 2015-16	% of Total 2015-16	Planned 2017-18	% of Total 2017-18	Planned 2019-20	% of Total 2019-20
Distance	296	21%	332	22%	342	21%
Hybrid	103	7%	107	7%	110	7%
Classroom	1,008	72%	1,047	70%	1,151	72%
Total	1,407	100%	1,487	100%	1,603	100%

USF	Actual 2015-16	% of Total 2015-16	Planned 2017-18	% of Total 2017-18	Planned 2019-20	% of Total 2019-20
Distance	2,109	24%	2,243	25%	2,384	26%
Hybrid	69	1%	72	1%	75	1%
Classroom	6,510	75%	6,523	74%	6,603	73%
Total	8,688	100%	8,839	100%	9,062	100%

UWF	Actual 2015-16	% of Total 2015-16	Planned 2017-18	% of Total 2017-18	Planned 2019-20	% of Total 2019-20
Distance	1,242	75%	1,549	81%	1,559	79%
Hybrid	29	2%	41	2%	37	2%
Classroom	377	23%	320	17%	382	19%
Total	1,648	100%	1,910	100%	1,978	100%

Univ and Method of Instruction*	Graduate Student FTE					
	Actual 2015-16	% of Total 2015-16	Planned 2017-18	% of Total 2017-18	Planned 2019-20	% of Total 2019-20
System Total						
Distance	13,225	25%	14,770	27%	15,916	28%
Hybrid	1,340	3%	1,971	4%	2,221	4%
Classroom	38,452	73%	38,306	70%	38,997	68%
Total	53,017	100%	55,049	100%	57,134	100%

Definitions of Methods of Instruction

Distance Learning Course	<p>80-100% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space, or both.</p> <p>a. Fully Distance Learning Course (100% of direct instruction) - All special course components (exams, internships, practica, clinicals, labs, etc.) that cannot be completed online can be completed off-campus.</p> <p>b. Primarily Distance Learning Course (80-99% of direct instruction) - There is a requirement for the student to attend campus or another explicit geographic location for a portion of the course.</p>
Hybrid Course	<p>50-79% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space, or both.</p>
Classroom Course	<p>Less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space, or both. There is a requirement for the student to attend campus or another explicit geographic location for a portion of the course.</p>

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
November 9, 2017**

SUBJECT: Minutes of Meeting held August 31, 2017

PROPOSED COMMITTEE ACTION

Approve the minutes from the meeting held on August 31, 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 August 31, 2017 at the University of Florida.

Supporting Documentation Included: Minutes: August 31, 2017

Facilitators/Presenters: Governor H. Wayne Huizenga, Jr.

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
FACILITIES COMMITTEE
UNIVERSITY OF FLORIDA
GAINESVILLE, FLORIDA
August 31, 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 8:36 a.m., August 31, 2017. The following members were present: Fernando Valverde, Dick Beard, Darlene Jordan, 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 Jordan moved that the Committee approve the minutes of the Facilities Committee meeting held June 22, 2017 at University of South Florida. Governor Valverde seconded the motion and it passed unanimously.

3. UWF Educational Plant Survey

Chair Huizenga called on Mr. Chris Kinsley, Assistant Vice Chancellor for Finance and Facilities, to discuss the UWF Educational Plant Survey. Mr. Kinsley noted that this survey was the final survey for 2016-2017. The Assistant Vice Chancellor noted that since the DCP Model was introduced the surveys have been more robust and focused. The goal is still to continue to refine the model as time progresses.

He noted two UWF impacts: (i) the need for space has not materially changed since 2012 (need for 800,000 NSF) and (ii) there are 7 facilities demolition recommendations. As a result, the Board was informed that subsequent request for new facilities for UWF are imminent and would be replacement facilities.

Mr. Kinsley opened the floor for questions, there being none, Chair Huizenga called for a motion to approve the University of West Florida Educational Plant Survey.

Governor Kitson moved to approve, Governor Jordan seconded and the motion passed with approval by all members.

4. 2017 Capital Improvement Trust Fund Projects

Chair Huizenga informed the Board that the 2017 General Appropriations Act included funding of \$45M for projects to be funded from the Capital Improvement Fee Trust Fund, with proviso language that requires the Board to approve final project selections. He went on to note that these projects are student driven funded from the capital improvement fee collected from students.

Mr. Kinsley added that these projects have been selected by the Universities and are in alignment with previous presentations.

Governor Kuntz asked if any projects were new to the Board. Mr. Kinsley affirmed that all of the selected 2017-18 CITF projects have been previously disclosed to the Board and are mostly previously funded continuation projects.

Governor Levine made a motion to approve the 2017 Capital Improvement Trust Fund Projects, Governor Valverde seconded the motion, and the item passed unanimously.

Governor Huizenga then indicated that he was making a change to the order of the agenda items, and that Item 6, the UCF Refinancing, and Item 7, the 2018-19 LBR would be taken up first, since they were action items, and that Item 5, the FIU P3 would be the final item since it was discussion only.

5. UCF Finance Corporation – Refinance Outstanding Capital Improvement Revenue Bonds, Series 2007

Chair Huizenga asked Mr. Kinsley to discuss the refinancing of the Burnett Biomedical Sciences Building. Mr. Kinsley explained that this was a request to refinance bonds issued in 2007. This building supports the research efforts of the College of Medicine, located at the Lake Nona campus. The revenue stream continues to be a solid performer and is a great asset to the University. Mr. Kinsley went on to note that UCF has and will continue to pledge its indirect cost overhead, which is a gross revenue pledge. Unfortunately, rates have plummeted since 2007 and there were some regulatory changes which made the letter of credit instrument less attractive to financial institutions. Currently, the University's annual debt service payment has increased by approximately \$700,000.

After further discussion, including an appearance by Mr. Ben Watkins, Division of Bond Finance [DBF], Chair Huizenga asked if there was a motion.

Governor Levine made a motion to adopt a resolution 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 subject to UCF submitting the final transaction to the Board Office and DBF for review. Governor Levine seconded the motion, and the motion passed unanimously.

6. 2018-2019 Fixed Capital Outlay Legislative Budget Request

Governor Levine made a motion to approve the 2018-2019 Fixed Capital Outlay Legislative Budget Request, Governor Morton seconded the motion, and the motion passed unanimously.

7. FIU P3 Hotel Discussion

Florida International University (FIU) is working on a potential Public-Private Partnership for the construction, operation and maintenance of 150 bed hotel and conference center to be built and operated by the private vendor. The proposed project would also include an alumni center on the land which will be operated by FIU. FIU's Senior Vice President for Finance and Administration, Ken Jessell, presented the Board with details of the proposed transaction, and answered Board member questions regarding the project. The board requested additional information which will be provided at a future meeting.

8. 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.

9. Concluding Remarks and Adjournment

There being no further business, Chair Huizenga adjourned the meeting at 9:36 a.m., August 31, 2017.

Chris Kinsley, Assistant Vice Chancellor
Facilities

H. Wayne Huizenga, Jr., Chair

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
November 9, 2017**

SUBJECT: Amendment to the 2018-2019 State University System Fixed Capital Outlay
Legislative Budget Request

PROPOSED COMMITTEE ACTION

Review and amend the 2018-2018 SUS Fixed Capital Outlay Legislative Budget Request

Approval is recommended by the Chancellor

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The requested budget provides the State University System of Florida continued capital outlay support and has been prepared in accordance with statutory requirements and guidelines adopted by the Board of Governors. All university fixed capital outlay budget requests have been approved by the institutional boards of trustees.

This is the first amendment to the original budget request for 2018-2019, as approved by the Board on August 31, 2017. A workshop was held on October 3, 2017, at FGCU, at which the Committee reviewed selected high priority PECO projects with detailed project presentations by university representatives.

Specific 2018-2019 Fixed Capital Outlay Appropriation Requests

- A. \$48,629,307 Maintenance, Repair, Renovation & Remodeling (S. 1013.64 (1)(a))
- B. \$228,152,621 SUS Projects (S. 1013.64 (4) (a))
- C. \$40,000,000 Capital Improvement Trust Fund Allocation (S. 1010.86)
- D. Legislative Authorization only - Authorization for State University System Fixed Capital Outlay projects requiring Debt Financing (S. 1010.62)

- E. Legislative Authorization only - Authorization for non-appropriated projects which may qualify for General Revenue funds to Operate and Maintain (S. 1013.74)

Information Items

- F. Projects Presented at the October 3 Workshop not included in the LBR
- G. All University named PECO Project requests as of August 1, 2017

Supporting Documentation:

Attachments A-G

Facilitators/Presenters:

Mr. Chris Kinsley

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

**Maintenance/Repair/Renovation and Remodeling
(from PECO)
2018-2019 LBR and Comparative Actual Budget Data
As of November 9, 2017**

	Funded Amount 15-16	Funded Amount 16-17	Funded Amount 17-18		Board Request * 18-19
UF	\$ 14,072,792	\$ 24,850,407	\$ 17,126,846	32.97%	\$ 16,033,082.52
FSU	\$ 4,902,384	\$ 8,845,324	\$ 6,647,531	14.56%	\$ 7,080,427.10
FAMU	\$ 1,619,745	\$ 2,671,763	\$ 1,986,514	4.96%	\$ 2,412,013.63
COE			\$ 132,130	0.62%	\$ 301,501.70
USF	\$ 4,675,740	\$ 8,256,644	\$ 6,123,565	12.83%	\$ 6,239,140.09
FAU	\$ 1,814,819	\$ 3,204,694	\$ 2,346,455	5.35%	\$ 2,601,667.92
UWF	\$ 849,061	\$ 1,499,313	\$ 1,107,162	3.14%	\$ 1,526,960.24
UCF	\$ 2,671,659	\$ 4,717,742	\$ 3,854,566	11.72%	\$ 5,699,354.78
FIU	\$ 2,725,005	\$ 4,811,944	\$ 3,913,797	8.58%	\$ 4,172,394.54
UNF	\$ 996,409	\$ 1,759,507	\$ 1,357,755	3.21%	\$ 1,561,000.75
FGCU	\$ 412,389	\$ 728,216	\$ 642,428	1.63%	\$ 792,657.70
NCF	\$ 249,987	\$ 441,438	\$ 309,823	0.37%	\$ 179,928.44
FPU	\$ 10,011	\$ 17,677	\$ 13,669	0.06%	\$ 29,177.58
	<u>\$ 35,000,000</u>	<u>\$ 61,804,669</u>	<u>\$ 45,562,241</u>	100.00%	<u>\$ 48,629,307.00</u>

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
2018-2019 Fixed Capital Outlay Request (Excluding CITF)
November 9, 2017

		2018-19	2019-20	2020-21
Total PECO cash K-20	Based on EDR 08/11/2017 Estimates	\$343,500,000	\$377,800,000	\$386,800,000
Total PECO cash allocation to the SUS	Based on 5 Year Average of Appropriations	\$122,755,230	\$135,223,280	\$138,494,780

Priority #	University Name	Maintenance Request	Total Prior State Funding	Amount to Complete Project	Total State Funding Request	Other Funding Available	Total \$ Project Cost	2018-19	2019-20	2020-21
1	SUS	Building Maintenance and Repairs	N/A	N/A				\$48,629,307	\$53,568,507	\$54,864,507

Priority #	University Name	Project Name	Total Prior State Funding	Amount to Complete Project	Total State Funding Request	Other Funding Available	Total \$ Project Cost	2018-19	2019-20	2020-21
2	SUS	Utility Infrastructure Maintenance and Repairs	N/A	N/A				\$27,500,000	\$12,500,000	\$40,926,787
3	UWF	Central Utility Plant Switchgear Replacement		\$3,200,000	\$3,200,000		\$3,200,000	\$3,200,000		
4	FAMU	FAMU Infrastructure Central Plant Improvements		\$4,850,000	\$4,850,000		\$4,850,000	\$4,850,000		
5	USF	Morsani College of Medicine and Heart Health Institute	\$90,893,118	\$21,255,000	\$112,148,118	\$40,451,882	\$152,600,000	\$12,555,000	\$8,700,000	
6	FSU	Earth Ocean Atmospheric Sciences Building, Phase I	\$56,890,737	\$12,959,263	\$69,850,000		\$69,850,000	\$12,959,263		
7	FAU	Jupiter STEM/Life Sciences Bldg.	\$12,881,247	\$20,700,000	\$33,581,247		\$33,581,247	\$17,000,000	\$3,700,000	
8	FPU	Applied Research Center	\$7,000,000	\$26,700,000	\$33,700,000	\$5,000,000	\$38,700,000	\$26,700,000	\$0	
9	UNF	Lassiter Hall Renovations		\$4,000,000	\$4,000,000		\$4,000,000	\$4,000,000		
10	FAMU	Student Affairs Building (CASS)	\$16,155,000	\$24,000,000	\$40,155,000		\$40,155,000	\$5,000,000	\$24,000,000	
11	NCF	Multi-Purpose Building		\$46,940,510	\$46,940,510		\$46,940,510	\$6,000,000	\$40,940,510	
12	FGCU	School of Water Resources & Integrated Sciences	\$16,553,504	\$35,941,730	\$52,495,234		\$52,495,234	\$2,990,967	\$32,950,763	
13	FIU	Engineering Building Phase I & II	\$10,000,000	\$95,000,000	\$105,000,000	\$45,000,000	\$150,000,000		\$12,432,007	\$82,567,993
14	COE	FAMU/FSU College of Engineering Building C		\$87,000,000	\$87,000,000		\$87,000,000			\$15,000,000
Subtotal SUS Projects			\$210,373,606	\$382,546,503	\$592,920,109	\$90,451,882	\$683,371,991	\$122,755,230	\$135,223,280	\$138,494,780

Priority #	University Name	Projects with Other Available funding, including Prior State Funding, University request for 2018-19	Total Prior State Funding	Amount to Complete Project	Total State Funding Request	Other Funding Available	Total \$ Project Cost	2018-19
15	UF	Data Science and Information Technology Building		\$100,000,000	\$100,000,000	\$25,000,000	\$125,000,000	\$27,500,000
16	FSU	Interdisciplinary Research Commercialization Bldg (IRCB)	\$6,774,101	\$37,225,899	\$44,000,000	\$44,000,000	\$88,000,000	\$27,000,000
17	FSU	STEM Teaching Lab	\$4,233,813	\$40,766,187	\$45,000,000		\$45,000,000	\$6,766,187
18	FSU	College of Business	\$5,000,000	\$39,000,000	\$44,000,000	\$44,000,000	\$88,000,000	\$10,000,000
19	UCF	Engineering Building I Renovation	\$3,620,723	\$17,700,000	\$21,320,723		\$21,320,723	\$17,700,000
20	UF	Music Building Remodeling & Addition	\$5,900,000	\$32,500,000	\$38,400,000		\$38,400,000	\$7,400,000
21	USF	Interdisciplinary Science - Research Lab Built Out	\$74,732,583	\$9,031,204	\$83,763,787		\$83,763,787	\$9,031,204
Subtotal SUS Projects with Available Funding, as requested								\$105,397,391

2017-2018 Appropriation for Projects was \$146,100,000
2017-2018 Appropriation for Maintenance was \$45,500,000

Total SUS FCO Request (Less CITF) \$276,781,928
Total SUS FCO request (Includes CITF) \$316,781,928

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
PECO REQUEST NOT INCLUDED in LBR
November 9, 2017

Univ	Not Included, based on Budget Limitations	Total Prior State Funding	Funding % Completed as of 2017-2018	2018-2019 PECO Request	2019-2020 PECO Request	2020-2021 PECO Request	Proposed Total State Funding	Other Funding Available	Total Project Cost
FAMU	Classroom Technology/Distance Learning Upgrade			\$10,671,100			\$10,671,100		\$10,671,100
FPU	Student Achievement Center			0	\$6,281,075	\$13,586,220	\$19,867,295		\$19,867,295
FGCU	Health Sciences (Prev. Multipurpose Education Facility)				\$9,000,000		\$9,000,000		\$9,000,000
UCF	Research Building I (formerly Interdisciplinary Research & Incubator Facility)			\$23,000,000			\$23,000,000	\$23,639,773	\$46,639,773
FIU	Science Laboratory Complex			\$15,000,000			\$15,000,000		\$15,000,000
UNF	Honors Hall Reno/ Add (Coggin Business Expansion)			\$22,000,000			\$22,000,000		\$22,000,000
FAU	Medical Building (Charles E. Schmidt College of Medicine) Expansion			\$3,350,000			\$3,350,000		\$3,350,000
	Total PECO Presentation List	\$0		\$74,021,100	\$15,281,075	\$13,586,220	\$102,888,395	\$23,639,773	\$126,528,168

State University System
Board of Governors
2018-2019 Proposed Allocation for Capital Improvement Fee
November 9, 2017

FTE	UF	UFO	FSU	FAMU	USF	FPU	FAU	UWF	UCF	FIU	UNF	FGCU	NCF	SUS
Receipts by Source														
2016-17 Actual Receipts	\$ 9,203,182.92	\$ 329,539.19	\$ 5,314,232.46	\$ 1,695,695.03	\$ 8,418,172.91	\$ 121,823.00	\$ 4,992,297.57	\$ 1,604,596.44	\$ 10,839,558.47	\$ 8,345,296.79	\$ 2,685,240.21	\$ 2,491,078.07	\$ 176,690.78	\$ 56,217,404
Prior Year Reserve														\$ 1,889,070
														\$ 58,106,474
Gross Allocation	16.37%	0.59%	9.45%	3.02%	14.97%	0.22%	8.88%	2.85%	19.28%	14.84%	4.78%	4.43%	0.31%	100%
Gross Allocation Total	\$ 9,512,436.94	\$ 340,612.68	\$ 5,492,806.31	\$ 1,752,675.37	\$ 8,701,048.29	\$ 125,916.61	\$ 5,160,053.46	\$ 1,658,515.60	\$ 11,203,799.52	\$ 8,625,723.31	\$ 2,775,472.18	\$ 2,574,785.62	\$ 182,628.11	\$ 58,106,474.00
Debt Service Allocation %	16.50%	0.00%	9.53%	3.04%	15.10%	0.00%	8.95%	2.88%	19.44%	14.96%	4.82%	4.47%	0.32%	\$ 55,766,042
Debt Service	(\$2,665,292)	\$ -	\$ (1,539,031)	\$ (491,083)	\$ (2,437,949)	\$ -	\$ (1,445,797)	\$ (464,700)	\$ (3,139,195)	\$ (2,416,843)	\$ (777,660)	\$ (721,430)	\$ (51,171)	\$ (16,150,150)
Child Care Allocation	(316,934.55)	-	(261,519.75)	(60,218.55)	(244,208.48)	\$ -	\$ (165,278)	\$ (67,444)	\$ (362,932)	\$ (302,236)	\$ (90,971)	\$ (84,583)	\$ -	\$ (1,956,324)
Available for University Allocation														\$ 40,000,000
Net Allocation (LBR)	\$ 6,530,210.39	\$ 340,612.68	\$ 3,692,255.83	\$ 1,201,374.29	\$ 6,018,890.99	\$ 125,916.61	\$ 3,548,978.58	\$ 1,126,371.97	\$ 7,701,672.71	\$ 5,906,644.29	\$ 1,906,841.09	\$ 1,768,772.69	\$ 131,457.50	\$ 40,000,000
2017-18 Appropriation	\$7,523,014	\$ 170,993	\$ 4,281,464	\$ 1,512,711	\$ 6,793,882	\$ 168,780	\$ 3,852,480	\$ 1,366,070	\$ 8,564,635	\$ 6,475,636	\$ 2,162,432	\$ 1,984,471	\$ 143,433	\$ 45,000,000

Attachment D

STATE UNIVERSITY SYSTEM OF FLORIDA

BOARD OF GOVERNORS

Proposed Language for 2018-19 Projects Requiring Legislative Approval to be
Constructed, Acquired and/or Financed by a University or a University Direct Support
Organization (BOB-1)

November 9, 2017

SECTION ____ Pursuant to section 1010.62 and section 1013.171, Florida Statutes, and section 11(d) and (f), Art. VII of the State Constitution, the following fixed capital outlay projects may be constructed, acquired, and financed by a university or university direct support organization. Financing mechanisms include any form of approved debt or bonds authorized by the Board of Governors.

No state appropriation of funds will be associated with these projects. The Legislature has provided the Board of Governors general authority to consider debt financing for most classes of projects. However, certain athletic and commercial facilities require specific Legislative authorization as a prerequisite condition for these projects. Legislative authorization does not supersede any of the requirements for Board of Governors review and approval of all projects to be financed from debt.

University of Central Florida – Spectrum Stadium Expansion and Improvements
University of Central Florida – Baseball Clubhouse Expansion and Renovation
University of Central Florida – Football Building
University of Central Florida – Golf Training Facility (move from Towers Course)
University of Central Florida – Garvy Center for Student-Athlete Nutrition
University of Central Florida – Venue Expansion and Renovation
Florida Atlantic University – Hotel/Conference Center
University of Florida – McKethan Baseball Stadium Relocation/New Construction

STATE UNIVERSITY SYSTEM
Fixed Capital Outlay Projects Requiring Board of Governors Approval
to be Constructed, Acquired and Financed by a University or
a University Direct Support Organization with Approved Debt
BOB-1

Univ.	Project Title	GSF	Brief Description of Project	Project Location	Project Amount	Funding Source	Estimated Month	Estimated Annual Amount For	
							Of Board Approval Request	Operational & Maintenance Costs Amount	Source
UCF	Spectrum Stadium Expansion and Improvements Phase I	21,337	Additional club seating, suites, and operational booths	UCF, Orlando	\$14,790,000	Donations	July	\$320,055	DSO
UCF	Baseball Clubhouse Expansion and Renovation		New playing field, chair backs, audio, and lighting upgrade	UCF, Orlando	\$1,020,000	Donations	July	\$0	DSO
UCF	Spectrum Stadium Expansion and Improvements Phase II	80,000	Additional seating up to 20,000	UCF, Orlando	\$39,662,000	Donations	July	\$1,200,000	DSO
UCF	Football Building	45,000	Offices, storage, and support space	UCF, Orlando	\$14,737,500	Donations	July	\$675,000	Auxiliary
UCF	Golf Training Facility (move from Twin Rivers Golf Course)			UCF, Orlando	\$2,000,000	Donations	July	\$0	DSO
UCF	Garvy Center for Student-Athlete Nutrition	3,128	Kitchen, storage, bathrooms	UCF, Orlando	\$2,500,000	Donations	July	\$0	DSO
UCF	Venue Expansion and Renovation	TBD	Offices, storage, and support space	UCF, Orlando	\$8,000,000	Donations	July	\$0	Auxiliary
FAU	Hotel / Conference Center	200,000	250 Rooms and Meeting Spaces	Boca Raton	\$45,000,000	P3	TBD	TBD	P3
UF	McKethan Baseball Stadium Relocation/New Construction	128,000	Construction of a New Baseball facility and parking which will be relocated from the current site.	Main Campus	45,878,800	UAA/Bond	TBD	TBD	UAA

[\\Bog_shares\bog\\$\Facilities\Working\LBR\2018-19\BOB\6.2016-17_BOB 1 - Projects with Approved Debt.xls](#)

Attachment E

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

Proposed Language for 2018-19 Fixed Capital Outlay Plant, Operation and Maintenance
Appropriation request (BOB – 2)

January 25, 2018

SECTION _____. Pursuant to s. 1013.74 and s.1013.78, Florida Statutes, the following facilities may be constructed or acquired from non-appropriated sources, which upon completion will require general revenue funds for operation of Education and General space within the building. Main campus unless otherwise noted:

FSU – Minor Projects for FSU Facilities – This project seeks funding for minor projects that are completed in the University’s E&G facilities for which general revenue funds will be necessary for operation and maintenance, 50,000 gsf.

FSU – Land Acquisition – This project seeks funding for future facilities that will be acquired through the University’s land acquisition program, which will be utilized by E&G operations, 100,000 gsf.

FSU – Northwest Regional Data Center (NWRDC) – Seeks to receive the PO&M funding that was not provided when the Northwest Regional Data Center was transferred to Florida State, 21,500 gsf.

FSU – Ceremonial Tea House – This project serves as an academic annex to the Asian Art Center, 420 gsf. Located in Sarasota.

University of Florida – East 3rd Floor Wing Addition to Building 1017 - East 3rd floor wing addition to Building 1017, to include Animal Holding and Procedure Wing. Animal Care Services and the CVM faculty/administration requires additional quality rodent research capacity that is needed beyond the capacity of Building 217. The additional capacity is needed for E&G Research purposes, 9,675 gsf.

University of Florida – 3rd Floor Addition to Bldg. 0075 - The project adds a third floor to the west of the current Small Animal Hospital, building 075. Research and Clinical functions have rapidly expanded and are currently near capacity. This expansion will remedy those space deficiencies, 10, 210 gsf.

UF – IFAS/ Turpentine Still Forestry – Austin Cary (B0141) – Will be used as a demonstration facility to show how pine tree gum is converted to turpentine. This building will give the appearance of a late 1800s vintage still, 1,464 gsf.

UF-IFAS – Chiller Plant Environmental Hort (B0600) – The Chiller feeds the Environmental Horticulture's research lab and associate buildings, 250 gsf.

UF-IFAS – Storage Facility SVP – Field & Fork (B0503) - The new building will be used for storage of a small tractor, field implements, hand tools and crop washing area for the Field and Fork Program and will use low or no utilities. We are only requesting maintenance, 704 gsf.

UF-IFAS – Head House Plant Pathology (B0549) - The Head House will be used in support of research on disease management for vegetables, fruits, turf and row crops grown in Florida and will use low or no utilities. We are only requesting maintenance, 1,600 gsf.

UF-IFAS – Lighthouse Seahorse Key – Nature Coast Biological Station (B0855) – Our marine research program has been transferred to a new IFAS Nature Coast Biological Station, which is powered by a generator. Research and extension education is continuing and expanding. We are requesting maintenance only. 800 gsf. Located in Cedar Key.

UF-IFAS – Outdoor Pavilion Seahorse Key – Nature Coast Biological Station (B0859) - The University of Florida's marine research program has been transferred to a new IFAS Nature Coast Biological Station. Research and extension education is continuing and expanding. We are requesting maintenance only, 628 gsf. Located in Cedar Key.

UF-IFAS – Cattle Handling Facility Animal Sciences – Beef Teaching Unit (North) (B0899) - The new building will be used in support of beef research and teaching activities being conducted at the Beef Teaching Unit, which is powered by a generator. We are requesting maintenance only, 7,500 gsf.

UF-IFAS – Generator Building Seahorse Key – Nature Coast Biological Station (B0977) - The University of Florida's marine research program has been transferred to a new IFAS Nature Coast Biological Station, which is powered by a generator. Research and extension education is continuing and expanding. We are requesting maintenance only, 3,488 gsf. Located in Cedar Key.

UF-IFAS – Marine Shop Seahorse Key – Nature Coast Biological Station (B0979) - The University of Florida's marine research program has been transferred to a new IFAS Nature Coast Biological Station, which is powered by a generator. Research and extension education is continuing and expanding. We are requesting maintenance only, 800 gsf. Located in Cedar Key.

UF-IFAS – Marine Lab Seahorse Key – Nature Coast Biological Station (B0995) - The University of Florida's marine research program has been transferred to a new IFAS Nature Coast Biological Station, which is powered by a generator. Research and extension education is continuing and expanding. We are requesting maintenance only, 840 gsf. Located in Cedar Key.

UF-IFAS – Marine Lab Research Office Cedar Key – Nature Coast Biological Station (B1850) - The University of Florida's marine research program has been transferred to a new IFAS Nature Coast Biological Station, which is powered by a generator. Research and extension education is continuing and expanding. We are requesting maintenance only, 1,789 gsf. Located in Cedar Key.

UF-IFAS – VFD Storage Building Animal Services – Dairy Unit (North) (B1238) - The new building will be used to protect a VFD that runs the irrigation system from rain, dirt and direct sunlight. The building uses low or no utilities and we are requesting maintenance only, 378 gsf. Located in Hague.

UF-IFAS – VFD Storage Building Animal Services – Dairy Unit (Main) (B1389) - The new building will be used to protect a VFD that runs the irrigation system from rain, dirt and direct sunlight. The building uses low or no utilities and we are requesting maintenance only, 252 gsf. Located in Hague.

UF-IFAS- Graduate Residence Citrus REC (B7172) - The new building will be used in support of research being conducted at the Citrus Research and Education Center, 2,886 gsf. Located at Lake Alfred.

UF-IFAS – Fuel Tank Storage Plant Science REU (B7532) - The new building is necessary to cover and protect the fuel tanks that are used to fuel maintenance vehicles and research equipment at the Plant Science Research and Education Unit. This building uses low or no utilities and we are requesting maintenance only, 920 gsf. Located in Citra.

UF-IFAS – Pump House Southwest Florida REC (B7707) - The new building will be used in support of research being conducted at the Southwest Florida Research and Education Center. The building uses low or no utilities and we are requesting maintenance only, 120 gsf. Located in Immokalee.

UF-IFAS – Commodity Barn (addition) North Florida REC (B8035) - The new building will be used in support of research being conducted at the North Florida Research and Education Center. This building uses low or no utilities and we are requesting maintenance only, 960 gsf. Located in Marianna.

UF-IFAS – Grain Storage Bin West Florida REC (B8421) - The new building will be used for grain storage in support of research being conducted at the West Florida Research and Education Center. The building uses low or no utilities and we are requesting maintenance only, 1,067 gsf. Located in Jay.

UF-IFAS – Shade House West Florida REC (B8431) - The new building will be used for grain storage in support of research being conducted at the West Florida Research and Education Center. This building uses low or no utilities and we are requesting maintenance only, 1,400 gsf. Located in Jay.

UCF – Florida Advanced Manufacturing Research Facility – Used for research labs, wet labs, collaboration rooms, and offices, 81,750 gsf. Located in Osceola.

UCF – Optical Materials Lab Addition - Used for research labs, 5,530 gsf.

UCF – John C. Hitt Library Expansion Phase I (ARC) – Used for automatic retrieval center, 8,800 gsf.

UCF – John C. Hitt Library Expansion Phase I (Connector) – Used for automatic retrieval center, 12,609 gsf.

UCF – CREOL – Used for research labs, 2,756 gsf.

UCF – Arts Complex II Performance – Used for teaching labs and offices, 2,728 gsf.

UCF – BPW Building – Used for teaching labs and offices, 4,038 gsf.

UCF – District Energy IV Plant – Used for offices, 13,000 gsf.

UCF – Trevor Colbourn Hall and Colbourn Demolition - Used for offices and classrooms, 136,500 gsf.

UCF – Coastal Biology – Used for research, 3,000 gsf. Located in Melbourne Beach.

UCF – Partnership IV Phase A and B – Used for offices and research labs, 221,537 gsf.

UCF – Florida Solar Energy Center Renovation – Used for offices and research labs, 42,986 gsf.

UCF – Research Building I (known as Interdisciplinary Research and Incubator Facility) – Used for offices and labs, 97,482 gsf.

UCF – Arboretum Green House – Used as a teaching lab, 800 gsf.

UCF – Band Building – Used for teaching labs and offices, 6,000 gsf.

UCF – CREOL Expansion Phase II – Used for research labs and offices, 13,900 gsf.

UCF – Visual Arts Building Addition – Used as a teaching lab, 699 gsf.

UCF – Arecibo National Astronomy Ionosphere Center – Used for research labs and offices, 62,918 gsf. Located in Puerto Rico.

UCF – Medically Directed Wellness and Sports Center – Used for teaching labs and classrooms, 2,000 gsf. Located at UCF Lake Nona.

UCF – UCF Downtown Tri-generation Facility – Used for teaching labs and offices, 15,000 gsf.

UCF – College of Nursing and Allied Health – Health Sciences Campus – Used for teaching labs and offices, 145,000 gsf. Located at UCF Health Sciences Campus.

UCF – UCF Downtown Garage (E & G Spaces) – Used for offices and support, 32,000 gsf.

UCF – Energy Lab – Used for Research Labs and Offices, 20,000 gsf.

UCF – Laboratory and Environmental Support Expansion – Used for offices, 1,535 gsf.

FAMU – P3 – Parking Garage & Surf Parking – A new 800-space parking garage to relieve on-street and gravel parking areas, 90,000 gsf.

FAMU – Stadium & Athletic Fields – A proposed 35,000 seat Football Stadium with space for a Student Health Services center, a Hotel, Retail space and up to 300 additional parking spaces, 75,207 gsf.

FAMU – Brooksville Agricultural & Environmental Research Station (FAMU-BAERS) – This is a sub-tropical agricultural and environmental research station once operated by the U.S. Department of Agriculture, which has been donated to FAMU for its College of Agriculture and Food Services Programs. Site approval is required via the Educational Plant Survey prior to obtaining PO&M funding, 56,000 gsf. Located in Brooksville, FL.

FIU – Medina Aquarius Reef Base Marine Operations – Used for reef base marine operations land acquisition, 4,210 gsf.

FAU – Schmidt Family Complex – Academic Support Center & College of Business EMBA Program – Classrooms and office space to support the Executive MBA program within FAU’s College of Business, 40,000 gsf. Located in Boca Raton.

UWF – Reubin O’D Askew Institute for Multidisciplinary Studies – Church building, located on 3.6 acres, purchased by gifted funds to use at the University’s Institute for Multidisciplinary Studies, 8,870 gsf. Located in Pensacola.

UWF – Building 33 – UWF Global Online Learning Innovation Hub – Used to reassign old residence halls to use as E&G space. Also used to renovate and retrofit the buildings to accommodate the needs of the university. Building 33 will accommodate additional online programs and certificates and provide areas to innovate through new global initiatives, 8,100 gsf.

UWF – Building 34 – Future E&G – Used to reassign old residence halls to use as E&G space. The project will be designed at a later date, 8,100 gsf.

UWF – Building 35– Future E&G – Used to reassign old residence halls to use as E&G space. The project will be designed at a later date, 8,100 gsf.

UWF – Global Online ADA Connector – Used for the construction of ADA access, telecommunications, and mechanical space to support existing buildings 33,34, and 35, 3,000 gsf.

UWF – Research Operations – Used for the construction of metal building to accommodate animal research lab and research animal housing, 12,000 gsf.

10/20/2018

STATE UNIVERSITY SYSTEM
Fixed Capital Outlay Projects that may Require Legislative Authorization
and General Revenue Funds to Operate and Maintain
BOB-2

Univ.	Project Title	GSF	Brief Description of Project	Project Location	Project Amount	Funding Source	Estimated Annual Amount For Operational & Maintenance Costs	
							Amount	Source
FSU	Minor Projects for FSU Facilities	50,000	This project seeks funding for minor projects that are completed in the University's E&G facilities for which General Revenue funds will be necessary for operation and maintenance.	Main Campus Tallahassee, FL Leon County	\$5,000,000	E & G Funds	\$500,000	General Revenue
FSU	Land Acquisition	100,000	This project seeks funding for future facilities that will be acquired through the University's land acquisition program which will be utilized by E&G operations.	Main Campus Tallahassee, FL Leon County	\$5,000,000	E & G Funds	\$500,000	General Revenue
FSU	Northwest Regional Data Center (NWRDC)	21,500	The Northwest Regional Data Center was transferred to Florida State a few years ago but the PO&M funding was never provided. This request seeks to correct that oversight.	Southwest Campus Tallahassee, FL Leon County	\$0	E & G Funds	\$325,000	General Revenue
FSU	Ceremonial Tea House	420	This project serves as an academic annex to the Asian Art Center.	Ringling Campus Sarasota, FL Sarasota County	\$20,000	Private Funds	\$3,030	General Revenue
UF	East 3rd Floor Wing Addition to Building 1017	9,675	East 3rd floor wing addition to Building 1017, to include Animal Holding and Procedure Wing. Animal Care Services and the CVM faculty/administration requires additional quality rodent research capacity that is needed beyond the capacity of building 217. The additional capacity is needed for E&G Research purposes.	Building 217 College of Veterinary Medicine	\$5,000,000	University and Private Donor Funds	\$107,861	State
UF	3rd Floor Addition to Bldg. 0075	10,210	The project is to add a third floor to the west of the current Small Animal Hospital, building 075. Research and Clinical functions have rapidly expanded and are currently near capacity. This expansion will remedy those space deficiencies.	Building 217 College of Veterinary Medicine	\$4,700,000	University and Private Donor Funds	\$113,825	State
UF-IFAS	B0141 - Turpentine Still Forestry - Austin Cary	1,464	The new building will be used as a demonstration facility to show how pine tree gum is converted to turpentine. The building will give the appearance of a late 1800s vintage still.	Gainesville	\$40,000	IFAS - Private (Share)	\$12,925	State
UF-IFAS	B0600 - Chiller Plant Environmental Hort	250	The Chiller feeds the Environmental Horticulture's research lab and associate buildings.	Gainesville	\$120,000	IFAS - Indirect Cost	\$2,207	State
UF-IFAS	B0503 - Storage Facility SVP - Field & Fork	704	The new building will be used for storage of a small tractor, field implements, hand tools and crop washing area for the Field and Fork Program. Low or no utilities. Requesting maintenance only.	Gainesville	\$85,000	IFAS - Research Incidental	\$1,695	State
UF-IFAS	B0549 - Head House Plant Pathology	1,600	The Head House will be used in support of research on disease management for vegetables, fruits, turf and row crops grown in Florida. Low or no utilities. Requesting maintenance only.	Gainesville	\$100,000	IFAS - Indirect Cost	\$3,852	State
UF-IFAS	B0855 - Lighthouse Seahorse Key - Nature Coast Biological Station	800	The University of Florida's marine research program has been transferred to a new IFAS Nature Coast Biological Station. Research and extension education is continuing and expanding. Powered by generator. Requesting maintenance only.	Cedar Key	\$0	Transferred from UF	\$1,926	State
UF-IFAS	B0859 - Outdoor Pavilion Seahorse Key - Nature Coast Biological Station	628	The University of Florida's marine research program has been transferred to a new IFAS Nature Coast Biological Station. Research and extension education is continuing and expanding. Powered by generator. Requesting maintenance only.	Cedar Key	\$20,000	Transferred from UF	\$1,512	State

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Univ.	Project Title	GSF	Brief Description of Project	Project	Project	Funding	Estimated Annual Amount For	
				Location	Amount	Source	Operational & Maintenance Costs	Source
UF-IFAS	B0899 - Cattle Handling Facility Animal Sciences - Beef Teaching Unit (North)	7,500	The new building will be used in support of beef research and teaching activities being conducted at the Beef Teaching Unit. Low or no utilities. Requesting maintenance only.	Gainesville	\$275,000	IFAS - Special State Appropriation	\$18,057	State
UF-IFAS	B0977 - Generator Building Seahorse Key - Nature Coast Biological Station	3,488	The University of Florida's marine research program has been transferred to a new IFAS Nature Coast Biological Station. Research and extension education is continuing and expanding. Powered by generator. Requesting maintenance only.	Cedar Key	\$10,000	Transferred from UF	\$8,398	State
UF-IFAS	B0979 - Marine Shop Seahorse Key - Nature Coast Biological Station	800	The University of Florida's marine research program has been transferred to a new IFAS Nature Coast Biological Station. Research and extension education is continuing and expanding. Powered by generator. Requesting maintenance only.	Cedar Key	\$10,000	Transferred from UF	\$1,926	State
UF-IFAS	B0995 - Marine Lab Seahorse Key - Nature Coast Biological Station	840	The University of Florida's marine research program has been transferred to a new IFAS Nature Coast Biological Station. Research and extension education is continuing and expanding. Powered by generator. Requesting maintenance only.	Cedar Key	\$10,000	Transferred from UF	\$2,022	State
UF-IFAS	B1850 – Marine Lab Research Office Cedar Key - Nature Coast Biological Station	1,789	The University of Florida's marine research program has been transferred to a new IFAS Nature Coast Biological Station. Research and extension education is continuing and expanding.	Cedar Key	\$60,000	IFAS - Private (Share)	\$15,795	State
UF-IFAS	B1238 - VFD Storage Building Animal Sciences - Dairy Unit (North)	378	The new building will be used to protect a VFD that runs the irrigation system from rain, dirt and direct sunlight. Low or no utilities. Requesting maintenance only.	Hague	\$3,500	IFAS - Indirect Cost	\$910	State
UF-IFAS	B1389 - VFD Storage Building Animal Sciences - Dairy Unit (Main)	252	The new building will be used to protect a VFD that runs the irrigation system from rain, dirt and direct sunlight. Low or no utilities. Requesting maintenance only.	Hague	\$3,500	IFAS - Indirect Cost	\$607	State
UF-IFAS	B7172 - Graduate Residence Citrus REC	2,886	The new building will be used in support of research being conducted at the Citrus Research and Education Center.	Lake Alfred	\$450,000	IFAS - Germplasm Royalties	\$25,480	State
UF-IFAS	B7532 - Fuel Tank Storage Plant Science REU	920	The new building is necessary to cover and protect the fuel tanks that are used to fuel maintenance vehicles and research equipment at the Plant Science Research and Education Unit. Low or no utilities. Requesting maintenance only.	Citra	\$5,500	IFAS - Combined Grant	\$2,215	State
UF-IFAS	B7707 - Pump House Southwest Florida REC	120	The new building will be used in support of research being conducted at the Southwest Florida Research and Education Center. Low or no utilities. Requesting maintenance only.	Immokalee	\$1,200	IFAS - Donated	\$289	State
UF-IFAS	B8035 - Commodity Barn (addition) North Florida REC	960	The new building will be used in support of research being conducted at the North Florida Research and Education Center. Low or no utilities. Requesting maintenance only.	Marianna	\$90,000	IFAS - Interest Earned	\$2,311	State
UF-IFAS	B8421 - Grain Storage Bin West Florida REC	1,067	The new building will be used for grain storage in support of research being conducted at the West Florida Research and Education Center. Low or no utilities. Requesting maintenance only.	Jay	\$34,000	IFAS - Research Incidental	\$2,569	State
UF-IFAS	B8431 - Shade House West Florida REC	1,440	The new building will be used for grain storage in support of research being conducted at the West Florida Research and Education Center. Low or no utilities. Requesting maintenance only.	Jay	\$100,000	IFAS - Donated	\$3,467	State
UCF	Florida Advanced Manufacturing Research Facility	81,750	Research Labs, Wet Labs, Collaboration Rooms, Offices	UCF-Osceola	\$75,000,000	PECO	\$1,339,850	General Revenue

Univ.	Project Title	GSF	Brief Description of Project	Project Location	Project Amount	Funding Source	Estimated Annual Amount For Operational & Maintenance Costs	
							Amount	Source
UCF	Optical Materials Lab Addition	5,530	Research Labs	UCF-Orlando	\$1,640,000	E&G	\$90,634	General Revenue
UCF	John C. Hitt Library Expansion Phase I (ARC)	8,800	Automatic Retrieval Center	UCF-Orlando	\$10,771,963	CITF	\$144,228	General Revenue
UCF	John C. Hitt Library Expansion Phase I (Connector)	12,609	Automatic Retrieval Center	UCF-Orlando	\$21,366,582	CITF	\$122,007	General Revenue
UCF	CREOL	2,756	Research Labs	UCF-Orlando	\$1,406,000	E&G	\$45,170	General Revenue
UCF	Arts Complex II Performance	2,728	Teaching Lab, Offices	UCF-Orlando	\$964,411	PECO	\$31,353	General Revenue
UCF	BPW Building	4,038	Teaching Labs, Offices	UCF - Orlando	\$275,000	E&G	\$66,181	General Revenue
UCF	District Energy IV Plant	13,000	Offices	UCF - Orlando	\$13,000,000	Auxiliary	\$94,231	General Revenue
UCF	Trevor Colbourn Hall and Colbourn Demolition	136,500	Offices, Classrooms	UCF-Orlando	\$38,000,000	E&G	\$2,237,180	General Revenue
UCF	Coastal Biology	3,000	Research	UCF-Melbourne Beach	\$2,500,000	E&G	\$49,169	General Revenue
UCF	Partnership IV Phase A and B	221,537	Office, Research Labs	UCF-Orlando	\$42,000,000	PECO	\$3,630,903	General Revenue
UCF	Florida Solar Energy Center Renovation	42,986	Offices, Research Labs	UCF-Orlando	\$10,000,000	PECO	\$704,523	General Revenue
UCF	Research Building I (know as Interdisciplinary Research and Incubator Facility)	97,482	Offices, Labs	UCF-Orlando	\$46,614,853	E&G	\$1,597,691	General Revenue
UCF	Arboretum Green House	800	Teaching Lab	UCF-Orlando	\$400,000	E&G	\$13,112	General Revenue
UCF	Band Building	6,000	Teaching Labs, Offices	UCF-Orlando	\$5,000,000	E&G	\$98,338	General Revenue
UCF	CREOL Expansion Phase II	13,900	Research Labs, Offices	UCF-Orlando	\$6,784,228	E&G	\$227,815	General Revenue
UCF	Visual Arts Building Addition	699	Teaching Lab	UCF-Orlando	\$2,000,000	E&G	\$11,456	General Revenue
UCF	Arecibo National Astronomy Ionosphere Center	62,918	Research Labs, Offices	UCF-Puerto Rico		E&G	\$1,031,201	General Revenue
UCF	Medically Directed Wellness and Sports Center	2,000	Teaching Labs, Classroom	UCF Lake Nona		E&G	\$32,779	General Revenue
UCF	UCF Downtown Tri-generation Facility	15,000	Teaching Labs, Offices	UCF-Orlando	\$15,118,000	E&G	\$245,844	General Revenue
UCF	College of Nursing and Allied Health - Health Sciences Campus	145,000	Teaching Labs, Offices	UCF-HSC	\$83,216,700	E&G	\$2,376,492	General Revenue
UCF	UCF Downtown Garage (E and G Spaces)	32,000	Offices, Support	UCF-Orlando	\$15,000,000	E&G	\$524,467	General Revenue
UCF	Energy Lab	20,000	Research Labs, Offices	UCF-Orlando		E&G	\$327,792	General Revenue
UCF	Laboratory and Environmental Support Expansion	1,535	Offices	UCF-Orlando	\$909,534	E&G	\$25,158	General Revenue
FAMU	P3-Parking Garage & Surf. Parking	90,000	A new 800-space parking garage to relieve on-street and gravel parking areas.	Site 1-Main Campus-Tallahassee	\$31,829,144	Capital Improvement Trust Fund		PO&M Funding

Univ.	Project Title	GSF	Brief Description of Project	Project Location	Project Amount	Funding Source	Estimated Annual Amount For Operational & Maintenance Costs	
							Amount	Source
FAMU	Food Service Bldg (Dining Facility)		A new dining facility which offers a variety of spaces for students to eat, socialize, network, study, and relax.	Site 1-Main Campus-Tallahassee	\$15,000,000	Auxiliary Funding		PO&M Funding
FAMU	Stadium & Athletic Fields	75,207	A proposed 35,000 seat Football Stadium with space for a Student Health Services center, a Hotel, Retail space and up to 300 additional parking spaces.	Site 1-Main Campus-Tallahassee	\$68,039,585	Public/Private Partnerships		PO&M Funding
FAMU	Brooksville Agricultural & Environmental Research Station (FAMU-BAERS)	56,000	This is a sub-tropical agricultural and environmental research station once operated by the U.S. Dept. of Agriculture which has been donated to FAMU for its College of Agriculture and Food Services Programs. Site approval is required via the Educational Plant Survey prior to obtaining PO&M funding.	Site 12-22271 Chinsegut Hill Road, Brooksville, FL 34601	\$3,498,063	PECO Funding	336,000	PO&M Funding (after Spot Educational Plant Survey has been done.)
FIU	Medina Aquarius Reef Base Marine Operations	4,210	Reef base marine operations land acquisition	MMC	n/a	Donation	\$48,335	Private
FAU	Schmidt Family Complex - Academic Support Center & College of Business EMBA Program	40,000	Classrooms and office space to support the Executed MBA program within FAU's College of Business	Boca Raton, FL	\$15,000,000	University	\$437,880	General Revenue
UWF	Reubin O'D Askew Institute for Multidisciplinary Studies	8,870	Church building, located on 3.6 acres, purchased by gifted funds to use a the University's Institute for Multidisciplinary Studies.	8800 N. 9th Avenue Pensacola, FL 32514		Gifted to the University	68,156	Estimated using FY2016/2017 SUS New Space Formula Summary
UWF	Building 33 - UWF Global Online Learning Innovation Hub	8,100	Reassign old residence halls to use as E&G space. Renovate and retrofit the buildings to accommodate the needs of the university. Building 33 will accommodate additional online programs and certificates and provide areas to innovate through new global initiatives.	Main Campus 11000 University Parkway Pensacola, FL 32514	\$2,000,000	Department Other	90,000	Estimated using FY2016/2017 SUS New Space Formula Summary
UWF	Building 34 - Future E&G	8,100		Main Campus 11000 University Parkway Pensacola, FL 32514	TBD	TBD	90,000	Estimated using FY2016/2017 SUS New Space Formula Summary
UWF	Building 35 - Future E&G	8,100	Reassign old residence halls to use as E&G space. Project to be designed at a later date.	Main Campus 11000 University Parkway Pensacola, FL 32514	TBD	TBD	90,000	Estimated using FY2016/2017 SUS New Space Formula Summary
UWF	Global Online ADA Connector	3,000	Construction of ADA access, telecommunications, and mechanical space to support existing buildings 33, 34, and 35.	Main Campus 11000 University Parkway Pensacola, FL 32514	\$5,000,000	PECO	25,000	Estimated using FY2016/2017 SUS New Space Formula Summary
UWF	Research Operations	12,000	Construction of metal building to accommodate animal research lab and research animal housing. The facility will provide the new Mechanical Engineering program with robotics lab and baja and solar car manufacturing labs. It will also be the location for the Center for Advanced Mechanical Engineering and it's advanced manufacturing lab.	Main Campus 11000 University Parkway Pensacola, FL 32514	\$1,000,000	Grant Department	187,000	Estimated using FY2016/2017 SUS New Space Formula Summary

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Line #	University	Project	Prior Funding	2018-19	2019-20	2020-21	2021-22	2022-23
1	UF	Data Science and Information Technology Building		50,000,000	25,000,000	25,000,000		
2		Music Building Renovation/Addition	5,927,338	7,400,000	14,072,662	11,000,000		
3		FL Natural History Museum Biodiversity & Special Collections Facility				15,000,000	17,800,000	
		Total	\$5,927,338	\$57,400,000	\$39,072,662	\$51,000,000	\$17,800,000	\$0
4	FSU	Earth Ocean Atmospheric Sciences Building (Phase I)	56,890,737	12,959,263				
5		Interdisciplinary Research Commercialization Building (IRCB)	6,774,101	27,225,899	10,000,000			
6		College of Business Building	5,000,000	10,000,000	25,650,000	3,350,000		
7		STEM Teaching Lab	4,233,813	6,766,187	28,000,000	6,000,000		
8		Veterans Legacy Complex		2,300,000	23,700,000	3,500,000		
9		FAMU-FSU College of Engineering III-Joint Use	10,000,000	5,034,335				
10		FSU/TMH Medical Education Building		25,300,000	2,300,000			
11		Winchester Building Remodeling		900,000	7,000,000	1,300,000		
12		Library System Improvements (Phase I)		3,100,000	26,100,000	5,900,000		
13		Land Acquisition		5,000,000	-	5,000,000		5,000,000
14		Academic Support Building	2,000,000	3,300,000	36,300,000	5,100,000		
15		Dittmer Building Remodeling	2,000,000	5,000,000	29,000,000	18,200,000	6,800,000	
16		Physics Building			6,200,000	58,700,000	7,100,000	
17		Kellogg Research Remodeling					2,200,000	18,400,000
18		Biology Unit I Building Remodeling					3,600,000	32,400,000
		Total	\$86,898,651	\$106,885,684	\$194,250,000	\$107,050,000	\$19,700,000	\$55,800,000
19	FAMU	Student Affairs Building (CASS)	16,155,000	21,473,149	3,100,000			
20		Classroom Technology/Distance Learning Upgrades		10,671,100	87,500			
21		Interdisciplinary Research Buildout		13,968,122				
22		STEM Teaching Lab/Dyson Building Re-Purpose (Remodel)			4,953,500	11,202,200	2,650,000	
23		Army ROTC/Howard Hall Re-Purpose (Remodel)			674,758	6,880,974	518,640	
24		Foote-Hilyer Ground and 1st Floor Re-Purpose (Remodel)			5,053,500	17,360,700	-	
25		Navy ROTC/Perry-Paige Re-Purpose (Remodel)/Addition			2,442,439	24,689,405	1,620,000	
26		Computer Information Systems Building			3,177,000	47,372,400	2,725,362	
27		Science Teaching Facility (STEM)			4,210,167	48,485,560	2,737,678	
28		Social Sciences Building			2,026,000	28,115,951	1,337,080	
29		Engineering Technology Building			1,417,200	21,819,904	1,650,000	
30		General Classroom (Phase II)				2,872,401	34,135,427	1,432,627
31		FAMU/FSU College of Engineering (Phase III)	10,000,000	2,285,665	28,096,935	2,000,000		
32		Land Acquisitions			6,500,000	4,500,000	4,500,000	
		Total	\$26,155,000	\$48,398,036	\$61,738,999	\$215,299,495	\$51,874,187	\$1,432,627

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Line #	University	Project	Prior Funding	2018-19	2019-20	2020-21	2021-22	2022-23
33	USF	TPA-USF Health Morsani College of Medicine and Heart Institute	90,893,118	21,255,000				
34		TPA-Interdisciplinary Science Research Lab Build Out	74,732,583	9,031,204				
35		TPA-Cybersecurity/Data Center		6,391,725	24,239,511	10,833,600		
36		SM-Academic STEM Facility		2,254,140	28,660,275	5,065,000		
37		TPA Health College of Pharmacy		10,124,901	40,985,075	3,708,304		
38		TPA-Engineering Research Building 4		15,745,789	29,146,234	42,503,073		
39		TPA-STEM Research/Learning Center		7,077,572	32,780,269	25,208,832		
40		STP-Facility Purchase and Renovation		18,000,000				
41		TPA-Public Safety Building Phase I				4,671,553	20,309,722	8,063,740
42		TPA-College of Behavioral and Community Sciences Building (MHC) Remodel				3,069,137	16,102,500	2,000,000
43		TPA-College of Medicine Renovate/Remodel Medical Research Lab Facility				19,266,647	22,218,000	26,759,100
44		TPA-USF Health MDN, MDC, MDL, MDA Remodel				1,492,564	10,615,678	1,592,352
45		TPA-College of Medicine Center of Excellence for Diabetes & Autoimmune Disorders				7,317,591	40,285,776	1,993,376
46		STP-STEM Teaching/Research Facility				2,538,321	27,061,080	2,500,000
		Total	\$165,625,701	\$89,880,331	\$155,811,363	\$125,674,621	\$136,592,756	\$42,908,567
47	FAU	Jupiter STEM/Life Sciences Building	12,881,247	17,893,000	3,202,000			
48		Medical Building (Phase I)		3,350,000	35,007,000	3,973,000		
49		Boca Library Renovation		3,920,000	16,000,000	20,480,000		
50		College of Science and Engineering Building (36, 43 & 55) Renovation		15,200,000				
51		Social Sciences Building 44 Renovation			2,718,000	18,682,000	3,840,000	
52		Central/Satellite Utility Plant			661,000	6,050,000	416,000	
53		Arts & Letters Building 9 Renovation & Addition	2,000,000					6,700,000
54		Realignment of Indian River Blvd.						5,356,000
		Total	\$14,881,247	\$40,363,000	\$57,588,000	\$49,185,000	\$4,256,000	\$12,056,000
55	UWF	University Center - Building 22 Commons - Addition/Renovation (Partial CITF funding)		2,500,000	11,250,000	11,250,000		
56		Global Online ADA Connector		5,000,000				
57		Science and Engineering Research Wing		3,988,000	31,080,000			
58		Innovation Campus Network			13,500,000			
59		Multidisciplinary Academic Center				3,077,000	29,380,000	
60		Building 54, Fire Code Mitigation		6,250,000				
61		College of Health			1,500,000	30,000,000	20,000,000	12,362,000
62		Aquatic Center Renovation - HVAC System				4,249,500		
63		Campus Drive Road Extension and Modifications, Phase I of II					1,208,000	11,857,500
64		Campus Drive Road Extension and Modifications, Phase II of II						2,515,000
65		Center for Fine and Performing Arts - Building 82 - Structural Renovations						
66		Science Collections Laboratory and Auditorium					829,800	6,210,200
		Total	\$0	\$17,738,000	\$57,330,000	\$48,576,500	\$51,417,800	\$32,944,700

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Line #	University	Project	Prior Funding	2018-19	2019-20	2020-21	2021-22	2022-23
67	UCF	Research Building I		3,353,680	17,264,759	3,021,334		
68		Engineering Building I Renovation	3,620,723	17,745,473	1,176,311			
69		College of Nursing and Allied Health, Health Sciences Campus		8,321,670	66,573,360	8,321,670		
70		Mathematical Sciences Building Remodeling and Renovation	3,877,895	11,970,963	890,181			
71		Trevor Colbourn Hall and Colbourn Demolition		38,000,000				
72		John C. Hitt Library Renovation Phase II		2,411,142	34,735,896	4,121,208		
73		Arts Complex Phase I		3,060,000	27,172,800	3,060,000		
74		Chemistry Renovation			700,241	12,731,680	700,241	
75		Florida Solar Energy Center Renovation			11,322,000			
76		Infrastructure Chilled Water Replacement			5,100,000	10,200,000	7,401,120	
77		Research Building II				6,859,773	54,878,187	6,859,773
78		Visual Arts Renovation and Expansion				3,891,362	31,130,899	3,891,362
79		Wastewater, Water, Natural Gas Replacement				7,140,000	10,200,000	12,780,600
80		Millican Hall Renovation				1,472,991	11,783,935	1,472,991
81		Business Administration Renovation				640,779	12,291,313	640,779
82		Facilities & Safety Complex Renovation				6,287,805		
83		Research Building III				7,483,389	59,867,113	7,483,389
84		Multi-Purpose Research and Education Building				3,604,940	28,839,551	3,604,940
85		UCF Downtown Campus Building II	20,000,000			87,991,555		
		Total	\$27,498,618	\$84,862,928	\$164,935,548	\$166,828,486	\$217,092,359	\$36,733,834
86	FIU	Engineering Building, Phase I & II	10,000,000	53,000,000	42,000,000			
87		Science Laboratory Complex - MMC		15,000,000	20,000,000	42,000,000		
88		Land Acquisition	10,000,000	20,000,000	20,000,000			
89		Academic Health Center Study Complex			5,000,000	12,500,000		
90		DM Building Remodel/Renovation			7,000,000	6,800,000		
91		Honors College			2,000,000			
92		Green Library Addition for Study, Hub, and Student Success Space				15,000,000	25,000,000	25,000,000
93		Science & Humanities Center					24,500,000	22,500,000
94		Academic Data Center Remodel/Renovation					12,775,000	6,725,000
95		OE Building Remodel/Renovation					10,500,000	10,000,000
		Total	\$20,000,000	\$88,000,000	\$96,000,001	\$76,300,000	\$72,775,000	\$64,225,000
96	UNF	Roy Lassiter Hall (P,C) Renovations		4,000,000				
97		Honors Hall, Coggin Business Expansion Renovation/Addition (Incorporates Shultz Hall) (P,C)		22,000,000				
98		Land Acquisition		18,000,000				
99		Brooks College of Health (B39) (P,C) Renovations			4,700,000			
		Total	\$0	\$44,000,000	\$4,700,000	\$0	\$0	\$0
100	FGCU	Water Resources & Integrated Sciences (Prev. Integrated Watershed & Coastal Studies)	16,553,504	31,441,730	4,500,000			
101		Health Sciences (Prev. Multipurpose Education Facility)			3,842,000	42,820,950	4,500,000	
102		Central Energy Plant Expansion (Phase III)			9,000,000			
		Total	\$16,553,504	\$31,441,730	\$17,342,000	\$42,820,950	\$4,500,000	\$0

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117	NCF	Multi-Purpose Facility Enrollment Growth		4,000,000	42,000,000				
118		Hamilton Classroom Building Renovation, Remodeling	1,500,000			5,700,000			
119		Old Caples House and Carriage House Mechanical Renovation and Remodeling				900,000	7,000,000		
120		Pritzker Marine Biology Service Core Addition and Renovation and Remodeling				1,500,000			
121		Robertson Hall Mechanical Renovation and Remodeling				200,000	2,500,000		
122		College Hall Service Core Addition, Renovation, and Remodeling				1,200,000	4,200,000	3,500,000	
123		Cook Hall Mechanical Renovation and Remodeling				900,000	4,000,000		
124		Land Purchase				500,000	400,000	1,400,000	
125		Shared Use Facility - NCF/FSU Ringling Cooling Tower							
		Geothermal Heat Rejection Installation						1,200,000	
		Total	\$1,500,000	\$4,000,000	\$42,000,000	\$10,900,000	\$18,100,000	\$6,100,000	
126	FPU	Applied Research Center	7,000,000	22,178,613	4,518,150				
127		Student Achievement Center			6,281,075	13,586,220	2,627,933		
128		Faculty Staff Office Building				4,852,975	11,885,147	5,039,500	
		Total	\$7,000,000	\$22,178,613	\$10,799,225	\$18,439,195	\$14,513,080	\$5,039,500	
		SUS Total	\$372,040,059	\$635,148,322	\$901,567,797	\$912,074,248	\$608,621,181	\$257,240,229	\$3,314,651,777

State University System of Florida 2018-19 Legislative Budget Request Maintenance Funding

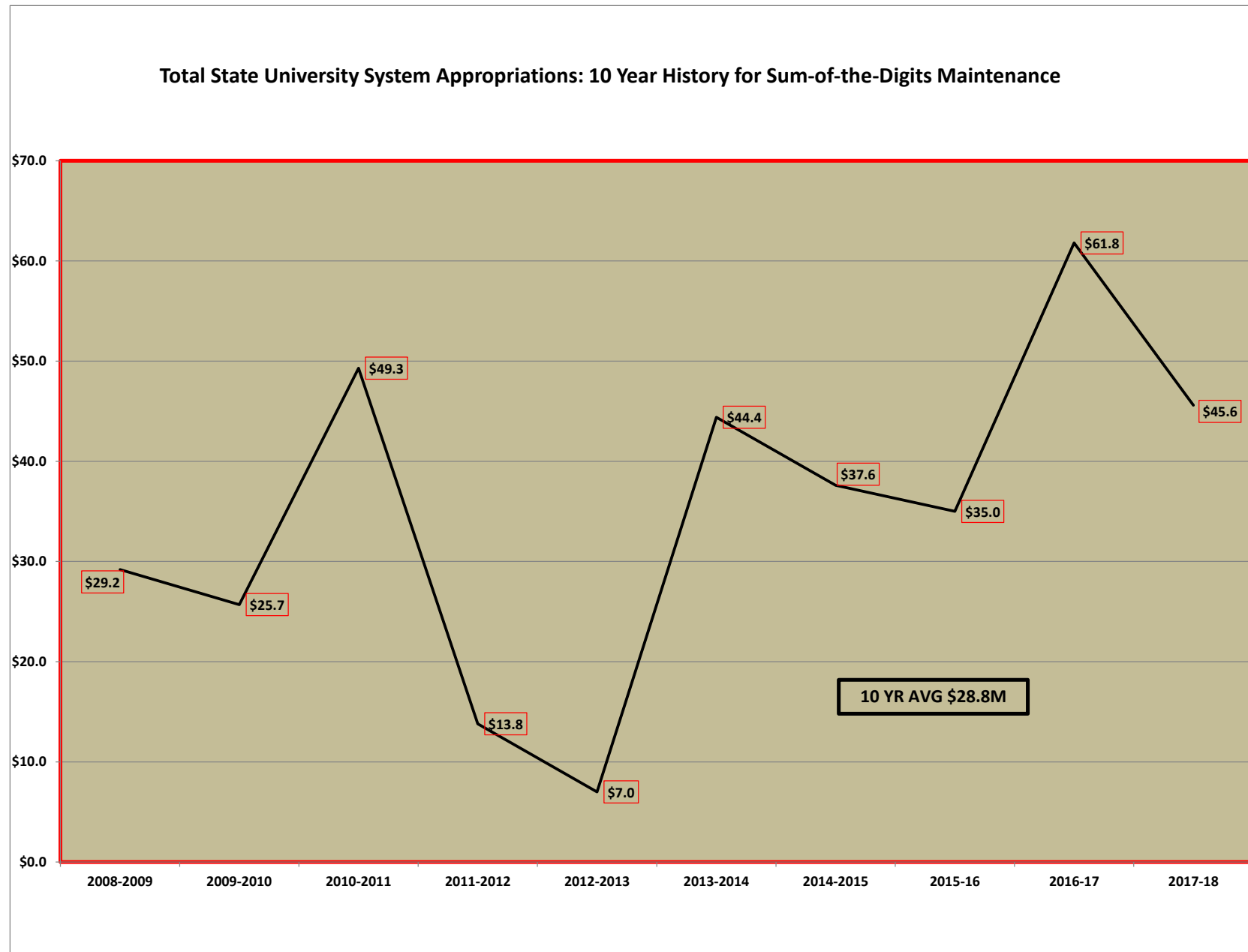
Plant Operations and Maintenance (PO&M) is used to pay for operating costs of new facilities as they become operational (utility expenses, custodial costs, elevator inspections, etc.). No funding has been received for 2 years. If not funded, the cost to operate new facilities is a direct reduction of university operating budgets. Fund source is General Revenue (recurring).

Utility Infrastructure is used to address campus-wide utilities support infrastructure. This item was last funded in 2012-13. Many campus systems are reaching the point of comprehensive mechanical failure, where remediation will take several weeks or months. The loss of a campus-wide boiler, which provides heat for hot water and steam for cold days, would impact students and faculty and impair operations of clinical and research laboratory facilities. The failure of the campus electric grid would have a cascading effect, resulting in site closure. Fund source is PECO (non-recurring).

Sum of Digits is a capital budget item used to keep existing university facilities in good repair. Typical expense items are roof repairs or electrical system repairs. While the State has consistently provided funding for this line item (based on a simple statutory square footage times age calculation), funding has been unpredictable, which impacts planning for capital repairs. Fund source is PECO (non-recurring).

Budget Designations	PO&M	Sum of Digits	Utility Infrastructure	UNIVERSITY TOTAL
UF	\$1,921,204	\$ 18,279,756	\$ 6,563,782	\$26,764,742
UF-IFAS	\$1,106,815		0	\$1,106,815
FSU	\$2,170,031	\$ 7,095,016	\$ 4,375,854	\$13,640,901
FAU	\$451,383	\$ 2,504,409	\$ 1,735,026	\$4,690,818
UCF	\$5,886,418	\$ 4,114,040	\$ 3,063,098	\$13,063,556
USF	\$1,025,909	\$ 6,535,779	\$ 3,130,867	\$10,692,554
FIU	\$1,215,282	\$ 4,177,258	\$ 2,428,599	\$7,821,139
FAMU	\$2,247,400	\$ 2,120,238	\$ 1,061,145	\$5,428,783
UWF	\$391,495	\$ 1,181,692	\$ 1,203,360	\$2,776,547
UNF	\$824,936	\$ 1,449,154	\$ 1,531,549	\$3,805,639
FGCU	\$0	\$ 685,674	\$ 656,378	\$1,342,052
NCF	\$341,160	\$ 330,679	\$ 1,531,549	\$2,203,388
FPU	\$100,900	\$ 14,589	\$ 218,793	\$334,282
FAMU/FSU COE	\$209,862	\$ 141,024	0	\$350,886
SUS TOTAL	\$17,892,795	\$48,629,307	\$27,500,000	\$94,022,102

* UF Facility Count includes UF-IFAS; FGCU does not include Buckingham site





STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Academic and Student Affairs Committee

Grand Ballroom

FAIRWINDS Alumni Center

University of Central Florida

12676 Gemini Boulevard, North

Orlando, Florida 32816

November 9, 2017

10:45 a.m. - 12:00 p.m.

or

Upon Adjournment of Previous Meetings

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

Members: Cerio, Frost, Jordan, Kitson, Morton, K. Patel, Stewart, Tyson, Valverde

- 1. Call to Order and Opening Remarks** **Governor Norman Tripp**
- 2. Minutes of Committee Meeting** **Governor Tripp**
Minutes, August 30, 2017
- 3. Vice Chancellor and Chief Academic Officer's Report** **Dr. Jan Ignash**
*Vice Chancellor for
Academic and Student Affairs*
- 4. Academic Program Items**
 - A. Doctor of Athletic Training,** **University Representatives**
CIP 51.0913, Florida International University
 - B. Ph.D. Integrative Anthropological Sciences,** **University Representatives**
CIP 45.0299, University of Central Florida

C. Semester Pricing Tuition Model,
Levin College of Law, University of Florida

University Representatives

5. TEAm Grant Initiative Update

Dr. Jan Ignash

6. 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

7. Concluding Remarks and Adjournment

Governor Tripp

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 9, 2017**

SUBJECT: Minutes of Committee Meeting held August 30, 2017

PROPOSED COMMITTEE ACTION

Consider for approval the minutes of the meeting held on August 30, 2017 at the University of Florida.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review for approval the minutes of the meeting held on August 30, 2017 at the University of Florida.

Supporting Documentation Included:	Minutes, August 30, 2017
Facilitators/Presenters:	Governor Norman Tripp

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
UNIVERSITY OF FLORIDA
PRESIDENTS Ballroom B
Emerson Alumni Hall
1938 WEST UNIVERSITY AVENUE
GAINESVILLE, FLORIDA 32611
August 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 Tripp convened the meeting on August 30, 2017, at 4:44 p.m. with the following members present and answering roll call: Governors Link, Beard (by phone), Frost (by phone), Jordan, Kitson, Morton, Patel, Stewart, and Tyson. Governor Valverde joined the meeting at 4:50 p.m. A quorum was established.

2. Minutes of Committee Meeting

Chair Tripp asked for a motion to approve the minutes from the June 21, 2017, committee meeting. Governor Kitson moved to approve the minutes and Governor Morton 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 attended the inaugural meeting of the new Post-Secondary Reciprocal Distance Education Coordinating Council on June 30. Per the requirement in House Bill 859, the Council submitted the application for Florida to become a member of the SARA Reciprocity Agreement.
- On July 9, Dr. Ignash participated in a panel addressing affordability and the rising cost of higher education at the Association of Public and Land Grant University Commission in Burlington, Vermont.
- Ms. Emily Sikes, Board staff Director of Workforce Education and Economic Development, attended a state-wide employment summit organized by the Florida Consortium of Metropolitan Research Universities and hosted by the Florida Chamber on July 17.

- Ms. Sikes attended the State Higher Education Executive Officers annual conference August 8-11 in Minneapolis.
- Ms. Sikes worked to provide requested information to Career Source Florida and Enterprise Florida on a number of SUS initiatives.
- The ASA staff participated in the on-site educational plant survey at FAMU-FSU Joint College of Engineering August 15-16.
- The Board staff is working with the Florida College System (FCS) staff and the Director of the Articulation Coordinating Committee to establish the civics work group required in House Bill 7069. The work group will consist of 10 SUS members and 10 FCS members with backgrounds in history and political science.
- The ASA staff are receiving requests for bill analyses and discussing legislative budget requests for the session.
- The Board staff and FCS staff continue to meet with the Director of Articulation to discuss institutional requests including course prerequisites and a statewide program designation.
- The ASA staff worked with SUS admissions staff to plan the annual SUS admissions tour which started August 28.
- On September 15, the CAVP Academic Coordination Work Group will meet in Tallahassee to discuss new program proposals.
- The 5th Annual Federal Research and Development workshop will be September 26-27 in Washington D.C. so that the SUS Vice Presidents for Research, the Vice Presidents and Directors of Governmental Relations, and interested faculty can receive information and engage in discussions with federal agency directors regarding areas of research for future funding.

4. 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 is discussing principles that may be included in a block tuition policy in Senator Negron's Senate Bill 4. This Provosts support a thoughtful design and implementation that would provide affordable baccalaureate access, encouraging students to take 30 credit hours per year.

The steering committee for online education met with leaders of various work groups that are implementing tactics in the Board's Strategic Plan and provided information and recommendations to leaders of the work groups.

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 hosted the annual summit at USF this summer. The summit focused on three initiatives: the state of fraternity and sorority life, Title IX updates, and the future direction of student affairs in Florida.

The CSA met today and provided a report on the following:

- The hazing prevention online education software is going strongly. This fall, 59,445 students have enrolled across the SUS system in the hazing prevention online software.
- The CSA is working with University Presidents to submit mental health proposals to the Board of Governors Staff by October 1.
- On October 27, the CSA will be hosting the SUS Directors of Counseling and Psychological Services Summit at FAU. The purpose is to discuss preventative measures regarding mental health issues that may be taken prior to students arriving on campus.
- The CSA discussed hosting a conference call regarding campus responses to recent political and diversity discussions occurring throughout the U.S. in an effort to be proactive in helping our students with open dialogue around these issues.
- The CSA welcomed a new Vice-President from FSU and the new Vice-President for Student Affairs and Enrollment Services from UWF.

C. Florida Student Association (FSA)

Governor Kishane Patel, Student Body President at UWF, provided the FSA report.

The FSA has identified four areas of focus.

- The FSA will support President Negron in Bright Futures expansion.
- Student government Senates will write a resolution to acknowledge Mental Health State Proclaim Day on January 12.
- The FSA will lobby for textbook tax revenues for more strategic use on PECO funding.
- The FSA will work to address concerns regarding the excess credit hour surcharge.

The FSA is organizing the “Rally in Tally” on November 7 to put forward its legislative agenda for the year.

A statement was released on behalf of all twelve state university student body presidents in response to the Charlottesville, Virginia, rally.

Governor Patel acknowledged Julisa White, Student Body President at FGCU, as serving as the Vice President for FSA.

7. Concluding Remarks and Adjournment

Having no further business, Chair Tripp adjourned the meeting at 5:06 p.m.

Norman D. Tripp, Chair

Lynn Hunt Long, Ed.D.
Assistant Director for Academic and Student Affairs

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 9, 2017**

SUBJECT: Vice Chancellor and Chief Academic Officer's Report

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

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

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Jan Ignash

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 9, 2017**

SUBJECT: Doctor of Athletic Training at the Florida International University, CIP
Code 51.0913

PROPOSED COMMITTEE ACTION

Consider approval of the Doctor of Athletic Training at Florida International University, CIP Code 51.0913.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.011

BACKGROUND INFORMATION

Florida International University (FIU) is proposing a Doctor of Athletic Training (DAT), a post-professional clinical program in the Nicole Wertheim College of Nursing and Health Sciences. The DAT is designed to provide advanced education and evidence-based clinical experience to enhance patient-centered care, outcomes, and quality of life for individuals. The program will focus on injury/illness prevention and entrepreneurial leadership. Graduates will be prepared to work in consultation with, and under the supervision of, physicians to improve patient outcomes. Potential employment opportunities also include serving in clinical faculty roles, start-up businesses, and government agencies and corporations.

The proposed Doctor of Athletic Training would be the first doctoral program in Athletic Training to be offered in the State University System. The program will require the completion of 48 credit hours.

The FIU Board of Trustees approved the program on June 2, 2017. If approved by the Board of Governors, FIU will implement the program effective Fall 2018.

Supporting Documentation Included:

1. Board Staff Analysis
2. Program proposal available online at www.flbog.edu

Facilitators/Presenters:

University Representative

**00BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
NEW DOCTORAL DEGREE PROPOSAL STAFF ANALYSIS**

Program: Doctor of Athletic Training
Institution: Florida International University
Staffed By: Lynn Hunt Long

CIP Code: 51.0913
Proposed Implementation Date: Fall 2018
Initial Review Date: 9/19/17 **Last Update:** 9/29/17

Projected program costs:

	Total	% & \$ Current Reallocated	% & \$ New Recurring	% & \$ New Non- Recurring	% & \$ C&G	Auxiliary Funds	Cost per FTE	SUS 12-13 Average Cost per FTE
Year 1	\$273,000	0% \$0	0% \$0	0% \$0	0% \$0	100% \$273,000	0% \$0	\$7,758.96 CIP 51
Year 5	\$672,000	0% \$0	0% \$0	0% \$0	0% \$0	100% \$672,000	0% \$0	

*The range of costs associated with a CIP 51 vary considerably by university due to factors related to enrollment and diversity of programs.

Projected FTE and Headcount are:

	Student Headcount	Student FTE
First Year	20	20
Second Year	40	40
Third Year	40	40
Fourth Year	40	40
Fifth Year	40	40

On March 29, 2007, the Florida Board of Governors approved Board Regulation 8.011, which sets forth criteria for implementation and authorization of new doctorates by the Board of Governors, as well as criteria for implementation and authorization of Bachelor's, Master's and Specialist degrees by Boards of Trustees. The following staff analysis is an assessment of how well the university meets Board Accountability and Readiness criteria for implementation of this degree program.

Proposal Page Numbers:

INTRODUCTION		ACCOUNTABILITY		READINESS				
Program Description	BOG Goals	Overall	Budget	Mission and Strength	Program Quality	Curriculum	Faculty	Resources
2	3	8	10	14	18	20	24	27

Updated September 2015

A. Program Description:

Florida International University's Nicole Wertheim College of Nursing and Health Sciences Department of Athletic Training is proposing to establish a post-professional Doctorate of Athletic Training. The proposed Doctor of Athletic Training (DAT) would be offered for athletic trainers previously certified through the National Athletic Trainers' Association Board of Certification.

The purpose of the DAT is to provide advanced athletic training education and clinical skills at the doctoral level. This will be the first Doctor of Athletic Training program in the State University System. There are currently 5 DAT programs in the United States. The proposed program would be only the second in the nation accredited by CAATE. The only other program accredited by CAATE is at Indiana State University ([CAATE](#)). The program will focus on injury/illness prevention and entrepreneurial leadership, which are unique to this program. Graduates will be prepared to work in consultation with, and under the supervision of, physicians to improve patient outcomes. Additional potential employment opportunities include serving in clinical faculty roles, start-up businesses, and non-traditional work settings (e.g., government agencies and corporations) (p. 2).

The DAT will require the completion of 48 credits and 800 clinical education hours over 6 semesters. The program requirements include applied research (18 credits), individualized clinical residency experiences (12 credits), injury/illness prevention strategies (9 credits), and entrepreneurial leadership (9 credits) (p. 21).

B. System-Level Analysis and Evaluation in accordance with BOG Regulation 8.011:

The proposal provides alignment of the program with the State University System Strategic Plan. The program will strengthen the quality and reputation of the academic programs, scholarship, research and innovation, and the commitment to community and business engagement. The program will increase degree productivity, including the number of degrees awarded in STEM particularly for underrepresented groups. In addition, the program will increase research and commercialization, collaboration and external support, and levels of community and business engagement.

Need for Graduates in the Labor Market

The current minimum entry point into the profession of athletic training is the baccalaureate level, although it was recently decided by the AT Strategic Alliance that the minimum professional degree level will be a master's degree, to be implemented no later than 7 years from the date of Alliance's statement on May 20, 2015. Over the past two and a half years, the AT Strategic Alliance, which is a consortium in the profession

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that includes the Board of Certification (BOC), the Commission on Accreditation of Athletic Training Education (CAATE), the National Athletic Trainers' Association (NATA), and the NATA Foundation have been actively engaged in a critical examination of what the appropriate professional degree level should be to best prepare athletic trainers for an integral role in the evolving health care system. (Retrieved 10/13/2017 from <https://atstrategicalliance.org/strategic-alliance-degree-statement>). Currently, more than 70 percent of athletic trainers hold at least a master's degree. (NATA, AT Strategic Alliance)

According to the US Bureau of Labor Statistics (BLS), the employment of athletic trainers is projected to grow by 21% from 2014 to 2024 (much faster than average for all occupations). The median pay is estimated at \$45,630 per year for those with an entry-level bachelor's degree (BLS). Board staff notes that the Florida Department of Economic Opportunity projects statewide employment growth of 17.8% from 2016-2024 for bachelor's trained graduates (Florida Jobs). Using 2016 data, wages for athletic trainers were \$46,718 on average, with estimated entry wages of \$31,460 and estimated wages for workers with experience (which comprise the upper 2/3 of all workers in the occupation) of \$54,347 (DEO).

An online search conducted by Board staff on 9/21/17 on Indeed.com returned 283 advertisements for mid-level positions and 15 senior level positions. It is likely that jobs requiring or recommending the post-professional degree would require or recommend the DAT once the master's degree becomes the entry-level credential.

Student Demand for the Program

Eight of the 12 SUS institutions offer a professional level athletic training program at either bachelor or master level. Three of the eight have already made the transition to the master's-level program following the CAATE Standards.

Statewide there is student demand for professional-level athletic training programs. The table below shows the 5-year SUS enrollment by institution for professional-level Athletic Training programs.

Table 1: Enrollments in Professional Level Athletic Training Programs – Bachelor's

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
FGCU	31	32	40	33	40
FSU	58	105	91	88	131
UCF	184	170	165	173	186
UF	41	51	51	51	37
UWF	74	110	116	121	105

Source: BOG Enrollment Data

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Table 2: Enrollments in Professional Level Athletic Training Programs – Master's

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
FIU	43	45	56	50	44
UNF*					
USF**	--	--	--	6	33

*UNF – Program will be implemented Summer 2018

**USF – Program was implemented Summer 2015

Source: BOG Enrollment Data

Table 3: Degrees Awarded in SUS Master's of Athletic Training

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
FIU	13	16	17	24	26
UNF*	--	--	--	--	--
USF**	--	--	--	--	--

*UNF – Program will be implemented Summer 2018

**USF – Program was implemented Summer 2015

Source: BOG Degrees Awarded Data

The proposal provided the results of a survey conducted by FIU that included athletic training students and alumni. The results indicated that 78% (n=39/50; response rate=40%) would be interested in pursuing a DAT degree to gain advanced education and evidence-based clinical practice experience (p. 9). Florida International University also conducted a survey in December of 2015, with athletic training alumni (n=41/53; response rate=71%) and 77% indicated they would be interested in pursuing a post-professional DAT degree and would consider enrolling in Fall 2017 (p. 9).

Based on student enrollment in the Master's programs in the State University System and the survey results provided, the enrollment targets are likely to be met.

Cost Comparison

Currently, there are five DAT programs offered nationwide. However, out of the five, only one offered by Indiana State University is accredited by CAATE ([CAATE](#)). It is offered as a hybrid program (both in-person and online components). Other DAT programs are offered at A.T. Still University, University of Idaho, and Temple University; however, none of these institutions hold CAATE Accreditation for their Post-Professional DAT programs.

The proposed program will be a self-supporting and offered through continuing education. The table below shows a comparison of FIUs proposed costs with other DAT programs around the country.

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Table 4: Cost Comparison of Post-Professional Doctor of Athletic Training Programs

Institution	Public/Private	Cost of Program	Credit Hours Required
<i>FIU Proposal</i>	<i>Public</i>	<i>\$700 Per Credit Hour</i> <i>\$33,600 Total</i>	<i>2 Year Program</i> <i>48 Total Credit Hours</i>
Temple University	Public	\$960 Per Credit Hour About \$34,560	2 Year Program 36 Total Credit Hours
Indiana State University	Public	About \$895-\$1,110 Per Semester ISU does not list online-in-state tuition rates, but lists out of state online tuition as \$513.00 per credit. Using the out of state total, the program would cost about \$29,241	2 Year Continuous Enrollment 57 Total Credit Hours
University of Idaho	Public	< \$20,000/Year About \$40,000	Continuous Program over 24 Months/6 Semesters 66 Total Credits
A.T. Still University	Private	\$509 Per Credit Hour About \$37,157	3 Year Program 70 Total Credit Hours

FIU's proposed program is consistent with other public universities' 2-year time-frame for completion of the DAT program. The cost of the DAT programs offered at public institutions ranges from approximately \$30,000 - \$40,000. FIU's program cost is \$33,600 and it is in line with the current costs and number of credit requirements listed by other DAT programs.

External Consultant's Report

Dr. Toni Torres-McGehee, Associate Professor and Director of the Graduate Athletic Training Program at the University of South Carolina, reviewed Florida International University's proposal for establishment of a Doctor of Athletic Training degree. Dr. Torres-McGehee noted that the program's curriculum is designed to meet the CAATE

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competencies for a post-professional education for advanced athletic training. Dr. Torres-McGehee recommended minor revisions to the curriculum and student learning outcomes to align more with the program's distinctive focus on injury/illness prevention and entrepreneurial leadership. Dr. Torres-McGehee also commented that the proposed hybrid model presents sustainability without requiring new resources, as well as providing greater access to athletic trainers who gain advanced knowledge in athletic training.

The program proposal notes that Dr. Torres-McGehee's curricular recommendations were incorporated into the program proposal prior to submitting the proposal to the University Curriculum Committee.

Summary

The proposed program would be the first DAT in the State University System and will be one of five programs in the United States, and one of two CAATE accredited programs. The hybrid delivery will allow students to pursue advanced education in athletic training, both locally and nationwide. This program may enhance Florida International University's competitiveness for students in an area of strategic emphasis.

The current entry-level credential required for licensing as an athletic trainer is set at the baccalaureate level. However, the profession will require more advanced education within 5 years, based upon the Athletic Training Strategic Alliance's decision that the minimum entry-level credential be moved to a master's degree ([AT Strategic Alliance](#)). The proposal demonstrates ample evidence of need in the labor market data for entry-level athletic trainers. Evidence is also provided regarding demand from students for entry-level athletic training positions. At this time, there appears to be a more limited demand for athletic training positions requiring a Doctorate, based upon advertised job requirements, but that is expected to change in the next few years because of the new advanced requirements in the profession.

C. Assessment of the University Review Process in accordance with BOG Regulation 8.011:

Due to the system of stair step accountability set in place by the Board of Governors in Regulation 8.011, it is now incumbent upon University Board of Trustees to verify that all doctoral programs coming before the Board of Governors have met the requirements of the regulation. The following is an assessment of the university review process to ensure that all criteria set forth have been considered by the university prior to submission to the Board of Governors office.

ACCOUNTABILITY

Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.

1. Overall – *The proposal is in the correct format, includes all necessary signatures, and*

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contains complete and accurate tables for enrollment projections, faculty effort, and the proposed budget.

YES NO

- ☒ ☐ **The proposal has been approved by the university board of trustees and includes all required signatures.**

The proposed program was approved by the Florida International University Board of Trustees on June 2, 2017.

- ☒ ☐ **The university has provided a proposal written in the standard SUS format which addresses new academic program approval criteria outlined in BOG Regulation 8.011.**

The program proposal used the standard SUS format in accordance with the criteria set forth in the Board Regulation 8.011.

- ☒ ☐ **The pre-proposal was reviewed by the Council of Academic Vice Presidents (CAVP) workgroup and any concerns identified by the group have been listed and addressed in the proposal.**

The pre-proposal was presented to CAVP in September of 2016. As written in the proposal, there was no formal concern raised.

- ☒ ☐ **The university has provided data that supports the need for an additional program in the State University System as well as letters of support or concern from the provosts of other state universities with substantially similar programs.**

The proposed degree program will be the only Doctor of Athletic Training program in the Florida State University System. Florida International University has provided data that supports the need and demand for a DAT program in the State University System.

- ☒ ☐ **The university has provided complete and accurate projected enrollment, faculty effort, and budget tables that are in alignment with each other.**

Tables one, two, three, and four in Appendix A are complete with accurate projected enrollment, faculty effort, and projected costs and funding sources.

- ☒ ☐ **The university has included a statement in the proposal signed by the equity officer as to how this proposal will meet the goals of the university's equity accountability plan.**

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The proposal includes a statement regarding meeting the goals of the university's equity accountability plan. The Equal Opportunity Officer reviewed and signed the proposal on 2/13/17.

- ☒ ☐ **The program does not substantially duplicate programs at FAMU or FIU or, if it does, evidence was provided that consultations have occurred with the affected university on the impact of the new program on existing programs.**

The Doctor of Athletic Training program is not offered by FAMU.

2. Budget – *The proposal presents a complete and realistic budget for the program consistent with university and BOG policy, and shows that any redirection of funding will not have an unjustified negative impact on other needed programs.*

YES NO

- ☒ ☐ **The University Board of Trustees has approved the most recent budget for this proposal.**

The current budget was approved by the University Board of Trustees on 6/2/17.

- ☒ ☐ **The university has reviewed the budget for the program to ensure that it is complete and reasonable, and the budget appears in alignment with expenditures by similar programs at other SUS institutions.**

The proposed post-professional DAT program will operate as a self-supporting program through continuing education. The proposed tuition (including fees) is \$700 per credit, which equates to \$33,600 for the cost to degree. The proposal describes the faculty effort as measured in Person Years increasing from 1.53 in year one to 2.53 in year five.

- ☒ ☐ **The proposal indicates that the program will follow the cost-recovery or market-rate funding models. If so, details and timelines for getting approvals for these funding models are included in the proposal.**

Approval from the Board of Governors to implement the self-supporting program with the proposed tuition of \$700 per credit (\$33,600 total degree cost) is not required due to the provisions included in Board of Governors Regulation 8.002 Self-Supporting and Market Tuition Rate Program and Course Offerings.

- ☐ ☐ **In the event that resources within the institution are redirected to support**

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the new program, the university has identified this redirection and determined that it will not have a negative impact on undergraduate education, or the university has provided a reasonable explanation for any impact of this redirection.

The proposal notes that there will be no reallocation of resources for the proposed self-supporting DAT program.

READINESS

Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.

3. Program Quality – *The proposal provides evidence that the university planning activities have been sufficient and responses to any recommendations to program reviews or accreditation activities in the discipline pertinent to the proposed program have been addressed.*

YES NO

- ☒ ☐ **The university has followed a collaborative planning process for the proposed program in accordance with policies and procedures adopted by the University Board of Trustees.**

The proposal describes a collaborative planning process involving faculty, administrators, and an external consultant. A chronological table outlining the collaborative planning process is included in the proposal on page 17.

- ☒ ☐ **An external consultant has reviewed the proposal and supports the department's capability of successfully implementing this new program.**

Dr. Toni Torres-McGehee, Associate Professor and Director of the Graduate Athletic Training Program at the University of South Carolina, reviewed the proposal. Dr. Torres-McGehee commented that this program is a unique advanced DAT degree that meets the CAATE requirements for post-professional education for advanced athletic training. Dr. Torres-McGehee noted that with minor revisions to the curriculum and student learning outcomes, the program will have a clear distinction from the other four DAT programs offered in the U.S.

- ☒ ☐ **The university has found the level of progress that the department has made in implementing the recommendations from program reviews or accreditation activities in the discipline pertinent to the proposed program to be satisfactory.**

The University's professional MS-AT program received initial accreditation by CAATE in February of 2008 and, following the on-site visit in October of

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2012, received continuing accreditation for 10 years (the maximum timeframe for reaccreditation). The recommendations were implemented, which included more instructional staffing and the addition of general medical exposures. The FIU professional MS-AT has an aggregate 94% first-time pass rate on the Board of Certification Exam from 2014-2017 (p. 19).

An internal review of the MS-AT program in June 2014 resulted in developing joint faculty positions, enhancing financial sustainability through the creation of a revenue generating athletic training clinic, and increasing support for scholarship and research. There is ongoing development of points of distinction which includes establishing a strong reputation nationwide as evidenced by high enrollment of out-of-state students and successful internship placements with professional sports organizations (p. 20).

- ☒ ☐ **The university has analyzed the feasibility of providing all or a portion of the proposed program through distance learning.**

The proposed program will offer 42 (87.5%) credits online and 6 (12.5%) credits face-to-face.

- ☐ ☐ **If necessary, the university has made allowances for licensure and legislative approval to be obtained in a timely manner.**

The proposed program is a post-professional clinical Doctor of Athletic Training. The students enrolled in the program would be certified athletic trainers by the Board of Certification.

4. Curriculum - *The proposal provides evidence that the university has evaluated the proposed curriculum and found that it describes an appropriate and sequenced course of study, and that the university has evaluated the appropriateness of specialized accreditation for the program.*

YES NO

- ☒ ☐ **The university has reviewed the curriculum and found that the course of study presented is appropriate to meet specific learning outcomes and industry driven competencies discussed in the proposal.**

The proposal describes specific student learning outcomes with established assessment and benchmarks for each outcome. The proposal identifies the required coursework and clinical hours and includes a sample, sequenced course of study.

- ☒ ☐ **The university anticipates seeking accreditation for the proposed doctoral**

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program, or provides a reasonable explanation as to why accreditation is not being sought.

FIU will seek accreditation from the Commission on Accreditation of Athletic Training Education (CAATE). Accreditation for the post-professional DAT is voluntary. Per the proposal, the process will be initiated with submission of a self-study report during the Fall of 2019, to allow for a site visit.

5. Faculty – *The proposal provides evidence that the university is prepared to ensure a critical mass of faculty will be available to initiate the program based on estimated enrollments, and that faculty in the aggregate have the necessary experience and research activity to sustain a doctoral program.*

YES NO

- ☒ ☐ **The university has reviewed the evidence provided and found that there is a critical mass of faculty available to initiate the program based on estimated enrollments.**

According to Appendix A Table 4, six faculty will be affiliated with the program. Current faculty includes three assistant professors and one associate professor. Two new faculty members will be hired to support the program, one in 2018 and one in 2019.

- ☒ ☐ **The university has reviewed the evidence provided and found that the faculty in aggregate has the necessary experience and research activity to sustain the program.**

Table 4 of the proposal identifies the academic discipline for the current assistant professors to be athletic training, and the associate professor's academic discipline in exercise physiology. The faculty to be hired will have an academic specialty in athletic training. Current faculty have a terminal degree. The faculty curriculum vitae show teaching and clinical experience as well as scholarly productivity including publications and presentations.

- ☒ ☐ **The university has reviewed the evidence provided and found the academic unit(s) associated with this new degree to be productive in teaching, research, and service.**

The proposal describes the responsibilities of the existing faculty and those

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of the faculty to be hired. The anticipated faculty participation as described in the narrative as well as in Table 4 will meet the accreditation requirements (pp. 25-26). The abbreviated curriculum vitae for the existing faculty members were included in the proposal and show faculty have been active in teaching, research, and service.

- ☒ ☐ **If appropriate, the university has committed to hiring additional faculty in later years, based on estimated enrollments.**

According to the proposal, two new clinical assistant professors will be hired to support the program. One position is anticipated to be filled fall 2018 and second one fall 2019.

6. Resources – *The proposal provides evidence that the university has ensured the available library volumes and serials; classroom, teaching laboratory, research laboratory, office space, equipment, clinical and internship sites, fellowships, scholarships, and graduate assistantships will be sufficient to initiate the program, and that if applicable, funding has been secured to make more resources available as students proceed through the program..*

YES NO

- ☒ ☐ **The university has provided a signed statement from the Library Director verifying that the library volumes and serials available are sufficient to initiate the program.**

The Library Director signed Appendix B on February 7, 2017, in support of the proposal. The proposal includes a listing of resources available to faculty, staff, and students within athletic training. Resources include, but are not limited to journal content, major journals, databases, monographic materials, and demand driven e-book acquisitions.

- ☒ ☐ **The university has ensured that the physical space necessary for the proposed program, including classrooms, laboratories and office space, is sufficient to initiate the program.**

According to the proposal, there is sufficient classroom, teaching laboratory, research laboratory, and office space to support this program.

- ☒ ☐ **The university has ensured that necessary equipment is available to initiate the program.**

According to the proposal, no additional or specialized equipment is needed for the program. It is noted that any additional or specialized equipment needed would be covered by the self-supporting budget. As well, it is noted

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that there are no projected costs for special resources.

- ☐ ☒ **The university has ensured that fellowships, scholarships, and graduate assistantships are sufficient to initiate the program.**

There are no fellowships, scholarships, or graduate assistantships that will be allocated to the proposed post-professional DAT program.

- ☒ ☐ **If applicable, the university has ensured that the department has arranged a suitable number of clinical and internship sites.**

Per the proposal, there are multiple local clinical sites available for students to be able to complete the 12 credits of Individualized Clinical Residency. There are also international opportunities for residency.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 9, 2017**

SUBJECT: Ph.D. Integrative Anthropological Sciences at the University of Central Florida, CIP Code 45.0299

PROPOSED COMMITTEE ACTION

Consider for approval the Ph.D. in Integrative Anthropological Sciences at the University of Central Florida, CIP Code 45.0299

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.011

BACKGROUND INFORMATION

The University of Central Florida (UCF) is proposing a Ph.D. in Integrative Anthropological Sciences. The proposed UCF PhD in Integrative Anthropological Sciences program is specifically designed to prepare graduates for employment in the private and government sectors and to also prepare graduates for employment outside of academia in fields that are not explicitly tied to anthropology or archaeology. Some graduates may also be expected to seek positions as postsecondary faculty. The program will recruit students nationally as well as from UCF's existing Master of Arts in Anthropology program. The program will require completion of 51 credit hours beyond a master's degree and is designed to allow coursework in other areas of emphasis, such as geospatial analysis, modeling and visualization, remote sensing sciences, materials and isotopic sciences, quantitative and qualitative methods, environmental sciences and other natural sciences, so that graduates have the interdisciplinary knowledge that is required in more applied occupations.

The UCF Board of Trustees approved the program on March 16, 2017. If approved by the Board of Governors, UCF will implement the program effective Fall 2018.

Supporting Documentation Included: 1. Board Staff Analysis
2. Program proposal available online at www.flbog.edu

Facilitators/Presenters: University Representative

**BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
NEW DOCTORAL DEGREE PROPOSAL STAFF ANALYSIS**

Program: Ph.D. in Integrative
Anthropological Sciences

CIP Code: 45.0299

Institution: UCF

Proposed Implementation Date: Fall 2018

Staffed By: T. Roach/J. Ignash

Initial Review Date: 03/27/2017 **Last Update:** 09/27/2017

Projected program costs:

	Total	% & \$ Current Reallocated	% & \$ New Recurring	% & \$ New Non- Recurring	% & \$ C&G	Auxiliary Funds	Cost per FTE	SUS 15- 16 Average Cost per FTE
Year 1	\$180,568	100% \$180,568	0% \$0	0% \$0	0% \$0	\$0	\$36,114	\$15,520* 45 CIP
Year 5	\$589,887	78.7% \$463,953	0% \$0	0% \$0	21.3% \$125,934	\$0	\$31,712	

**NOTE: The range of costs associated with the Average E&G Cost per FTE can vary considerably by university due to factors related to enrollment scale and diversity of programs in any particular CIP Code.*

Projected FTE and Headcount are:

	Student Headcount	Student FTE
First Year	7	5
Second Year	13	9
Third Year	20	11.25
Fourth Year	26	13.13
Fifth Year	27	14.06

On March 29, 2007, the Florida Board of Governors approved Board Regulation 8.011, which sets forth criteria for implementation and authorization of new doctorates by the Board of Governors, as well as criteria for implementation and authorization of Bachelor's, Master's and Specialist degrees by Boards of Trustees. The following staff analysis is an assessment of how well the university meets Board Accountability and Readiness criteria for implementation of this degree program.

Proposal Page Numbers:

INTRODUCTION		ACCOUNTABILITY		READINESS				
Program Description	BOG Goals	Overall	Budget	Mission and Strength	Program Quality	Curriculum	Faculty	Resources
2	8	12	46	56	68	74	91	102

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A. Program Description:

The University of Central Florida (UCF) is proposing to offer a PhD in Integrative Anthropological Sciences, CIP code 45.0299. The program will be offered in face-to-face format at its main campus in Orlando (p. 12).

The proposed UCF PhD in Integrative Anthropological Sciences program is specifically designed to prepare graduates for employment in the private and government sectors. Graduates will gain employment outside of academia in fields that are not explicitly tied to anthropology or archaeology (p. 4). The program will recruit students nationally as well as from UCF's existing Master of Arts in Anthropology program (pp. 43-44).

The UCF program would be the third active anthropology research doctorate program in the SUS system and the first in CIP 45.0299. The two SUS universities that currently offer similar doctoral programs are the University of Florida (PhD in Anthropology, CIP 45.0201) and the University of South Florida – Tampa (PhD in Applied Anthropology, CIP 45.0201). The Florida State University's PhD in Anthropology program was suspended for new enrollments in Fall 2009 (CIP 45.0201). Finally, Florida International University offers a PhD in Sociology which has a concentration in Global and Sociocultural Studies using CIP code 45.1101 (pp. 37-39).

Three other universities in the United States are offering Integrative Anthropology doctoral programs. The University of California at Santa Barbara offers an Integrative Anthropological Sciences track within its PhD in Anthropology and the University of Notre Dame and the University of Wisconsin – Milwaukee offer PhD programs in Anthropology, which emphasize integrative anthropology.

The proposed doctoral program will require the completion of 51 credit hours at the graduate level and require a master's degree for admission. The 51 credit hours include 12 credits of required courses, 24 credits of elective courses, and 15 hours of dissertation (p. 3). The program requires graduates to pass a comprehensive examination, demonstrate proficiency in a foreign language or an additional research methodology, and successfully defend a written dissertation proposal based on the student's original research (pp. 79-82).

B. System-Level Analysis and Evaluation in accordance with BOG Regulation 8.011:

The proposal references the State University System's Board of Governors Strategic Plan, 2012-2025 (p. 8) and supports all three major areas of responsibilities: teaching, research, and community and business engagement and aligns with the Board of Governors 2025 *Strategic Plan* goals to address the following:

- *Strengthening the Quality and Reputation of Academic Programs, Increase Degree Productivity, and Increasing the Number of Degrees Awarded in STEM and other Areas of Strategic Emphasis.*

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- *Strengthening Quality and Reputation of Scholarship, Research and Innovation, Increase Research and Commercial Activity, and Increasing Collaboration and External Support for Research Activity.*
- *Strengthening Quality and Recognition of Commitment to Community and Business Engagement, Increase Levels of Community and Business Engagement, Increasing Community and Business Workforce.*

The proposal notes that UCF faculty members are already active within the UCF community and beyond and graduates will be encouraged to continue these types of partnerships (p. 10).

Need and Demand Analysis

Overall Need

The UCF proposal states that graduates will be ready for employment in the private sector, government and government contracting (p. 12). Additionally, the program will produce graduates who have empirical research skills that will prepare them for employment in the science and technology industries (p. 12). Data related to 1) the need for a PhD trained workforce, 2) the need for doctoral graduates in Non-Academic Areas, and 3) the need for doctoral graduates in Academic Areas were also provided in the proposal. Along with data to support these claims, the proposal includes five (5) letters of support from external universities, four (4) letters from SUS institutions (FAU; FIU; UF; USF – T), five (5) letters from Florida-based private and public sector agencies, and thirteen (13) letters from industries external to Florida (Appendix E).

Need for a PhD Trained Workforce

Research demonstrates that PhD graduates, on average, out-earn their Master's and Bachelor's counterparts (p. 14), and data from the Florida Education and Training Placement Information Program (FETPIP) supports this finding.

The proposal cites a report that found that doctoral graduates in the social sciences have low unemployment rates (p. 13). However, the data provided in the report does not break the social sciences into subfields. Data provided in Appendix C, including job advertisements from various sources, such as the American Anthropological Association, usajobs.com, H-net, etc., show that many positions also only require bachelor's or master's level training. Letters of support included in Appendix E demonstrate the varied career paths and employment options for individuals with advanced anthropological training, although the letters do not promise commitments from regional or national employers to hire graduates from this specific program per se (Appendix E). The proposal notes that students will develop their

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methodological skills through “advanced coursework requiring multiple semesters of prerequisite classes” (p. 13, 79).

Need for Graduates in Non-Academic Areas

The proposal notes that graduates of PhD in Anthropology are more likely than graduates of PhD in Sociologists or Political Science to work in non-academic areas (p. 3). While Anthropology graduates are more likely to report definite employment outside of academia, as compared to sociology or political science (Survey of Earned Doctorates 2013; 2014; 2015), many graduates may also intend to seek employment in academia. Additionally, the proposal cites research that reports that 99% of Anthropology PhD's were employed six to ten years post degree (p. 13), with more than a quarter (27%) of the graduates who answered the survey working in business, government, or the non-profit sector (Rudd et. al 2008). (More recent data is unavailable at this time.)

According to the *Bureau of Labor Statistics Occupational Handbook 2014-2024*, Anthropologists and Archaeologists will face slower than average occupational growth, i.e. 4% (BLS) and some occupations do not require educational attainment beyond the master's level. However, the proposed program tops an excellent underlying bachelor's and master's degree programs in anthropology and will draw upon the expertise in related disciplines to provide a more integrated and applied focus. The program will also remain fairly small at the doctoral level. The proposal provides employment information and anecdotal support for the graduates of this program being suited for three occupational fields (pp. 15 – 28) that are specifically linked with the proposed programs' CIP code (45.0299). In addition, the DEO projections for these two occupations indicate that Anthropology and Archeology Teachers, Postsecondary will add 44 positions between 2016 and 2024, a growth of 15.1%, and Social Sciences Teacher, Postsecondary will add 337 positions between 2016 and 2024, a growth of 19.5%.

Table 1: CIP to SOC Analysis for CIP Code 45.0299

Code	Occupation Title	DEO Growth Rate	BLS Growth Rate	BLS Education Code	BLS Experience	Linked with CIP 45.0299
119111	Medical and Health Services Managers	16.9%	17%	Bachelor's degree	Less than 5 years	no
119121	Natural Sciences Managers	11.6%	3%	Bachelor's degree	5 years or more	no
119199*	Managers, All Other	9.5%	***	Bachelor's degree	Less than 5 years	yes
131111	Management Analysts	17.8%	14%	Bachelor's degree	Less than 5 years	no

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152031	Operations Research Analysts	25.6%	30%	Bachelor's degree	None	no
152041	Statisticians	41.9%	34%	Master's degree	None	no
191099	Life Scientists, All Other	14.4%	***	Bachelor's degree	None	no
192041	Environmental Scientists & Specialists, Including Health	11.0%	11%	Bachelor's degree	None	no
192099**	Physical Scientists, All Other	7.8%	***	Bachelor's degree	None	no
193091	Anthropologists and Archeologists	10.1%	4%	Master's degree	None	yes
193099	Social Scientists and Related Workers, All Other	5.2%	***	Bachelor's degree	None	no
211099	Community and Social Service Specialists, All Other	13.8%	***	Master's degree	None	no
251061	Anthropology and Archeology Teachers, Postsecondary	15.1%	***	Doctoral or professional degree	None	yes
251069	Social Sciences Teachers, Postsecondary, All Other	19.5%	***	Doctoral or professional degree	None	no

*The highlighted rows represent occupations that are specifically linked to CIP 42.0299

**Florida DEO does not provide a specific projection for 19-2099.01 Remote Sensing Scientist, so all of 19-2099 is included

***BLS Growth Projection Data Not Available;

Bureau of Labor Statistics (BLS) projections refer to the 2014-2024 period;

Florida Department of Economic Opportunity (DEO) projections refer to the 2016-2024 period.

The proposal also suggests that graduates of this program will be well-suited for positions in several occupational fields – Remote Sensing Sciences, Environmental Sciences, Business Analysts, Statistics, Natural Sciences, and Medical Health Services (pp. 15-28), although some positions require bachelor or master degrees as the educational requirement. One caveat to the demand data in the proposal, however, concerns the alignment between the proposed program and the occupation of “Mental Health Program Manager,” considering that mental health program managers are required to be licensed or to have graduated from a program that is accredited by a counseling or social work accrediting agency. (pp. 20-23). Other occupation pathways for graduates include “Senior Statistician,” or “Environmental Program Manager.”

When searching www.indeed.com on September 20, 2017 for “anthropology” and “senior level,” (which refers to a wide range of credentialing from Bachelor’s and Master’s to PhD’s with 15 years of experience) 87 open jobs are returned. These jobs require a wide range of experience and qualifications from bachelor’s degree and three (3) years of experience ([Anthro Job](#)), to bachelor’s degree and eight (8) to ten (10) years

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of experience ([Anthro Job](#)), to an advanced degree and five (5) to seven (7) years of experience ([Anthro Job](#)). When performing the same search using “archeology” and “senior level” 13 open positions are returned with similar variability in the job requirements and qualifications. When performing a search of indeed.com on September 27, 2017 and the “senior level” qualifier was removed and “anthropology” was the only search term used, however, a healthy 1,151 open jobs are returned.

The BLS projects slower than average growth for Anthropology and Archaeology positions and that there will be “strong competition for jobs because of the small number of positions relative to applicants” (Bureau of Labor Statistics Occupational Handbook 2014-2024). A small doctoral program with a unique applied focus may provide graduates with an edge as regards hiring, salary or promotion.

Need in Academic Areas

Graduates of PhD programs often find employment in academic settings, however, the proposal notes that, “it is not anticipated that most graduates of the proposed degree program will enter the academic workforce” (p. 32). The proposed program would occupy a unique niche among anthropology programs at the doctoral level, appealing to those students who are seeking an applied job in government or the private sector, although it is also possible that graduates could be hired at postsecondary institutions as faculty. The majority of recent doctoral graduates in typical anthropology programs, a reported 72.6%, cite a “definite [intent to seek] employment in academia” (Survey of Earned Doctorates, 2015, p. 1). A search of the Anthropology Careers and Employment website on, September 20, 2017, which is the job board of the American Anthropological Association ([AAA Job Board](#)), returned 84 academic jobs (i.e. tenure track, post-doctoral, lecturer, and fellow positions).

A search of the *Chronicle of Higher Education* job listings performed on September 21, 2017 returned 47 open positions at public and private 4-year institutions with “anthropology” and “archaeology” as the search terms and of these 47 open positions, 39 were tenure-track positions.

While it appears that there are academic positions available for PhD graduates with specializations in Anthropology and Archaeology, the number of available positions is not large. It is possible that graduates from this program will face competition from graduates of similar PhD programs, so the ability for graduates of the proposed program to also seek positions outside of academia could be a benefit, compared to their sociology and political scientist counterparts.

Demand from Students

Demand among UCF Students

In terms of enrollment projections, the proposal indicates that seven (7) students are expected to enroll in the program in the first year with the number of students enrolled increasing to 27 students by the fifth year (p. 43). The program plans to offer admission to fourteen (14) students in the first year and UCF anticipates the

applicant pool will be around 20 (p. 44).

UCF surveyed 142 undergraduate majors in Anthropology to gauge their interest in a PhD in Integrative Anthropological Sciences. Seventy percent (n=99) of current undergraduate anthropology majors indicated that they planned to attend graduate school and 76% (n=75/99) of the current undergraduate anthropology majors who reported that they were planning on graduate school indicated a desire to pursue doctoral education (p. 34). The University also administered an online survey to its Master's students in Anthropology and 27 of 38 active MA in Anthropology students responded (71% response rate). Twenty current MA students (74%) indicated that they planned to apply to a doctoral degree program once they completed their studies at UCF and 16 of those 20 students indicated that they would be "very likely" or "somewhat likely" to apply for a PhD in Integrative Anthropological Sciences (p. 34).

Given that the proposed program plans to enroll Master's graduates from similar programs (p. 43), an analysis of degrees awarded (2013-2016) from similar programs in the SUS was completed (Board of Governors Interactive Database, 04/21/2017). It appears that the program will be able to meet its long-term enrollment projections.

Substantially Similar Programs

Currently, two SUS institutions offer doctoral programs in Anthropology and one institution offers a major in in Global and Sociocultural Studies that is likely associated with its existing PhD in Sociology. The Florida International University – PhD in Sociology offers a major in Global and Sociocultural Studies (CIP 45.1101) and the University of Florida offers a PhD in Anthropology (CIP 45.0201), and the University of South Florida – Tampa offers a PhD in Applied Anthropology (CIP 45.0201). The proposal notes that the program will be different from the existing ones in the state university system because of its focus on science and methodological expertise (pp. 36-37). Compared to the existing Anthropology programs in the SUS, UCF's proposed program will provide students the opportunity to gain competency in, "geospatial analysis, modeling and visualization, materials and isotopic sciences, and quantitative and qualitative methods" (p. 37).

The University states that the proposed program is different from the existing three PhDs in Anthropology because the programs at UF, FIU, and USF – T do not offer "the specific thematic foci or the combination of professional, methodological, and topical competencies of the proposed program at UCF" (p. 39).

A comparison of curricula indicates that the coursework and training does not vary too widely from other anthropology programs in the state. Although interdisciplinary, it is important that the degree remain an obvious anthropology degree if it is to retain the 45 CIP code designation, which it would carry. In addition, the programs at the other SUS institutions also allow some content to be taken in other areas. The University of Florida curriculum offers students the ability to take courses in Geographic Information Systems, Osteology, Ethnographic Field Methods, Language and Culture, and Latin America. UCF's proposed curriculum would allow elective

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courses in all of these areas, as well. The University of South Florida – Tampa’s curriculum also allows courses to be taken in other areas, such as bioarchaeology, osteology, Caribbean cultures, and quantitative and qualitative methods, which are also allowed as possible options in the proposed UCF curriculum.

One feature of the UCF PhD in Integrative Anthropological Sciences is that it will allow its students to tailor their studies through the development of interdisciplinary methodological skills. One way that the proposed program will allow students to develop these integrative skill sets is through the proficiency requirement as well as the individual plan of study (POS) that students develop with their faculty advisors (p. 78). Additionally, students in the proposed program are required to meet a proficiency requirement. The requirement may be met in two ways: demonstrating proficiency in a foreign language or by demonstrating proficiency in an additional methodology (p. 81).

The response to the proposed degree program from universities in the SUS was positive. The University of Florida, Florida Atlantic University, Florida International University and the University of South Florida – Tampa provided support for the implementation of the proposed program (Appendix E). The University of South Florida – Tampa’s letter spoke of the overlap between the proposed program and their existing PhD in Applied Anthropology program, but also expressed support for UCF implementing its program (Appendix E).

External Consultants Reports

A review of the proposed program was conducted by two external consultants, Sander Ernst van der Leeuw, PhD, Founding Director and Foundation Professor of the School of Human Evolution and Social Change at Arizona State University and Lawrence Schell, PhD, Director, Center for the Elimination of Minority Health Disparities at the State University of New York, University at Albany (Appendix D). Both consultants’ reports expressed the need and support for UCF’s proposed program.

Overall, Dr. Schell, supports the implementation of this program and does not offer any negative comments regarding the proposed program implementation (Appendix D). Dr. van der Leeuw states, “Overall, I think this is a department that completely merits to be enabled to develop a full PhD program” and that the, “department has the strength to carry the program out” (Appendix D).

Both consultants mention the need for additional faculty if the program grows in the coming years and Dr. van der Leeuw mentions that the proposed program could be enhanced through the development of online courses or modules (Appendix D). Both consultants enthusiastically recommend the implementation of a PhD in Integrative Anthropological Sciences (Appendix D).

It should be noted that most doctoral proposals include only one external consultant report. The fact that the program was reviewed and received support from two consultants attests to its quality. The two consultants were also involved in reviewing UCF’s existing bachelors and master’s programs and during those reviews they both expressed support for the implementation of a PhD in Anthropology program at UCF

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(Appendix D).

Summary

The existing faculty strengths in Anthropology suggest that a PhD program in Anthropology would be a good fit for UCF and may provide unique methodological training and learning opportunities for students. The faculty has substantial training and expertise in a range of anthropological specialties, including but not limited to bioarcheology, geographic information science, osteology, and forensic archaeology (Appendix I). Additionally, the UCF faculty are talented researchers, as evidenced by their research production and ability to secure external funding (pp. 99-101). Faculty have published 15 books, published an average of 31 peer reviewed articles per year over the past 5 years, and obtained external funding for the Anthropology department over the past five years totaling \$1.08 million (p. 99-100). Additionally, the UCF faculty has a record of outstanding teaching with two (2) faculty members receiving national teaching awards, ten (10) faculty members receiving college level teaching awards and four (4) faculty members receiving university wide teaching awards (p. 98). In terms of service, the proposal cites that all graduate faculty members have served the Department of Anthropology in some capacity and the majority of faculty have served on university and college committees (pp. 101).

The Board staff review indicates that although demand for anthropology graduates trained at the doctoral level is not high and this is not a large field, the development of an applied integrated PhD program in anthropology that is oriented toward government and the private sector would provide the SUS with a unique program that is likely to attract talented graduate students. In addition, the program would build upon excellent undergraduate and master's degree programs in anthropology and provide the faculty with greater opportunities for research and scholarship.

Thus, the development of a PhD in Integrative Anthropological Sciences seems like a reasonable next step, based on the research and teaching strengths of the faculty, the applied focus of the program, and the reviews provided by the external consultants for the program. Both consultants expressed support for the program and suggested that UCF is uniquely positioned to offer the program.

C. Assessment of the University Review Process in accordance with BOG Regulation 8.011:

Due to the system of stair step accountability set in place by the Board of Governors in Regulation 8.011, it is now incumbent upon University Board of Trustees to verify that all doctoral programs coming before the Board of Governors have met the requirements of the regulation. The following is an assessment of the university review process to ensure that all criteria set forth have been considered by the university prior to submission to the Board of Governors office.

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ACCOUNTABILITY*Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.*

1. Overall – The proposal is in the correct format, includes all necessary signatures, and contains complete and accurate tables for enrollment projections, faculty effort, and the proposed budget.

YES NO

☒ ☐ **The proposal has been approved by the university board of trustees and includes all required signatures.**

The University of Central Florida's Board of Trustees approved the program on March 16, 2017.

☒ ☐ **The university has provided a proposal written in the standard SUS format which addresses new academic program approval criteria outlined in BOG Regulation 8.011.**

The Board of Governors new degree proposal format is used, as expressed in the Board's Regulation 8.011.

☒ ☐ **The pre-proposal was reviewed by the Council of Academic Vice Presidents (CAVP) workgroup and any concerns identified by the group have been listed and addressed in the proposal.**

The pre-proposal was reviewed at the February 2014 CAVP meeting. The proposal states that no substantive issues were raised except with regard to the initial CIP code selection of 30.17 (p. 5). The CIP code has been changed to 45.0299 (Anthropology, Other).

☒ ☐ **The university has provided data that supports the need for an additional program in the State University System as well as letters of support or concern from the provosts of other state universities with substantially similar programs.**

Currently, two SUS institutions offer doctoral programs in Anthropology and one institution offers a major in in Global and Sociocultural Studies that is likely associated with its existing PhD in Sociology. Florida International University – PhD in Sociology with a major in Global and Sociocultural Studies (CIP 45.1101), the University of Florida - PhD in Anthropology (CIP 45.0201), and the University of South Florida – Tampa - PhD in Applied Anthropology (CIP 45.0201). The proposal notes that the program will be different from the existing ones in the State University System because of its focus on science and methodological expertise (pp. 36-37). Compared to the existing Anthropology programs in the SUS, UCF's proposed program will provide students the opportunity to gain competency in, "geospatial analysis, modeling and visualization, materials and isotopic sciences and quantitative and qualitative methods"

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(p. 37).

UCF states that its proposed program is different from the existing three PhD in Anthropology programs as the programs at UF, FIU, and USF – Tampa do not offer, “the specific thematic foci or the combination of professional, methodological, and topical competencies of the proposed program at UCF” (p. 39). A comparison of curricula indicates that the coursework and training does not vary too widely from other anthropology programs in the state. Although interdisciplinary, it is important that the degree remain an obvious anthropology degree if it is to retain the 45 CIP code designation, which it would carry. In addition, the programs at the other SUS institutions also allow some content to be taken in other areas. The University of Florida curriculum offers students the ability to take courses in Geographic Information Systems, Osteology, Ethnographic Field Methods, Language and Culture, and Latin America. UCF’s proposed curriculum would allow elective courses in all of these areas, as well. The University of South Florida – Tampa’s curriculum also allows courses to be taken in other areas, such as bioarchaeology, osteology, Caribbean cultures, and quantitative and qualitative methods, which are also allowed as possible options in the proposed UCF curriculum.

UCF’s PhD in Integrative Anthropological Sciences will allow its students to tailor their studies through the development of interdisciplinary methodological skills. One way that the proposed program will allow students to develop these integrative skill sets is through the proficiency requirement as well as the individual plan of study (POS) that students develop with their faculty advisor (p. 78). Students may meet the proficiency requirement in two ways: demonstrating proficiency in a foreign language or by demonstrating proficiency in an additional methodology. To meet the foreign language proficiency requirement students can provide evidence of four semesters of undergraduate enrollment with a B or higher, by taking the necessary undergraduate courses during their PhD studies, or by passing a university administered proficiency exam (p. 81). To meet the methodological proficiency requirement students will take courses, partake in internships, or experiential learning activities that are approved and directed by their advisors and in consultation with the Graduate Program Director (p. 81).

The response to the proposed degree program from universities in the SUS was positive. The University of Florida, Florida Atlantic University, Florida International University and the University of South Florida – Tampa provided support for the implementation of the proposed program (Appendix E). The University of South Florida – Tampa’s letter spoke of the overlap between the proposed program and its existing PhD in Applied Anthropology program, but the University of South Florida – Tampa did not oppose UCF implementing the new program (Appendix E).

☒ ☐ **The university has provided complete and accurate projected enrollment, faculty effort, and budget tables that are in alignment with each other.**

The May submission (May 12, 2017), the faculty effort (FTE) in Appendix A, Table 4 totaled to 1.49 Faculty FTE in Year 1 and 1.49 Faculty FTE in Year 5. The current

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submission (September 18, 2017) indicates that faculty FTE is 0.22 and 0.46 for years 1 and 5, respectively.

☒ ☐ **The university has included a statement in the proposal signed by the equity officer as to how this proposal will meet the goals of the university's equity accountability plan.**

The program plan for achieving diversity has been reviewed and signed by the UCF Equity Officer on August 11, 2016.

☒ ☐ **The program does not substantially duplicate programs at FAMU or FIU or, if it does, evidence was provided that consultations have occurred with the affected university on the impact of the new program on existing programs.**

The proposed program does not duplicate any program offered at FAMU or FIU.

2. Budget – *The proposal presents a complete and realistic budget for the program consistent with university and BOG policy, and shows that any redirection of funding will not have an unjustified negative impact on other needed programs.*

YES NO

☒ ☐ **The University Board of Trustees has approved the most recent budget for this proposal.**

The University of Central Florida's Board of Trustees approved the budget on March 16, 2017.

☒ ☐ **The university has reviewed the budget for the program to ensure that it is complete and reasonable, and the budget appears in alignment with expenditures by similar programs at other SUS institutions.**

The average SUS expenditure per student credit hour for doctoral level CIP 45 for academic year 2015-2016 is \$646.67 for a total of \$15,520.08 per student FTE.

The University of Central Florida is proposing that in the first year of operation the cost per student FTE will be \$36,114 and by the fifth year of operation the total cost per student FTE will be \$31,712.

☐ ☒ **The proposal indicates that the program will follow the cost-recovery or market-rate funding models. If so, details and timelines for getting approvals for these funding models are included in the proposal.**

The proposal indicates that the program will follow the traditional E&G funding model (p. 46).

☒ ☐ **In the event that resources within the institution are redirected to support the new program, the university has identified this redirection and determined that it will not have a negative impact on undergraduate education, or the university has provided a reasonable explanation for any impact of this redirection.**

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The proposal notes that the proposed PhD program will need to share resources with the existing M.A. in Anthropology program (p. 51). The proposed program will necessitate an allocation of funds from the M.A. program to the PhD program for budget and graduate stipends (p. 51). The existing M.A. curriculum will also be amended to match the proposed PhD course offerings (p. 51). The proposal notes that the department is committed to the M.A. program, which is expected to take on a more professional focus, drawing a student body that is self-funded or employer supported (p. 51).

READINESS

Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.

3. Program Quality – *The proposal provides evidence that the university planning activities have been sufficient and responses to any recommendations to program reviews or accreditation activities in the discipline pertinent to the proposed program have been addressed.*

☒ ☐ **The university has followed a collaborative planning process for the proposed program in accordance with policies and procedures adopted by the University Board of Trustees.**

☒ ☐ **An external consultant has reviewed the proposal and supports the department's capability of successfully implementing this new program.**

A review of the proposed program was conducted by two external consultants, Sander Ernst van der Leeuw, PhD, Founding Director and Foundation Professor of the School of Human Evolution and Social Change at Arizona State University and Lawrence Schell, PhD, Director, Center for the Elimination of Minority Health Disparities at the State University of New York, University at Albany. Both consultants expressed the need for such a program. Dr. van der Leeuw states, "I think this is a department that completely merits to be enabled to develop a full PhD program" (Appendix D). Both consultants mentioned the need for additional faculty if the program grows in the coming years. Dr. van der Leeuw mentioned that the proposed program could be enhanced through the development of online courses or modules (Appendix D). Both consultants enthusiastically recommended the implementation of a PhD in Integrative Anthropological Sciences (Appendix D).

☒ ☐ **The university has found the level of progress that the department has made in implementing the recommendations from program reviews or accreditation activities in the discipline pertinent to the proposed program to be satisfactory.**

The last review of the UCF Anthropology Master's and Bachelor's programs was completed in 2010-2011 (p. 68). This review was verified by Board staff on 04/28/2017. Recommendations for the Anthropology Bachelor's program included refining the department's strategic plan, reviewing curriculum, adjusting faculty work load, working with university-wide colleges and external campuses to maximize funding and

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collaboration, and identifying and exploring additional instructional and office space. In response to the recommendations for the bachelor's program, the Anthropology department hired six new faculty members, placed all tenured/tenure track faculty on a 2/2 load, implemented curriculum changes, and have begun to secure new instructional and office space (pp. 68-69).

The recommendations of the review of the Anthropology Master's program included refining the department's strategic plan, preparing to implement a PhD program, support faculty workload, increasing external funding, identifying additional instructional and office space, and partnering with university and external stakeholders (pp. 69-72). In response to the recommendations for the master's program, the Anthropology department is refining the strategic plan, hired six new faculty members (three of whom are specific to the PhD program), have begun the implementation of a PhD in Integrative Anthropological Sciences, and have encouraged faculty to apply for external funding. As a result, external funding has increased for the six new faculty members (p. 70). Additionally, several faculty members have begun to establish research collaborations with faculty from other departments (p. 71).

☒ ☐ **The university has analyzed the feasibility of providing all or a portion of the proposed program through distance learning.**

The proposal notes that the program will be delivered face-to-face. The proposal notes the possibility of offering some courses in a mixed-mode format (p. 90).

☐ ☒ **If necessary, the university has made allowances for licensure and legislative approval to be obtained in a timely manner.**

N/A

4. Curriculum - The proposal provides evidence that the university has evaluated the proposed curriculum and found that it describes an appropriate and sequenced course of study, and that the university has evaluated the appropriateness of specialized accreditation for the program.

YES NO

☒ ☐ **The university has reviewed the curriculum and found that the course of study presented is appropriate to meet specific learning outcomes and industry driven competencies discussed in the proposal.**

The curriculum requires the completion of at least 51 credit hours beyond the master's degree. The curriculum includes 12 credits of required courses, 24 credits of elective courses, and 15 hours of dissertation (pp. 3, 77). The individual student's "plan of study" is to be developed with faculty input. Additionally, the proposal notes that graduates are expected to enter the program with "prerequisite" methodological training (pp. 3, 79). The proposal notes that students are required to meet a proficiency requirement which refers to foreign language or an additional methodological area.

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☒ ☐ **The university anticipates seeking accreditation for the proposed doctoral program, or provides a reasonable explanation as to why accreditation is not being sought.**

As stated in the proposal and as verified by Board staff, there are no accrediting agencies for the Anthropology discipline (p 90).

5. Faculty – The proposal provides evidence that the university is prepared to ensure a critical mass of faculty will be available to initiate the program based on estimated enrollments, and that faculty in the aggregate have the necessary experience and research activity to sustain a doctoral program.

YES NO

☒ ☐ **The university has reviewed the evidence provided and found that there is a critical mass of faculty available to initiate the program based on estimated enrollments.**

The proposal notes that there are 19 full-time faculty members in the Department of Anthropology who have graduate status and are expected to participate in the program by Year 5 (p. 91). All graduate faculty members are expected to participate in the PhD program through a combination of teaching, mentoring, supervising research and/or dissertation service (p. 91). During year 1, seven faculty members will cover the required courses at 11% effort each and by year 5 all 13 new courses will be covered by 13 of the graduate faculty members (pp. 91-92). Additionally, all approved graduate faculty, whether in teaching positions or not, will be expected to serve as dissertation chairs and committee members (p. 91).

☒ ☐ **The university has reviewed the evidence provided and found that the faculty in aggregate has the necessary experience and research activity to sustain the program.**

All of the current faculty hold terminal degrees in their fields. Six (6) faculty hold tenure, eight (8) faculty hold tenure earning positions, and five (5) faculty hold non – tenure positions (Appendix A, Table 4). Faculty have been productive in research and with obtaining external funding. Faculty have published 15 books, published an average of 31 peer reviewed articles annually over the past 5 years, and external funding for the Anthropology department for the past five years totals \$1.08 million (pp. 99-100). Nine graduate faculty members have received external funding since being on the anthropology faculty at UCF (p. 100).

☒ ☐ **The university has reviewed the evidence provided and found the academic unit(s) associated with this new degree to be productive in teaching, research, and service.**

The proposal provides evidence of faculty productivity. In terms of teaching, the proposal notes that productivity is in line with that of faculty across UCF's College of Sciences (p. 97). The proposal also notes that the department has a record of

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outstanding teaching with two (2) faculty members receiving national teaching awards, ten (10) faculty members receiving college level teaching awards and four faculty members receiving university wide teaching awards (p. 98). In terms of service, all graduate faculty members have served the Department of Anthropology in some capacity and the majority of faculty have served on university and college committees. The proposal also notes that, "over fifty percent of faculty have served on professional association committees, with nine faculty members serving in an elected capacity" (p. 101).

☒ ☐ **If appropriate, the university has committed to hiring additional faculty in later years, based on estimated enrollments.**

The proposal does not mention the need for hiring additional faculty members following the implementation of the program. The proposal notes that in 2015 six new faculty were hired and of the six new hires, three were hired to support the PhD program directly (p. 68). However, both the consultants suggest that additional faculty should be hired if the program expands in later years (Appendix D).

6. Resources – *The proposal provides evidence that the university has ensured the available library volumes and serials; classroom, teaching laboratory, research laboratory, office space, equipment, clinical and internship sites, fellowships, scholarships, and graduate assistantships will be sufficient to initiate the program, and that if applicable, funding has been secured to make more resources available as students proceed through the program..*

YES NO

☒ ☐ **The university has provided a signed statement from the Library Director verifying that the library volumes and serials available are sufficient to initiate the program.**

The UCF Library report, "projects that this program will need additional investments in monographs and recurring journal subscriptions to provide the students of this PhD program the best access to library resources" (p. 103).

The proposal notes that the total expenses for the monographs (\$34, 400) will be paid in year 1 through money received through the College of Sciences. The recurring cost of the journal subscriptions (\$517.56 cumulative over 5 years) will be paid each year through the recurring base allocation from the department (p. 103).

☒ ☐ **The university has ensured that the physical space necessary for the proposed program, including classrooms, laboratories and office space, is sufficient to initiate the program.**

According to the proposal, instructional space is sufficient.

☒ ☐ **The university has ensured that necessary equipment is available to initiate the program.**

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According to the proposal, all the necessary equipment is available and “it is expected that faculty will obtain grant funding for the acquisition of additional equipment related to research” (p. 109). The proposal also notes that several faculty have interdisciplinary research projects with faculty in Chemistry, Biology, and Forensic Sciences, that will allow anthropology students access to the equipment and laboratory space in these departments (p. 104).

☒ ☐ **The university has ensured that fellowships, scholarships, and graduate assistantships are sufficient to initiate the program.**

The proposal notes that graduate assistantship appointments will be provided to doctoral students (p. 109). The proposed program is prepared to offer all full-time doctoral students a stipend of 18,000 per 9-month academic year (p. 109). These funds are reported in Appendix A, Table 2.

Graduate students will be encouraged to teach lower level classes (p. 50).

☒ ☐ **If applicable, the university has ensured that the department has arranged a suitable number of clinical and internship sites.**

Internships or practicum experiences are not required for this program (p. 111).

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 9, 2017**

SUBJECT: Semester Pricing Tuition Model, Levin College of Law, University of Florida

PROPOSED COMMITTEE ACTION

Consider approval of the semester pricing model for the Levin College of Law, University of Florida.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 7.011

BACKGROUND INFORMATION

The Levin College of Law at the University of Florida is proposing a semester pricing tuition model. The semester pricing model would be implemented in Fall 2018 for the following programs: Juris Doctor (CIP Code: 22.0101); LLM in Energy, Environment, and Natural Resources Law (CIP Code: 22.0207); LLM in Taxation (CIP Code 22.0211); LLM in International Taxation (CIP Code: 22.0210); and LLM in Comparative Law (CIP Code: 22.0206). The University of Florida proposes to set the tuition rate for JD students at an annual amount that equals the current tuition for the 88 credits required for graduation. Florida residents currently pay \$743.31 per credit hour, which would equal \$21,803.76 a year for those students. Non-resident students currently pay \$1,296.80 per credit hour, which would equal \$38,039.47 a year for those students.

Similar annual tuition rates would be charged for the LLM programs, based upon their current per credit hour charges and 13 credit hours per semester. This would mean that tuition for the LLM in Environmental Law and LLM in Comparative Law would be \$19,326.06 for residents and \$33,716.80 for non-residents, and tuition for the LLM in Taxation and LLM in International Taxation would be \$22,211.06 for residents and \$37,993.80 for non-residents.

The University of Florida does not offer part-time JD or LLM programs, but if extraordinary circumstances mandate that students take fewer than 10 credit hours in a semester, those students will be assessed tuition on a per-credit hour basis. The University of Florida does not permit students to take more than 17 credit hours per

semester, so there is no need for a surcharge for excess credits.

Supporting Documentation Included:	UF Semester Pricing Model Proposal
Facilitators/Presenters:	University Representative

PROPOSAL FOR BLOCK TUITION AT LEVIN COLLEGE OF LAW
UNIVERSITY OF FLORIDA

This proposal for block tuition rates is authorized under Florida Board of Governors Regulation 7.001(11).

Provide separate information for each degree program to be included:

- (a) Name: Juris Doctor
- (b) CIP: 22.0101
- (c) Degree type: Professional Doctorate
- (d) Brief description of degree program: The JD program provides three years of legal education and training, as approved by the American Bar Association, permitting graduates to sit for the bar exam in all fifty states of the United States. The JD curriculum is designed to develop students' analytical ability, practical knowledge, communications skills, and an understanding of the codes of responsibility and ethics that are central to the practice of law.
- (e) Proposed date(s) of implementation: Fall2018

- (a) Name: LLM in Energy, Environment, and Natural Resources Law
- (b) CIP: 22.0207
- (c) Degree type: Graduate
- (d) Brief description of degree program: This one-year post-JD degree provides an opportunity for experienced attorneys as well as recent law school graduates to spend an academic year full-time on the UF campus developing in-depth expertise in environmental and land use law.
- (e) Proposed date(s) of implementation: Fall2018

- (a) Name: LLM in Taxation
- (b) CIP: 22.0211
- (c) Degree type: Graduate
- (d) Brief description of degree program: This one-year post-JD degree provides an opportunity for experienced attorneys as well as recent law school graduates to spend an academic year full-time on the UF campus developing in-depth expertise in tax law.
- (e) Proposed date(s) of implementation: Fall2018

- (a) Name: LLM in International Taxation
- (b) CIP: 22.0210
- (c) Degree type: Graduate
- (d) Brief description of degree program: The LLM in International Taxation provides one year of legal education and training in tax law for graduates of undergraduate law programs outside of the United States.
- (e) Proposed date(s) of implementation: Fall2018

- (a) Name: LLM in Comparative Law
- (b) CIP: 22.0206

(c) Degree type: Graduate

(d) Brief description of degree program: The LLM in Comparative Law provides one year of legal education and training in U.S. law for graduates of undergraduate law programs outside of the United States.

(e) Proposed date(s) of implementation: Fall2018

1. Explain the process used to determine the appropriate block tuition rate for the program(s) and the tuition at similar programs from at least 5 other institutions, including both private and public.

We propose to set block tuition at the following rates:

Degree	Yearly Resident Tuition	Yearly Non-Resident Tuition
JD	\$21,803.76	\$38,039.47
LLM Environmental	\$19,326.06	\$33,716.80
LLM Comparative	\$19,326.06	\$33,716.80
LLMTax	\$22,211.06	\$37,993.80
LLM International Tax	\$22,211.06	\$37,993.80

We propose to set the block tuition rate for JD students at an annual amount that equals the current tuition for the 88 credits required for graduation. Florida residents currently pay \$743.31 per credit hour, which would equal \$21,803.76 a year for those students. Non-resident students currently pay \$1,296.80 per credit hour, which would equal \$38,039.47 a year for those students. We do not have a part-time JD program, but in exceptional circumstances, students may take fewer than 10 credit hours in a semester. In such cases, students taking fewer than 10 credit hours in a semester will be assessed tuition on a per-credit hour basis. We do not permit students to take more than 17 credit hours per semester, so there is no need for a surcharge for excess credits.

Similar annual block tuition rates would be charged for the LLM programs, based upon their current per credit hour charges and 13 credit hours per semester. This would mean that tuition for the LLM in Environmental Law and LLM in Comparative Law would be \$19,326.06 for residents and \$33,716.80 for non-residents, and tuition for the LLM in Taxation and LLM in International Taxation would be \$22,211.06 for residents and \$37,993.80 for non-residents. Once again, we do not offer part-time LLM programs, but if extraordinary circumstances mandate that students take fewer than 10 credit hours in a semester, those students will be assessed tuition on a per-credit hour basis. We do not permit students to take more than 17 credit hours per semester, so there is no need for a surcharge for excess credits.

Block tuition is the norm at law schools ranked among the top 50 law schools in the nation by *US News & World Report*. Only four law schools in the top 50—University of Iowa, University of Texas-Austin, Florida State, and UF—employ a per-credit-hour tuition scheme. Although the law schools currently charging tuition by the credit hour are all public law schools, most public law schools charge block tuition.

Because of the ubiquity of block tuition, most law schools simply announce the cost of tuition per year or semester. For example, Duke Law School lists JD tuition as \$61,000 for the 2017-2018 academic year; University of Virginia Law School lists JD tuition as \$58,300 per year for residents and \$61,300 a year for non-residents; University of Michigan Law School lists JD tuition as \$28,422 per semester for residents and \$30,045 per semester for non-residents; and Wake Forest Law School simply states that "[t]uition for the 2017-2018 academic year for JD students is \$44,470." UCLA Law School has announced a tuition guarantee for California residents beginning in the fall of 2017, informing potential JD students on its website that "[i]f you qualify for California resident tuition, your total tuition and mandatory fees for your three years of law school will not exceed \$141,000."

Law schools follow a similar approach for their LLM programs. NYU Law School charges \$29,779.00 a semester for students taking between 1 and 18 credits per semester in each of its LLM programs (including its top-ranked LLM in Taxation). Indiana University Maurer School of Law charges \$43,485 a year for its LLM programs. Berkeley Law School charges \$28,735.50 a semester or \$57,471.00 a year for its LLM programs.

Very few law schools describe their block tuition schemes. One law school that does is Michigan State College of Law. Its website states that "tuition is assessed at a 'block rate' whereby students enrolled in 10-17 credit hours in the fall or spring semester pay a standard rate. Students taking less than 10 credit hours in a semester are assessed tuition on a per-credit hour basis and students enrolled in more than 17 credit hours a semester will be assessed a per-credit hour surcharge."

2. Explain how the University will ensure that sufficient courses are available to meet student demand.

The College of Law is required by the American Bar Association to offer a sufficient number of courses each semester so that JD students are able to graduate in a total of six semesters (or three years). The College of Law has met that requirement for decades. Because students in the LLM in Environmental Law and LLM in Comparative Law programs primarily take the same courses offered to JD students, they also have sufficient courses available to graduate in two semesters (or one year). Finally, the College of Law has long offered a sufficient number of tax LLM courses such that students are able to graduate in two semesters (or one year).

3. Describe how the proposal for block tuition is aligned with the mission of the University and the College.

The advantages of block tuition are numerous but, most critically, block tuition will encourage JD students at the College of Law to compete for summer employment opportunities, which will optimize their post-graduation employment opportunities. In addition, block tuition is more transparent for students as they make important financial

decisions and reduces the pressure to take over-loaded semesters in the hopes of subsequent "lighter" semesters.

The principle advantage of block tuition is that it incentivizes JD students to complete paid summer work rather than take summer courses. In the current per-credit model, many students use the summer to take courses in order to reduce the number of credits they will need to take in their final semesters. This hurts the College of Law's job placement efforts and student success because students with paid summer jobs are the most likely to get good-paying, full-time jobs upon graduation. Increasingly, law firms report that they are looking for substantial work experience when hiring first-year lawyers. Students also often receive full-time offers at the firms for which they work during the summer between their second and third years.

In addition, block tuition permits greater financial planning and provides incentives for students to spread courses more evenly over the required semesters. Rather than having to adjust their financial aid requests from semester to semester, students will know their fixed cost of attendance for the whole year. Thus, students and their families will have more concrete information with which they to make important financial planning decisions. Students will also be better able to focus on their coursework without facing the pressure to take extra credits in any one semester in the hopes of subsequent "lighter" semesters.

Finally, block tuition will allow the College of Law to utilize facility and faculty resources more effectively. Instead of a handful of students enrolling in a summer course, the College of Law will be able to fully enroll these same courses in the fall or spring. Faculty will then have more time to complete research and scholarship over the summer, helping the College of Law strengthen its scholarly reputation. The College of Law's reputation will likely also be strengthened by joining the vast majority of top 50 law schools who already charge block tuition.

4. Provide an explanation of how, and a declaratory statement to the effect that, offering the proposed program(s) under block tuition will not increase the state's fiscal liability or obligation.

Block tuition will not increase the state's fiscal liability or obligation. Enrollment in courses may be increased during the fall or spring semesters, but no additional faculty or staff will be required to support those courses.

5. Provide an explanation of any proposed restrictions, limitations, or conditions to be placed on the program(s) as a result of block tuition.

None.

6. Provide a clear statement that any student that 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.

Any student who is a beneficiary of a prepaid tuition contract can apply their tuition benefit to law courses on a per-credit basis so long as benefits remain. Once benefits are exhausted, the student will be included in the block tuition plan.


7. An estimation of the economic impact that implementation of the proposal will have on the University and on a typical student by identifying the incremental revenue the University anticipates collecting if the proposal is implemented.

Block tuition will not increase the costs of obtaining a JD or LLM degree unless students choose to take optional courses during the summer, and the College of Law predicts that the vast majority of students will not. The College of Law therefore will likely receive no incremental revenue.

8. Provide a description of any outcome measures that will be used to determine the success of this proposal, including but not limited to, time to degree, course load impact, and graduation rates.

The College of Law will closely track and monitor employment outcomes and job placement success, time-to-degree trends, graduation rates, credits taken per semester, and course enrollments.

Submitted by:



Laura Rosenbury

8/29/17
Date



Joseph Glover

cp(;ltr
Date

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 9, 2017**

SUBJECT: TEAm Grant Initiative Update

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

In May 2012, then Board of Governors Chair Dean Colson created the Commission on Florida Higher Education Access and Degree Attainment in order to focus on how Florida was addressing the statewide need for future degree attainment. In 2013, the Board of Governors was provided \$15 million in legislatively appropriated funds to make awards on a competitive basis to address high demand program areas identified in the Commission's gap analysis. High demand programs in which more than 1,000 unfilled annual openings in Florida requiring at least a bachelor's degree included computer information and technology, and accounting and finance. In March of 2014, the Board of Governors approved four partnerships of universities and Florida College System institutions to receive \$15 million in funding for the Targeted Educational Attainment Grant Program, also known as the TEAm Grant Initiative.

Board staff will provide a brief status report of the TEAm Grant Initiative's accomplishments as of June 2017 with regard to enrollments, degree completions, and employment and salary information.

Supporting Documentation Included: None

Facilitators/Presenters: Board Staff

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 9, 2017**

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

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

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

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Gary Perry

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 9, 2017**

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

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.

Supporting Documentation Included:	None
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Facilitators/Presenters:	Dr. Corey King
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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 9, 2017**

SUBJECT: Update on Activities of the Florida Student Association

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.

Supporting Documentation Included: None

Facilitators / Presenters: Governor Kishane Patel



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Select Committee on 2+2 Articulation

Grand Ballroom

FAIRWINDS Alumni Center

University of Central Florida

12676 Gemini Boulevard, North

Orlando, Florida 32816

November 9, 2017

1:00 p.m. – 1:15 p.m.

or

Upon Adjournment of Previous Meetings

Chair: Mr. Alan Levine; Vice Chair: Ms. Wendy Link

Members: Huizenga, Lautenbach, Stewart, Tripp

- | | |
|---|--|
| 1. Call to Order and Opening Remarks | Governor Alan Levine |
| 2. Minutes of Select Committee Meeting
Minutes, August 31, 2017 | Governor Levine |
| 3. Improving 2+2 Articulation Implementation Plan:
Workgroup Progress Report | Dr. Christy England
<i>Associate Vice Chancellor
for Academic Research and Policy</i> |
| 4. Committee Two-Year Review | Governor Levine |
| 5. Concluding Remarks and Adjournment | Governor Levine |

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Select Committee on 2+2 Articulation
November 9, 2017**

SUBJECT: Minutes of Select Committee Workshop held August 31, 2017

PROPOSED COMMITTEE ACTION

Consider for approval the minutes of the Select Committee on 2+2 Articulation meeting held on August 31, 2017 at University of Florida.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and consider for approval the minutes of the meeting held on August 31, 2017 at University of Florida.

Supporting Documentation Included: Minutes, August 30, 2017

Facilitators/Presenters: Governor Alan Levine

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
SELECT COMMITTEE ON 2+2 ARTICULATION
UNIVERSITY OF FLORIDA
GAINESVILLE, FLORIDA
AUGUST 31, 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 August 31, 2017 at 11:00 a.m. with the following members present and answering roll call: Governors Huizinga, Lautenbach, 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 January 25, 2017 workshop and the March 30, 2017 committee meeting. Governor Lautenbach moved to approve the minutes, Governor Stewart seconded the motion, and the motion was approved.

3. Improving 2+2 Articulation Implementation Plan: Workgroup Progress Report

Dr. England provided an overview of the first meeting of the Improving 2+2 Articulation Workgroup on August 18, 2017 in Tallahassee. Workgroup members include the following individuals, all of whom were in attendance at the first meeting: 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. Their meeting began with a review of the Board's Improving 2+2 Articulation Implementation Plan and the work plan for the Workgroup. Over the next 18 to 24 months, the Workgroup will address each of the three strategies from the Board's plan one at a time.

The Workgroup spent the remainder of the meeting addressing the first strategy from the Board's plan, which is to develop a comprehensive and easily accessible web-based 2+2 advising toolkit. The Workgroup discussed the following key components of a web-based 2+2 advising toolkit: primary users, information needed, existing sources of information, and functionality and features of the tool.

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, home-schooled students, high school graduates with Associate in Arts degrees, and others.

The Workgroup then discussed a wide array of information that primary users need to have regarding the statewide 2+2 articulation agreement, transfer in general, and the implications various decisions and actions have on users' 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 began 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.

The Workgroup concluded with 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.

Next steps for the workgroup include gathering informal input and ideas from various constituents as opportunities arise, reviewing other state websites to identify best practices, and mapping the suggested content across the various user groups and to existing sources. The Workgroup will continue its work via email and conference calls.

Governor Levine closed by noting that in keeping with the Committee Workplan, which was approved by the Board in June 2016, the Select Committee on 2+2 will have its final meeting in November to review its work during these last two years and to receive another update from Board staff on the progress of the 2+2 Workgroup. Having no further business, Chair Levine adjourned the meeting at 11:10 a.m.

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

Alan Levine, Chair

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Select Committee on 2+2 Articulation
November 9, 2017**

SUBJECT: Improving 2+2 Articulation Implementation Plan: Workgroup Progress Report

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 three strategies for improving 2+2 articulation.

In summer 2017, 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, a web-based 2+2 advising toolkit. Following the initial meeting, the workgroup continues to work on this strategy via email and conference calls.

Board staff will provide a brief update on the workgroup's progress.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Christy England

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Select Committee on 2+2 Articulation
November 9, 2017**

SUBJECT: Committee Two-Year Review

PROPOSED COMMITTEE ACTION

For information.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Select Committee on 2+2 Articulation was established in January 2016. During the last two years, the Committee learned about the statewide articulation law and policies, the pipeline of A.A. students coming to us 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 programs 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.

In November 2016, 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. In January 2017, the Committee held a workshop to discuss outstanding issues and identify solutions to address some of the critical issues identified by the Committee.

In March 2017, the Committee and the Board approved three strategies for improving 2+2 articulation.

Strategy 1: Develop a comprehensive and easily accessible web-based 2+2 advising toolkit.

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 and require the state universities conduct regular reviews of enhancement programs and provide

regular reports of those reviews to the Board.

Strategy 3: Develop and implement a 2+2 data and information toolkit.

In summer 2017, Board staff established a workgroup to develop recommendations for how to best implement the three strategies. The workgroup began work on the first strategy in August 2017. With this meeting, the Committee has completed all of the activities outlined in the Board-approved work plan.

Governor Levine will provide a brief review of the Committee's activities and accomplishments to date.

Supporting Documentation Included: None

Facilitators/Presenters: Governor Alan Levine



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA
Budget and Finance Committee
Grand Ballroom
***FAIRWINDS* Alumni Center**
University of Central Florida
12676 Gemini Boulevard, North
Orlando, Florida 32816
November 9, 2017
1:15 p.m. – 2:15 p.m.

or
Upon Adjournment of Previous Meetings

Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Alan Levine
Members: Cerio, Huizenga, Kitson, Kuntz, K. Patel, Tripp

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| 1. | Call to Order and Opening Remarks | Governor Ned Lautenbach |
| 2. | Minutes of Committee Meeting
Minutes: August 30, 2017
October 3, 2017 | Governor Lautenbach |
| 3. | Performance-based Funding Model | Governor Lautenbach
Mr. Tim Jones
<i>Vice Chancellor for</i>
<i>Finance and Administration</i> |
| 4. | 2018-2019 Legislative Budget Request Update | Governor Lautenbach |
| 5. | New College of Florida Growth Plan Update | NCF Representatives |
| 6. | Mental Health and Safety Update | Governor Lautenbach
Governor Norm Tripp |
| 7. | Concluding Remarks and Adjournment | Governor Lautenbach |

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
November 9, 2017**

SUBJECT: Minutes of Committee Meetings held August 31 and October 3, 2017

PROPOSED COMMITTEE ACTION

Approve the minutes from the meetings held on August 31 and October 3, 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 August 31, 2017 at the University of Florida and October 3, 2017 at Florida Gulf Coast University.

Supporting Documentation Included: Minutes: August 31, 2017
October 3, 2017

Facilitators/Presenters: Governor Ned Lautenbach

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
BUDGET AND FINANCE COMMITTEE
UNIVERSITY OF FLORIDA
GAINESVILLE, FLORIDA
AUGUST 31, 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 11:10 a.m. Members present for roll call were Wayne Huizenga, Sydney Kitson, Tom Kuntz, Alan Levine, Kishane Patel, and Norman Tripp. Other board members present included Dick Beard (via phone), Patricia Frost (via phone), Darlene Jordan, Wendy Link, Edward A. Morton, Pam Stewart, Gary Tyson, and Fernando Valverde.

1. **Call to Order**

Mr. Lautenbach called the meeting to order.

2. **Approval of June 22, 2017 Meeting Minutes**

Mr. Tripp moved that the Committee approve minutes from the June 22, 2017 meeting. Mr. Kitson seconded the motion, and members of the Committee concurred.

3. **2017-2018 Operating Budgets**

The first item on the agenda is the annual approval of university operating budgets. Regulation 9.007 requires the Committee to review and approve the university operating budgets. Mr. Lautenbach asked Mr. Tim Jones to present this issue.

Mr. Jones presented an overview of the System's operating budget.

Mr. Tripp moved that the Committee approve the 2017-2018 university operating budgets as presented. Mr. Kuntz seconded the motion, and members of the Committee concurred.

Mr. Lautenbach requested Mr. Jones to present the 2017-2018 Board Office operating budget.

Mr. Kitson moved that the Committee approve the 2017-2018 Board Office operating budget and authorized the Chancellor to make budgetary changes as necessary to operate the office. Mr. Kuntz seconded the motion, and members of the Committee concurred.

4. 2018-2019 Legislative Budget Request

Mr. Lautenbach introduced the 2018-2019 legislative budget request for the system and the Board office. Due to the early start of the legislative session on January 9, the LBR must be submitted to the Legislature and Governor on September 15.

Included in the LBR materials is information on a number of issues that staff will be presenting. As Mr. Jones walks us through those issues, let's keep in mind that the state does not have unlimited resources and that we need to be thoughtful on the initiatives that we want to pursue on behalf of the system. I will have some comments on a few of these issues.

Mr. Jones provided an historical overview of university funding and a national comparison on Florida's tuition and fees ranking for 2016-2017. The overall request is for a 4.2 percent increase totaling \$207 million. This would bring the total system budget to \$5.1 billion. Mr. Jones then presented each budget issue. For performance funding, Mr. Kuntz requested data on total number of faculty before and after the implementation of performance funding.

For the SSERCA issue of \$7 million, Mr. Lautenbach noted that this initiative in the past to the tune of \$5.7 M in 2014-15, \$6.9 M in 2015-16, and \$2.1 M in 2016-17. For 2017-18 the issue was for \$7 M but was on page 2 of our supplemental list. Mr. Lautenbach noted that after four years of including this issue in the LBR it's not going to be funded and if this issue is critical to our research universities then it should be funded from existing resources.

For the laboratory renovations issue of \$6 million, Mr. Lautenbach stated that having great labs is important to our faculty, especially when recruiting new talent, but earlier the Committee just approved the operating budgets for each university and there are some fairly large fund balances for some of the schools. Instead of seeking additional state support, he stated that the universities should look at their existing resources to pay for these renovations.

Mr. Jones introduced the research infrastructure initiative of \$7.5 million. Mr. Lautenbach viewed this initiative the same as laboratory renovations and it should be funded from existing resources.

For the nursing faculty recruitment issue of \$15 million, Mr. Lautenbach noted that this issue did not receive any attention last year, so he suggested this be divided over two years.

Mr. Mike McKee, Chair of the Council of Administrative and Financial Services, spoke on behalf of the Council in support of the plant operations and maintenance issue of \$14.2 million.

With the changes proposed by Mr. Lautenbach the request would be for 3.6% or a \$178 million increase.

After discussion, Mr. Kuntz moved that the Committee approve the 2018-2019 state university system legislative budget request with the changes recommended by Mr. Lautenbach, and authorize the Chancellor to make technical changes as necessary. Mr. Tripp seconded the motion, and members of the Committee concurred.

Mr. Lautenbach stated that one item that has not been discussed is related to Florida Gulf Coast University. The university submitted a funding request for \$32 million titled Pathway to Student Success. Their primary claim is they are underfunded on a per student basis when compared to other universities and this underfunding has negatively impacted their academic programs and support for students.

In looking at funding per student there are two factors: how much the state appropriates and student enrollments. One factor the university cannot control is state appropriations. That is left up to our elected leaders. However, the one factor the university can control is student enrollments. Over a period of seven years the university enrollments increased 34 percent while the system increased 11 percent. So they opted to grow three times faster than the system. This is the primary reason the per student funding lags behind the system average. Regardless, Mr. Lautenbach believes the university has raised some issues that should be reviewed, similar to what was done for New College last year. Mr. Lautenbach asked any members who were interested to let him know. The group would work with the university over the next few months in anticipation of a presentation in November.

Mr. Lautenbach asked Mr. Jones to present the Board office budget request.

Mr. Jones reviewed the 2018-2019 Board request of \$877,000. Mr. Lautenbach spoke in favor of this initiative.

Mr. Tripp moved that the Committee approve the 2018-2019 Board Office legislative budget request as presented and authorize the Chancellor to make technical changes as necessary. Mr. Kuntz seconded the motion, and members of the Committee concurred.

5. **Concluding Remarks and Adjournment**

Mr. Lautenbach reminded the Committee there will be a workshop on October 3 at Florida Gulf Coast University to discuss potential changes to the performance funding model. Look for an announcement from staff on the start time of that meeting.

Having no further business, the meeting was adjourned at 11:44 a.m.

Tim Jones, Vice Chancellor
Finance and Administration

Ned Lautenbach, Chair

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
BUDGET AND FINANCE COMMITTEE
FLORIDA GULF COAST UNIVERSITY
FT MYERS, FLORIDA
OCTOBER 3, 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 10:17 a.m. Members present for roll call were Wayne Huizenga, Sydney Kitson, Tom Kuntz, Kishane Patel (via phone), and Norman Tripp. Other board members present included Dick Beard, Wendy Link, Edward A. Morton, Gary Tyson, and Fernando Valverde (via phone).

1. Call to Order

Mr. Lautenbach called the meeting to order.

2. Performance-based Funding Model

Mr. Lautenbach stated that this Committee has a lot to be proud of. The work of this group and the Board has been important and recognized by the Governor and Legislature through the adoption of this model and the allocation of \$520 million in performance funds.

The Board has continuously stated from the beginning that they are open to reviewing and making adjustments to the model to address issues that may come up. One of the things we must be cognizant about is too many drastic changes at once that would change the focus of the model or would impact the universities focus and game plan in improving on the metrics we have adopted.

There are six issues that need to be discussed. There will be no action today, but guidance will be provided to staff so they will have sufficient direction to prepare for the November meeting. We'll open it up at the end of our meeting to other issues that the Committee or the Universities would like to motion.

Mr. Lautenbach turned the presentation over to Mr. Tim Jones to review the issues.

Mr. Jones introduced the first item Metric 3 – Cost to the Student; textbook component. The textbook number is currently based on the College Board national calculation. At the direction of the Committee last year, a work group was formed. Led by Mr. Steve Cunningham, UWF, and Dr. Ralph Wilcox, USF, a workgroup consisting of all 12 universities participated.

Mr. Cunningham explained the methodology behind the work group's calculations and responded to questions.

The Committee appreciated the work group's recommendation and indicated that it was a reasonable approach.

Mr. Jones introduced the second item Metric 4 – Six-year Graduation Rates. He noted that Senate Bill 4 is proposing a 4-year rate instead of 6-year rate be utilized.

The Committee discussed the change. It was determined that encouraging students to graduate in four years was the better metric.

Mr. Jones introduced Metric 7 – University Access Rate. Senate bill 4 proposes adjustments that would recognize those schools with more than a 50% access rate.

The Committee discussed the proposed change. There are other metrics in which universities greatly exceed the strategic plan goal. Recognizing just one metric, wouldn't be responsible given other metrics that universities excel on.

Mr. Jones introduced Metric 9 – Board of Governors' choice – degrees awarded without excess hours for eight universities, faculty awards for UF and FSU and national recognition for NCF.

The Committee agreed that work still needs to be done on improving the percentage of degrees awarded without excess hours. Discussion centered on moving the other three schools to the excess hours metric or coming up with a different metric all together. FSU and UF spoke was in favor of consistency.

Mr. Jones introduced Metric 10 – Trustee Choice. Each metric was reviewed and discussed by the Committee. Universities provided input as needed. The following metrics were discussed in further detail.

FAMU – discussion centered on 4-year graduation rates for transfers with an AA degree and Number of Transfers with AA degrees.

FAU – discussion centered on Bachelor’s Degrees awarded to Minorities, which is the current metric.

FGCU – discussion centered on Bachelor’s Degrees awarded to Minorities, noted these were really quantitative not qualitative metrics.

FIU – discussion focused on the average GPA of incoming freshman.

FSU – discussion centered on the percent of bachelor’s graduates who took an entrepreneurship class.

NCF – discussion focused on the percent of graduates completing 3 plus types of high impact practices.

UCF – discussion focused on the percent of bachelor’s degrees awarded to African-American and Hispanic students.

UF – discussion centered on four-year graduation rates for minorities. However, Dr. Glover, UF, indicated that if the Committee moves to four-year graduation rates as a replacement for the six-year graduation rate metric, then UF would like to have the six-year graduation rate metric as the choice metric. They would like to focus on the 12 percent of students that do not graduate in six years.

UNF – discussion focused on staying with the current metric percent of undergraduate FTE in online courses.

USF – USF presented a new metric on graduation rates for minority students. However, USF indicated this metric has not been presented to the USF Board. The other option is to use six year graduation rates, which has been approved by the Trustees.

UWF – discussion centered on participation rates in two or more ‘high impact practices’ subsections for seniors. Discussed applying this to all students, not just seniors.

The last item for discussion was the presentation of two allocation methodologies. The first one was based strictly on the allocation of the state investment based on points earned. This method has challenges because some schools would receive a significant amount of the state investment compared to their entire base budget.

The second method set a threshold of 66 points to be eligible for the state investment. Universities earning at least 66 points would receive 10 percent of the proposed allocation (based on the current methodology of university base as a proportion of system base budget). The scale would increase by 10 percent until a university received

75 points and then would be eligible for 100 percent of the allocation. Any unallocated funds would be distributed to the universities with 80 or more points. The distribution would be based on points.

Mr. Lautenbach thanked the Committee for participating. He reminded the Committee that we need to be careful about any significant changes in any one year.

Mr. Lautenbach opened it up for any other topics the members or universities would like to discuss.

Mr. Marshall Ogletree, Faculty union, commented by phone that there was some concern with the model and unintended consequences.

Mr. Lautenbach asked staff to come back to the Committee in November with recommendations.

3. **Concluding Remarks and Adjournment**

Having no further business, the meeting was adjourned at 12:47 a.m.

Tim Jones, Vice Chancellor
Finance and Administration

Ned Lautenbach, Chair

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
November 9, 2017**

SUBJECT: Performance-based Funding Model

PROPOSED COMMITTEE ACTION

Review and consider changes to the performance-based funding model.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

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

The Committee held a workshop on October 3 to review and provide guidance on potential changes to the model.

The following metrics were discussed during the workshop:

1. Metric 3 – Presentation on capturing cost of textbooks
2. Metric 4 – Six-Year Graduation Rates
3. Metric 7 – University Access Rate
4. Metric 9 – Board of Governors Choice Metric
5. Metric 10 – Board of Trustees Choice Metric
6. Allocation methodologies

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

Supporting Documentation Included:	1. Performance Funding Model Overview 2. Regulation 5.001 3. Metric Definitions 4. Performance Funding Discussion 5. Metric 3 – Textbook Option
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Facilitators/Presenters:	Governor Lautenbach; Mr. Tim Jones
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Board of Governors Performance Funding Model Overview

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

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

Key components of the model:

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

Metrics Common to all Institutions:

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

Metrics Common to all Institutions	
1. Percent of Bachelor's Graduates Employed (Earning \$25,000+) or Continuing their Education	6. Bachelor's Degrees Awarded in Areas of Strategic Emphasis
2. Median Wages of Bachelor's Graduates Employed Full-time	7. University Access Rate (Percent of Undergraduates with a Pell-grant)
3. Average Cost to the Student (Net Tuition per 120 Credit Hours)	8a. Graduate Degrees Awarded in Areas of Strategic Emphasis 8b. Freshman in Top 10% of Graduating High School Class – for NCF only
4. Six Year Graduation Rate (Full-time and Part-time FTIC)	9. Board of Governors Choice
5. Academic Progress Rate (2nd Year Retention with GPA Above 2.0)	10. Board of Trustees Choice

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

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

Board of Governors

Performance Funding Model Overview

How will the funding component of the model work?

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

State Investment versus Institutional Base Funding:

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

State Investment Funding Allocation

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

Institutional Base Funding Allocation

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

5.001 Performance-Based Funding

(1) The Performance Based Funding (PBF) model is based upon four guiding principles:

- (a) Align with the State University System's (SUS) Strategic Plan goals;
- (b) Reward excellence and improvement;
- (c) Have a few clear, simple metrics; and
- (d) Acknowledge the unique mission of the different institutions.

(2) The PBF model measures institutional excellence and improvement of performance using metrics adopted by the Board of Governors. The metrics include graduation rates; retention rates; post-graduation education rates; degree production; affordability; post-graduation employment and salaries, including wage thresholds that reflect the added value of a baccalaureate degree; access; and other metrics that may be approved by the Board in a formally noticed meeting.

(3) The performance of an institution is evaluated based on benchmarks adopted by the Board of Governors for each metric. For each fiscal year, the amount of funds available for allocation to SUS institutions shall consist of the state's investment, plus the institutional investment from each institution's base budget, as determined in the General Appropriations Act. The amount of institutional investment withheld from each SUS institution shall be a proportional amount based on each institution's recurring base state funds to the total SUS recurring base state funds (excluding special units). Florida Polytechnic University is not included in the model until such time as data is readily available.

(4) On a 100-point scale, a threshold of 51-points is established as the minimum number of total points needed to be eligible for the state's investment.

- (a) All SUS institutions eligible for the state's investment shall have their proportional amount of institutional investment restored.
- (b) The three universities with the lowest points, regardless of whether they meet the 51-point threshold, are not eligible for the state's investment. The proportional amount of the state's investment that would have been distributed to the three lowest scoring institutions will be distributed to the top three scoring institutions based on the total points of the top three scoring eligible institutions.
- (c) Institutions eligible for the state's investment shall receive an amount based on their prorated share of recurring state base funds to the total SUS recurring base state funds.

(5) Any institution that fails to meet the minimum threshold of 51-points for the state's investment shall submit a final improvement plan to the Board of Governors for consideration at its June meeting that specifies the activities and strategies for

improving the institution's performance. As of July 1, 2016, an institution is limited to only one improvement plan.

- (a) The Board of Governors will monitor the institution's progress on implementing the activities and strategies specified in the plan, and the Chancellor shall withhold disbursement of the institutional investment until the improvement plan monitoring report for each institution is approved by the Board of Governors.
 - (b) Improvement plan monitoring reports shall be submitted to the Board of Governors no later than December 31 and May 31 of each fiscal year.
 - (c) The December 31 monitoring report will be considered by the Board of Governors at its January meeting and if it is determined that the institution is making satisfactory progress on implementing the plan, the institution shall receive up to 50 percent of its institutional investment.
 - (d) The May 31 monitoring report will be considered by the Board of Governors at its June meeting and if it is determined that the institution has fully completed the plan, the institution shall receive the remaining balance of its institutional investment.
 - (e) Any institution that fails to make satisfactory progress shall not have its full institutional investment restored, and any institutional investment funds remaining shall be distributed to the three institutions that demonstrate the most improvement on the metrics based upon those institutions' share of total improvement points.
- (6) If an institution, after the submission of one improvement plan, subsequently fails to meet the 51-point threshold, its institutional investment will be redistributed to the institutions meeting the 51-point threshold, based on the points earned by each institution.
- (7) In the case of a tie in the number of points earned, the Board of Governors shall implement a tie breaker in the order shown as follows:
- (a) Compare the total of excellence and improvement scores;
 - (b) Compare only the excellence scores;
 - (c) Score metric by metric giving a point to the institution with the higher score; and
 - (d) If still tied, the tie will go to the benefit of the institutions, irrespective of whether the institutions are tied for placement among the top three scoring institutions or are tied for placement among the bottom three institutions.
- (8) By October 1 of each year, the Board of Governors shall submit a report to the Governor, President of the Senate, and Speaker of the House of Representatives on the previous fiscal year's performance funding allocation, including the rankings and award distributions.

Authority: Section 7(d), Art. IX, Fla. Const., Section 1001.92, Florida Statutes; History:
New 9-22-16.

PERFORMANCE BASED FUNDING 2017 METRIC DEFINITIONS

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) <i>in the U.S. One Year After Graduation</i>	<p>This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico.</p> <p>Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).</p>
2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation	<p>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.</p> <p>Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).</p>
3. Cost to the Student <i>Net Tuition & Fees per 120 credit hours</i>	<p>This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), 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 students. Source: Accountability Report (Table 1D) – which, combines the Legislature's annual General Appropriations Act, university required fees and several files (HTD, SFA, SIF) within SUDS.</p>
4. Six Year FTIC Graduation Rate	<p>This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D).</p>
5. Academic Progress Rate <i>2nd Year Retention with GPA Above 2.0</i>	<p>This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B).</p>
6. Bachelor's Degrees within Programs of Strategic Emphasis	<p>This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (e.g., double-majors are included).</p> <p>Source: Accountability Report (Table 4H).</p>
7. University Access Rate <i>Percent of Undergraduates with a Pell-grant</i>	<p>This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E).</p>
8a. Graduate Degrees within Programs of Strategic Emphasis	<p>This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (e.g., double-majors are included).</p> <p>Source: Accountability Report (Table 5C).</p>
8b. Freshmen in Top 10% of High School Class NCF	<p>Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class.</p> <p>Source: New College of Florida as reported to the Common Data Set (C10).</p>

PERFORMANCE BASED FUNDING METRIC DEFINITIONS

BOG Choice Metrics

9a. Percent of Bachelor's Degrees Without Excess Hours

FAMU, FAU, FGCU, FIU,
UCF, UNF, USF, UWF

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Additional Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (eg, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: Accountability Report (Table 4J), State University Database System (SUDS).

9b. Number of Faculty Awards

FSU, UF

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

Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU).

9c. National Ranking for University

NCF

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

Source: Board of Governors staff review.

PERFORMANCE BASED FUNDING METRIC DEFINITIONS

BOT Choice Metrics

10a. Percent of R&D Expenditures Funded from External Sources FAMU	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: Accountability Report (Table 6A), National Science Foundation annual survey of Higher Education Research and Development (HERD).
10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU	This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: Accountability Report (Table 4I), State University Database System (SUDS).
10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU	This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings.
10d. Percent of Undergraduate Seniors Participating in a Research Course NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
10e. Number of Bachelor Degrees Awarded Annually UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: Accountability Report (Table 4G), State University Database System (SUDS).
10f. Number of Licenses/Options Executed Annually UF	This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's rank within AAU institutions. Source: Accountability Report (Table 6A), University of Florida.
10g. Percent of Undergraduate FTE in Online Courses UNF	This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: Accountability Report (Table 3C), State University Database System (SUDS).
10h. Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
10i. Percentage of Adult Undergraduates Enrolled UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are unclassified (not degree-seeking) students. Source: State University Database System (SUDS).

**Performance Funding Model
Discussion Items
November 9, 2017**

1. **Metric 3 – Net Tuition & Fees per 120 Credit Hours** – Changed in November 2016, 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 provided to students. Books and supplies as calculated by the College Board serves as a proxy until an alternative recommendation is made.
 - a. **Discussion** – An SUS workgroup consisting of all universities recommended a methodology for calculating the cost of books based on bookstore information. The new calculation takes into consideration the national average for textbooks and supplies; the average of new, used, and rental prices of books; open access percentage; and enrollment at each university.
 - b. **Recommendation** – Approve the recommended changes to the books and supplies calculation as presented by the SUS workgroup.

2. **Metric 4 – 6-Year Graduation Rates** – This metric is based on the percentage of FTIC students who started the fall term (or summer term continuing to fall) and had graduated from the same institution within six years. This metric has not changed since the implementation of the model in 2014. Senate Bill 4 proposes changes to statute requiring the Board to include a 4-year graduation rates metric.
 - a. **Discussion** – The Board has focused on student affordability and encouraging students to graduate in a timely basis. Focusing on 4-year graduation rates will encourage universities and students to utilize resources efficiently to graduate on time and enter the workforce with less debt.
 - b. **Recommendation** – While the committee agreed this would be a positive change, the recommendation would be to wait until after the legislative session to see what other changes could impact the metric.

Current 6-Year Graduation Rate Benchmark based on Strategic Plan Goal of 70%:

Points	10	9	8	7	6	5	4	3	2	1
Benchmark	70%	68.8	67.5	66.3	65	63.8	62.5	61.3	60	58.8

Proposed 4-Year Graduation Rate Benchmark based on Strategic Plan Goal of 50%:

Points	10	9	8	7	6	5	4	3	2	1
Benchmark	50%	48.8	47.5	46.3	45	43.8	42.5	41.3	40	38.8

3. **Metric 7 – University Access Rate** – This metric is based on the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. This metric has not changed since the implementation of the model in 2014. Senate Bill 4 would require the access metric to have benchmarks that reward institutions with access rates at or above 50 percent.

- a. **Discussion** – The Committee reviewed this proposed change. Based on the Senate Bill, FIU and FAMU would be impacted. The Committee reviewed other metrics in which universities greatly exceed the Strategic Plan goal.
- b. **Recommendation** – Make no changes to the metric at this time while legislation is pending.

4. **Metric 9 – Board of Governors Choice Metrics** – These choice metrics and benchmarks are determined by the Board. These metrics have not changed since the implementation of the model in 2014. Metric 9a – Percent of Bachelor’s Degrees without Excess Hours; Metric 9b (FSU and UF) – Faculty Awards; Metric 9c (NCF) – National Ranking for Institutional & Program Achievements.

- a. **Discussion** – Metric 9b was created to recognize UF and FSU as preeminent universities, focusing on specific goals the other universities may not be focusing on. In 2014, the data for Bachelor’s Degree awarded without excess hours was not available for New College, causing the Board to create Metric 9c. The Committee discussed moving all universities to the Bachelor’s Degrees without Excess Hours metric. Discussion also mentioned moving the preeminent universities to a different metric.
- b. **Recommendation** – All universities should be working to improve the percentage of degrees awarded without excess credit hours. Approve the recommendation to move FSU, UF and NCF to Metric 9a.

5. **Metric 10 – Board of Trustees Choice Metrics** – These choice metrics and benchmarks are determined by the respective University Boards. UNF and UF Metrics changed in November 2016, the others have not changed since the implementation of the model in 2014. Each Board of Trustees' three options were presented to the committee.
 - a. **Discussion** - The committee discussed how the new metrics would impact each university. Universities had the opportunity to discuss their metric.
 - b. **Recommendation** – Continue working on the wording and benchmarks of the proposed changes to metric 10 but make no changes for the upcoming year.

6. **Allocation Methodology** – The current allocation methodology requires universities scoring 50 points or less to do an improvement plan. Universities not earning the required 50 point threshold or the three lowest scoring universities will not receive any of the state investment. Universities receive funds proportional to their existing base. The three highest scoring universities eligible for additional state investment funds based on points earned.
 - a. **Discussion** - The allocation methodology was presented for purposes of discussion only. The committee will continue to workshop this issue. The committee reviewed an alternative allocation methodology that would set a point threshold for institutions to be eligible for state investment, replacing the requirement of having the three lowest scoring institutions not receiving the state investment. The methodology also set a point threshold for institutions to be eligible for additional state investment funds rather than the three highest scoring institutions. The methodology set a sliding scale between each point threshold that would increase the percentage of state investment funds allocated when an institution's score increases.
 - b. **Recommendation** – This was a discussion item. No recommendation for a change is being made at this time.

Metric 3 – Textbook Affordability Using the 5 Step Process

STEP 1. Universities shall start with a national average for books & supplies which has been the case since Metric 3 has been in existence and allows each university to have the same starting point. (This makes the final net cost number realistic - without attempting to be precise of the actual number).

STEP 2. Each university shall report to the Board of Governors the aggregated costs of the required textbooks by course section and term which can be obtained from their own campus bookstore. Each university shall also provide an inventory of open access materials per course section.

Costs associated in the calculation shall be undergraduate courses only and are as follows: Average New Price, Average Used Price, Average Rental Price, plus an additional column for Open Access Percentage. Costs are aggregated at the section level and if multiple books are required for one course section, then all book costs shall be added by price category. (See Price Category Definitions for cost inclusion).

Because some course sections require multiple books available in alternate formats, the average price for each item must be determined separately by adding the prices of all available formats and dividing by the count of those formats. Then, sum the calculated averages of all required items.

Average of Item = (format #1 price + format #2 price, etc.) / count of formats

Average Price = (average of item #1 + average of item #2, etc.)

Price Categories Definitions:

1. Average New Price = (average of new item #1 + average of new item #2, etc.)
2. Average Used Price = (average of used item #1 + average of used item #2, etc.)
3. Average Rental Price = (average of rental item #1 + average of rental item #2, etc.)
4. Open Access Percentage: percentage of students who can have access to the textbook materials free of charge. Calculated by dividing the number of required textbooks which are available for check out in the campus library, either digitally or in print by the total section enrollment. A value of 0 is applied to this column if the textbook is not available through any open access mechanism.

Note: The initial reporting submission shall be done through an ad-hoc data request from the Board of Governors using the Data Request System via the BOG portal. Once an established format has been decided upon by the Board of Governors for reporting these data points, this reporting shall be combined through the submission process for the Student Instruction File (SIF) by using the Instructional Activity table portion of the SIF. The Instructional Activity table portion of the SIF reports one row per course and section being taught for that particular submission time frame and costs could be reported during this process by adding additional columns (data elements). Through this methodology, the data then becomes verifiable and auditable for each term submission.

Metric 3 – Textbook Affordability Using the 5 Step Process

STEP 3. Compute the average of all price categories as defined in STEP 2 for each distinct item of a course section. The average price for each item must be determined separately. If only 2 or 3 of the 4 categories are present, only compute the average based on the number of categories available. The course average is the sum of the average cost of each required item multiplied by one minus the Open Access Percentage. If at least one required item does not have a value in a price category, the course average for that price category cannot be computed.

STEP 4. Multiply the average of price categories computed in STEP 3 by the enrollment to find the section total cost. Multiply the course credit by the course section enrollment to find the student credit hours generated by the undergraduate courses. Total these for Fall term only and divide Course Total Cost by Student Credit Hours to determine the cost per credit hour for the Fall term. Complete the analysis for two Fall terms and calculate the % difference from one to the other.

STEP 5. Apply the % difference to the national average. Subtract the difference (of the national average minus STEP 3 average) to the value in STEP 1 if an improvement was recorded. The result is the plug in value to be used in the cost to a student measure. Applying the percentage difference to the national average prevents one institution from being disadvantaged against another as a result of their curricular mix.

Note: This would result in each university having an incentive to reduce book cost and also allows universities to receive credit for initiatives that reduce textbook costs (from any department). The HB7019 statute 1004.085 contains language associated with allowable "cost reduction" efforts to the student for books. The specific language comes from F.S. 1004.085 (7)(g) which states:

(g) Selection of textbooks and instructional materials through cost-benefit analyses that enable students to obtain the highest-quality product at the lowest available price, by considering:

1. Purchasing digital textbooks in bulk.
2. Expanding the use of open-access textbooks and instructional materials.
3. Providing rental options for textbooks and instructional materials.
4. Increasing the availability and use of affordable digital textbooks and learning objects.
5. Developing mechanisms to assist in buying, renting, selling, and sharing textbooks and instructional materials.
6. The length of time that textbooks and instructional materials remain in use.
7. An evaluation of cost savings for textbooks and instructional materials which a student may realize if individual students are able to exercise opt-in provisions for the purchase of the materials.

The described logic in the 5 STEP process can use the first 5 of these strategies effectively to reduce the cost of textbooks to the students.

Metric 3 – Textbook Affordability Using the 5 Step Process

See the table below to show the potential quick improvements to metric 3.

BOOK COSTS CROSS-TAB	SCENARIOS					
	DEFAULT	#1	#2	#3	#4	#5
<i>% Improvement over prior Fall applied to national average</i>	0%	10%	20%	30%	40%	50%
COSTS PER SCH	\$40.00	\$36.00	\$32.00	\$28.00	\$24.00	\$20.00
COSTS PER 120SCH	\$4,800	\$4,320	\$3,840	\$3,360	\$2,880	\$2,400
COSTS PER 125SCH	\$5,000	\$4,500	\$4,000	\$3,500	\$3,000	\$2,500
COSTS PER 130SCH	\$5,200	\$4,680	\$4,160	\$3,640	\$3,120	\$2,600
Note: The \$40.00 books & supplies value is a proxy based on national data. This amount can potentially vary annually, or not. For now, the \$40 is a placeholder for illustrative purposes.						

Methodological Considerations:

- Consider undergraduate courses only.
- Average all formats of a required item regardless of whether the alternate format is coded as Required or Recommended.
- Only include courses for which adoptions were submitted to the bookstore or the bookstore was notified no textbook was required.
- Exclude Clickers and Calculators as they may be used for multiple courses through a student's curriculum.
- Remove 0 credit courses

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
November 9, 2017**

SUBJECT: 2018-2019 Legislative Budget Request Update

PROPOSED COMMITTEE ACTION

Consider any changes to 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

The Board of Governors approved the 2018-2019 legislative budget request at the August 31, 2017 meeting. The request totals \$5.1 billion, which is an increase of \$182 million (3.7 percent) over the prior year.

Consideration will be given to any new issues that may be presented to the Committee.

Supporting Documentation Included: 2018-19 LBR Executive Summary

Facilitators/Presenters: Mr. Tim Jones

State University System of Florida
Education and General
2018-2019 Executive Summary, Universities and Special Units
November 2017

	Budget Request
1 2017-2018 Total Appropriations	
2 State Support	\$2,985,881,744
3 Tuition Support	\$1,957,486,926
4 2017-2018 Total Base Budget	\$4,943,368,670
5 2018-2019 Start-up Budget	
6 2017-2018 Non-Recurring Initiatives	(\$19,777,047)
7 2018-2019 Beginning Base Budget	\$4,923,591,623
8	
9 2018-2019 Budget Issues:	
10 Performance Based Funding	
11 Performance Based Incentives	\$100,000,000
12 University Initiatives	
13 Plant, Operations, and Maintenance for New Facilities	\$17,892,795
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	\$5,600,000
18 Innovative and Online Education Initiatives	\$2,113,160
19 Strategic Cluster Hires - Research	\$40,000,000
20 FGCU - Pathway to Student Success	TBD
21 Nursing Faculty Recruitment and Retention Program/Health	\$7,500,000
22 Incremental Growth for 2018-2019	\$182,746,334
23	
24 Total 2018-2019 Budget	\$5,106,337,957
25 % Increase over 2018-2019 Beginning Base Budget (Line 7)	3.7%
26 2017-2018 Beginning State Support (start-up items included)	\$2,966,104,697
27 Increase in State Support	\$182,746,334
28 Total State Support Needed for FY 2018-2019	\$3,148,851,031
29	
30 2017-2018 Beginning Student Tuition Support	\$1,957,486,926
31 Increase in Student Tuition Support	-
32 Total Tuition Support Needed for FY 2018-2019	\$1,957,486,926
33 Total Support for FY 2018-2019	\$5,106,337,957
34 Statewide Initiatives	
35 Moffitt Cancer Center (pass-through funds)	\$8,523,070
36 Institute of Human and Machine Cognition (pass-through funds)	\$6,739,000
37 Incremental Growth for 2018-2019	\$15,262,070
38 Total Support w/Statewide Initiatives for FY 2018-2019	\$5,121,600,027

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 OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
November 9, 2017**

SUBJECT: New College of Florida Growth Plan

PROPOSED COMMITTEE ACTION

For Discussion

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

At the November 2016 meeting, the Board approved New College's plans for growing to 1,200 students. This included a three year plan to seek increased funding totaling \$11.87 million. The first year's request of \$5.4 million was approved in the 2017 general appropriations act.

New College will provide an update on the implementation of the growth plan.

Supporting Documentation Included: None

Facilitators/Presenters: New College of Florida Representatives



**Growth Plan Update
(11/9/17 Board of Governor's meeting in Orlando)**

In the growth proposal unanimously approved by the Board of Governors as a SUS System Priority, New College set ambitious goals to grow enrollment to 1,200 students by 2023-24 and increase four-year graduation rates to 80% for the 2023-24 entering cohort:

New College Growth Metrics:	Goal	2015-16	2016-17	2017-18
a) Enrollment	1200	863	875	856
	(by 2023-24)	(Fall 2016)	(Fall 2016)	(Fall 2017)
b) Four-year graduation rate	80%	57%	52%	55%
	(for 2023-24 entering cohort)	(2015 grads)	(2016 grads)	(2017 grads)

To reach these goals, the three-year proposal included a detailed strategy to enhance academic excellence, student development, and institutional infrastructure. With \$5.4 million appropriated for 2017-18, New College has moved quickly to accomplish the following tasks during the first quarter:

- Academic Excellence

- Faculty developed and evaluated proposals for new faculty positions that build on our strengths, capitalize on our location, and meet student demand. Based on this work, we are currently conducting searches for fifteen multidisciplinary faculty positions:
 - STEM: Bioorganic Chemistry and Microbiology; Coastal and Marine Sciences; Human Computer Interaction (Deep Learning / AI) and Human Neuroscience
 - Environmental Studies: Environmental Economics, Environmental Ethics
 - Global Competitiveness: International Political Economy, Islamic Studies, Migration, Global English
 - Arts & Humanities: Digital Media Arts, Ethnomusicology, Theater Director, Gender

11 of the 15 positions will allow us to further increase degree production in programs of strategic emphasis. The other positions contribute to the arts, which contribute more than \$340 million¹ each year in direct economic activity to Sarasota and Manatee counties.

- To help these new faculty develop into innovative and effective educators, the Office of the Provost is working with faculty to develop plans for an Office of Teaching and Learning. The growth funds also allowed us to hire a Coordinator of Quantitative Reasoning and a Director of Assessment. The first position will help faculty implement new pedagogy to improve students' quantitative skills, while the second position will assist faculty in developing a comprehensive assessment system to improve student learning. We have also invested in a subscription to the Pivot database, which will assist faculty in exploring new avenues for research funding. Finally, growth funds have been used to invest in faculty development efforts.
- To help attract and recruit a growing number of students who will thrive at New College, we have listed three new positions in admissions (Marketing Coordinator, Bilingual Recruiter, Transfer Recruiter), implemented a geo-fencing campaign, and contracted with firms to help communicate with potential students and their parents. When these students arrive on campus, they will benefit from investments we have made to further develop their writing skills (through writing-enhanced courses and writing development plans) and quantitative skills (through quantitative reasoning modules).

¹ Americans for the Arts: [Arts & Economic Prosperity Report V](#) (2017) and Sarasota Herald-Tribune: [Arts and culture continue to strengthen local economy](#) (06/18/2017)

- To help retain these students and ensure they graduate in four years, we have invested in developing a two-year schedule of course offerings and videos profiling successful senior thesis students. In an effort to eliminate barriers to on-time graduation, we have planned the development of four-year plans of studies for all academic programs. Finally, with the Cross College Alliance, we continue to pilot cross-registration for students to take courses at New College of Florida, USF-Sarasota Manatee, FSU-Ringling, Eckerd, and State College of Florida.
- Student Development
 - To help develop critical residential life programming, we have hired staff in student activities and campus engagement.
 - To expand opportunities for student engagement outside the classroom, we have hired a Waterfront Coordinator and begun planning intramural and athletic activities. Investments in a Theater Technician and Dance Instructor will increase student performance opportunities. We have also worked to evaluate solutions to track student engagement in these activities and provide co-curricular transcripts. Finally, a *Discover SRQ* course has been funded to increase student engagement in the community.
 - To address unmet student need for disability services, counseling, and wellness, we have hired a Health Educator, as well as a Coordinator, Case Manager, and Assistant Director of Student Disabilities Services. We have also invested in an interactive screening program and therapist assistant online to expand counseling services.
 - To further our diversity efforts, we have invested in a Director and programming for an Office of Diversity and Inclusion.
- Institutional Infrastructure
 - To increase institutional capacity for growth, an Assistant Director of Human Resources position and a Procurement Specialist position have been planned. Likewise, investments have been made to hire staff in emergency management, compliance and audit, and events coordination.
 - To further enhance campus security, we are investing in an additional law enforcement officer and a communications officer.
 - To enhance our academic program and increase our STEM degree production, we are renovating labs and replacing aging scientific equipment.

The following three pages (3-5) display a line-by-line summary of the progress we've made on our original growth proposal. The summary shows we've made progress on nearly every intended accomplishment for 2017-18. We anticipate that by the end of the academic year, we will have accomplished all these items. The summary also shows planned initiatives in FY 2018-19 and FY 2019-20 if we are fortunate enough to receive funding for the second and third (and final) year of our growth plan.

Green = accomplished

Yellow = In progress

Red = Not yet started

Academic	Benchmark	Timeline	Notes
1. Increase number of faculty	a) identify disciplines for 2017-18 faculty searches	17-18	Faculty-led workshops yielded ideas for lines
	b) identify key programs that could benefit most from senior hires and local partnerships	17-18 18-19 19-20	Decision: no seniors hires for 2017-18
	c) search for 15 faculty to improve academic excellence and provide breadth and depth of curriculum needed for a top liberal arts school	17-18	15 searches are underway
	d) search for 15 faculty to address increasing student demand due to improved retention	18-19	
	e) search for 10 faculty to address increasing demand due to growth	19-20	
2. Support faculty development to harness proven pedagogies, share best practices, and innovate teaching with technology	a) establish office for innovation and excellence in teaching and learning with instructional staff	17-18	Director search planning: 10/16 faculty discussion
	b) implement comprehensive orientation for new faculty	18-19	
	c) add value and cohesion to current practices for assessment of student learning and academic program review	18-19	Assessment Associate position planned; Program review planning meetings
	d) implement new pedagogy to improve student learning in introductory courses in the sciences, mathematics, and statistics	19-20	Director of Quantitative Reasoning hired
	e) move ETS staff on to E&G funding from Tech Fee to allow funds to be used for tech investment.	18-19	
3. Shape pool of student applicants who would thrive at NCF	a) better screen inquiry pool	17-18	First-year class targets established; testing new College Board selection criteria
	b) collaborate with Florida College System to further diversify the applicant pool	18-19	
	c) build capacity in admissions to convert inquiries to applications	17-18	Marketing Coord; Bilingual and Transfer recruiters posted. ITN to help conduct search. Contracts to help with text and parent communication.
	d) raise NCF's national profile through new media advertising and fresh website content	17-18 18-19 19-20	Geo-fencing campaign for the fall travel season; using more Facebook ads for on-campus events as well as creating hashtags and SnapChat filters for use at events
	e) travel & host events to recruit top scholars	17-18 18-19 19-20	Targeting IB/magnet schools; improved open house format and marketing through social media, emails, posters; hosting Upward Bound day in Spring
	f) implement predictive models for applicant success at NCF	17-18 18-19 19-20	Not yet started
4. Increase Enrollment Services capacity to support enrollment for a larger number of students	a) increase staffing in Financial Aid Office to serve students	18-19	
	b) improve software/policies to streamline financial aid, admissions, student evaluation, transcript, audit processes, self-reported student academic record system, advising (access to student services)	18-19 19-20	
	c) increase fundraising for scholarships and student grants	17-18 18-19 19-20	Offering additional financial aid options to students in the top 10% of their class
	d) increase number of part-time on-campus jobs for students	17-18 18-19 19-20	
5. Enhance resources to further develop fundamental academic skills for success	a) offer more writing-enhanced courses; Seminars in Critical Inquiry, which have demonstrated a positive effect on student retention	17-18	
	b) develop quantitative reasoning modules for courses in the Humanities and Social Sciences	17-18	
	c) increase the number of AOC writing development plans to better develop student writing skills prior to the thesis	17-18 18-19 19-20	
6. Increase student engagement in high-impact practices	a) increase student participation in community engagement, civic engagement, and service; increase student participation in internships for academic credit	17-18	Planning meetings with USF-SM and SCOPE for Carnegie Community Engagement Classification
	b) increase the percentage of students who study off-campus by providing scholarships for international study	19-20	
7. Clarify pathways and remove barriers to graduation	a) post 4-year requirements (pathways) for each AOC	17-18	Not yet started
	b) annually post two-year calendar of course offerings	17-18	Two-year calendar posted
	c) with increased capacity through faculty hires, offer more courses in key areas (within AOCs and the LAC)	18-19 19-20	
	d) post videos profiling successful senior thesis students	17-18	Videos posted
	e) move beyond pilot phase with policies and practices that allow NCF students to cross-register for a limited number of classes at USF-SM, Ringling College, FSU-R, State College of Florida, and Center for Architecture Sarasota UF	17-18 18-19 19-20	Cross-registration open
	f) explore the integration of distance learning with academic contract system (Distance Learning Coordinator)	19-20	

Development	Benchmark	Timeline			Notes
1. Develop residential life programming	a) develop first-year program to develop student self-confidence & social connections	17-18			Assistant Director for Student Success Programs position planned; first-year program presented to faculty but not implemented
	b) develop and implement leadership training for leaders of student government, student clubs, and student organizations	17-18			Programming is being planned
	c) provide staff support and year-to-year continuity for clubs, organizations, and activities that build teamwork and social connections among students	17-18	18-19	19-20	Assistant Director of Student Activities and Campus Engagement position approved
	d) provide space for student clubs, organizations, and activities	17-18	18-19	19-20	LBR for facilities (planning portion) delayed until 2018-19
2. Expand opportunities for student engagement outside the classroom	a) establish and coordinate intramural and outdoor education program	17-18			Waterfront Coordinator hired; intramural activities planned
	b) increase opportunities for student performance in theater and dance	17-18	18-19	19-20	Black Box Theater Technician and Dance Instructor hired; operating funds provided
	c) provide space for student engagement in intramurals and performance	17-18	18-19	19-20	2018-19 LBR - facilities request submitted
	d) develop summer research program for 2nd/3rd year students to work with faculty in projects involving lab work, fieldwork, and studio/creative work		18-19	19-20	
	e) track and share student engagement info about contacts students have with student services, curricular, and co-curricular activities; engage students who have low levels of engagement	17-18	18-19		Vendor demos have been completed; price quotes received
3. Address unmet student need for disability services, counseling, and wellness	a) expand disability services to meet need: disability coordinator and case manager	17-18			Coordinator and Case Manager hired; Assistant Director search posted
	b) expand counseling services to meet need: two psychologists		18-19		Interactive screening program and Therapist Assistant Online
	c) expand health services to meet need: full-time nurse and health educator		18-19	19-20	Health Educator hired
	d) space for health center facility			19-20	
4. Improve academic advising	a) explore model of faculty class advisor for each entering cohort	17-18	18-19	19-20	
	b) develop advising / mentorship program to improve digital resources for advising, consistency in academic advice, and lateral learning	17-18	18-19	19-20	
5. Effective programming for diversity and inclusion	a) formalize diversity and inclusion programming and initiatives for students, faculty, and staff	17-18			Director of Diversity & Inclusion hired; programming is being developed
6. Increase access to library and library services	a) expand library hours and services			19-20	
	b) establish a digital data repository			19-20	

Infrastructure	Benchmark	Timeline	Notes
1. Infrastructure for growth	a) Office/classroom/science facilities for 40 faculty and support staff at 35,000 sq. ft; additional space for physical plant/police at 15,000 sq. ft; gym/campus center and expanded facilities for student life and wellness at 75,000 sq. ft.	17-18 18-19 19-20	LBR for facilities delayed until 2018-19
2. Utilities, infrastructure, capital renewal on current plant	a) renew IT, ADA accessibility, code compliance	17-18 18-19 19-20	
	b) PO&M on existing facilities	17-18 18-19 19-20	Heiser Science Building HVAC renovations
3. Build capacity with local organizations	a) formalize shared services with adjacent campuses of USF-SM and FSU-R for police services, emergency management, library, health and wellness, physical plant, grounds, purchasing	17-18 18-19 19-20	
	b) implement Mellon Grant to connect faculty with local community and provide community resources	17-18 18-19 19-20	
	c) solicit support from corporations and private foundations through the Office of Research Programs and Services	18-19 19-20	
4. Increase student housing capacity	a) develop partnerships with adjacent campuses for shared student housing using P3 model	17-18 18-19 19-20	
5. Develop landscape that supports campus excellence	a) improve common areas in/outside Pei Courts	17-18 18-19 19-20	
	b) build trails to link campuses within NCF and with adjacent campuses	17-18 18-19 19-20	
	c) ensure sufficient staff for maintenance and groundskeeping	17-18 18-19 19-20	
6. Build sufficient support capacity for faculty and staff	a) ensure sufficient office space is available for new faculty and staff	17-18 18-19 19-20	
	b) ensure sufficient administrative support is available for new faculty, staff, and students in key areas, such as Human Resources (2.0 FTE), Compliance/Audit (1.0), Institutional Research, Assessment, and Accreditation (1.0), Finance (3.0)	17-18 18-19 19-20	HRIS Coordinator position posted; Chief Audit Executive/Chief Compliance Officer hired; Assessment Associate position planned
	c) ensure sufficient administrative support for expanded academic program	18-19 19-20	
7. IT capacity	a) update fiber optic connectivity and wireless coverage	18-19 19-20	
	b) refresh core network and residence hall network	18-19 19-20	
	c) expand data centers, warehouse, and servers	18-19 19-20	Support for servers and storage
	d) expand number of seats for academic software licenses	18-19 19-20	
	e) sufficient number of help desk technicians, network server administrators, application developers, and database administrators	18-19 19-20	
8. Campus security	a) Police (8.0 FTE requested in SUS system-wide LBR for law enforcement)	17-18	Law Enforcement Officer and Police Communications Operator position posted
	b) Emergency management	17-18	
9. Maintenance	a) adopt regular schedule for maintenance, repair, and replacement of equipment in labs and studios	17-18 18-19 19-20	Ongoing lab/studio maintenance
	b) adopt regular schedule for maintenance, repair, and replacement of equipment (computers, phones, office machines), furniture, and vehicles	17-18 18-19 19-20	Ongoing equipment maintenance
	c) hire sufficient staff for maintenance	17-18 18-19 19-20	Superintendent HVACR Maintenance position posted

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
November 9, 2017**

SUBJECT: Mental Health and Safety Update

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

For the last two legislative budget request cycles, the Board had supported additional state funding to increase mental health services and officers on university campuses. This funding was not appropriated.

Given the importance of these initiatives to students, staff, faculty and visitors, the universities have developed plans to implement these initiatives utilizing existing resources. Attached are the plans from each university.

Supporting Documentation Included: System Summary and University plans

Facilitators/Presenters: Governor Lautenbach; Governor Tripp

University	UBOT Approval	Public Safety Enhancement Plans	Mental Health Enhancement Plans
FAMU	Pending Approval - Plans will be presented to FAMU BOT November 30, 2017.	Public Safety Enhancement Plan: 1. Six additional officers over the next 3 years 2. Three additional dispatchers over the next three years 3. Provide equipment and gear for new officers Spending Plan: \$486,750	Mental Health Counseling Enhancement Plan: 1. One additional psychologist (FY 2017-18) 2. One additional psychologist (FY 2018-19) Spending Plan: \$638,600
FAU	October 25, 2017	Public Safety Three-Year Plan: 1. Four additional officers (FY 2017-18) 2. Four additional officers (FY 2018-19) 3. Three additional officers (FY 2019-20) 4. Purchase additional police barricades, medical response kits, breaching tools, riot gear, ballistic shields, and metal detectors. Spending Plan: \$1,111,066	Student Mental Health Proposal: 1. 6 additional therapists (Fall of FY 2017-18) 2. 1 additional case manager, 1 additional psychiatrist, and 4 additional therapists (Spring of FY 2017-18) 3. 3 additional therapists (Fall of FY 2018-19) 4. 3 additional therapists (Spring of FY 2018-19) Spending Plan: \$1,887,720
FGCU		FY 2017-18 Plan: 1. Emergency Phones around campus will be increased and ones needing replacement will be 2. Increase cameras on campus. 3. License Plate Recognition program, quickly sending information on wanted or stolen vehicles In the long-term, FGCU looks to invest in officers. The initial investment will support and expand the resources in place, with future investments building upon the fortified infrastructure constructed in the first year of this initiative.	FY 2017-18 Plan: 1. Provide enhancements to the equipment training and systems in place to address mental health needs In the long-term, FGCU looks to invest in counselors and case managers. The initial investment will support and expand the resources in place, with future investments building upon the fortified infrastructure constructed in the first year of this initiative.
FIU	September 7 ,2017	Public Safety Officers Implementation Plan: 1. Continue to benchmark to the IACP standard by adding additional officers with the goal of adding two officers per year 2. Continue to make required investments in training, equipment, and duty gear to ensure that the focus remains on the highest level of trained officers Spending Plan: \$164,000	Mental Health Counseling Implementation Plan: 1. Fund salary equity for retention (FY 2017-18). 2. Two additional psychologist positions for specialty needs including risk assessment (FY 2017-18) 3. Two additional psychologist positions with specialization in areas of greatest need (FY 2018-19) 4. Student Mental Health Taskforce created. Recommendations will be made by July 1, 2018
FPU	Plan submitted by the FPU BOT Chairman.	The police department will hire three additional police officers to meet the standard officer to student ratio.	The university employs one full-time counselor and one part-time counselor and 24/7 Bay Care (contracted healthcare agency) to support 1460 students. The standards state the minimum staffing ratios should strive to be one FTE professional staff member to ever 1,000-1,500 students. FPU is compliant with that standard.
FSU		Public Safety Officers Implementation Plan: 1. Eight additional officers (FY 2016-17) 2. Two additional officers (FY 2017-18) 3. Two additional officers (FY 2018-19) 4. Three additional officers (FY 2019-20) 5. Three additional officers (FY 2020-21)	Mental Health Counseling Implementation Plan: 1. Six additional counselors (FY 2017-18) 2. Six additional counselors (FY 2018-19) 3. Five additional counselors (FY 2019-20) 4. Six additional counselors (FY 2020-21)

University	UBOT Approval	Public Safety Enhancement Plans	Mental Health Enhancement Plans
NCF/ USF-SM		Plans to Enhance Campus Law Enforcement: 1. One additional law enforcement officer and one additional police communications officer (FY 2017-18) 2. Funding for police equipment needs including two additional vehicles (FY 2017-18) 3. Two additional law enforcement officers (FY 2018-19) 4. Two additional law enforcement officers (FY 2019-20)	Plans to Enhance Student Mental Health Services: 1. Two additional positions - case manager and counselor (FY 2017-18) 2. Funding for electronic outreach programming (FY 2017-18) 3. One additional psychologist position (FY 2018-19)
UCF	September 27 ,2017	Public Safety Officers Implementation Plan: 1. Four additional officers for the new Downtown Campus Fall 2019 opening. (FY 2017-18) 2. Five additional officers for the new Downtown Campus (FY 2018-19) 3. One additional sergeant and four additional officers for the main campus (FY 2018-19) 4. Nine additional officers and a sergeant (FY 2019-20) <u>Spending Plan: \$2,448,000</u>	Mental Health Counseling Implementation Plan: 1. Continue to front load initial assessment appointments for 2017-18 2. Maximize use of OPS providers from the community who are able to devote service time to providing therapy to students 3. Explore the expansion if CAPS' post-doctoral training program to maximize student service and advance goals for achieving preeminent status 4. Reallocate the student health fee so that it will go to support CAPS, resulting in close to \$1 million of new mental health resources
UF	August 29 ,2017	Public Safety Officers Staffing Plan 1. Two additional officers (FY 2018-19) 2. Two additional officers (FY 2019-20) 3. One additional officer (FY 2020-21) 4. Fund personnel equipment-gear and vehicles associated with additional positions <u>Spending Plan: \$994,146</u>	Student Mental Health Staffing Plan 1. Four additional mental health counselors (FY 2017-18) 2. Four additional mental health counselors (FY 2018-19) 3. Four additional mental health counselors (FY 2019-20) Spending Plan: \$1.46 million
UNF	Reviewed and approved as part of the FY 2017-18 operating budget.	Public Safety Officers Implementation Plan: 1. Two additional officers (FY 2017-18) 2. Upgrades and improvements made to the Cooper system to stabilize the reliability and performance of the outdoor communication system 3. Multi-directional antennae have been installed around the campus in an effort to eliminate dead spots and increase communications	Mental Health Counseling Implementation Plan: 1. University has purchased and begun to implement preventative tracking and management software used to identify students at risk, allowing staff to intervene as quickly as possible to prevent further academic or personal decline 2. Student Government has chosen to redistribute a portion of existing fee funding to the Counseling Center, along with an investment from the University's base budget, funds will support a new pre-doctoral psychology internship program 3. Hire temporary clinicians until the new interns can take over in FY 2018-19 Spending Plan: \$587,850

University	UBOT Approval	Public Safety Enhancement Plans	Mental Health Enhancement Plans										
USF - Tampa		<p>USFPD Staffing Plan:</p> <p>Moving forward, the University community will continue to seek out opportunities to address ongoing safety needs with existing resources. The fundamental issue relates to our ability to recruit, retain, and house viable candidates in order to meet public safety expectations. Areas of significance include salaries; recruiting and retention initiatives; and police facilities. The most practical approach to addressing these issues is through a multiyear process affording us the opportunity to spread costs over several fiscal cycles as outlined below:</p> <table><tr><td>FY 2017-18</td><td>\$1,656,411</td></tr><tr><td>FY 2018-19</td><td>\$1,180,120</td></tr><tr><td>FY 2019-20</td><td>\$721,500</td></tr><tr><td>FY 2020-21</td><td>\$281,575</td></tr><tr><td>FY 2021-22</td><td>\$226,000</td></tr></table> <p>Funds will be used to hire 15 additional officers over the next five years.</p>	FY 2017-18	\$1,656,411	FY 2018-19	\$1,180,120	FY 2019-20	\$721,500	FY 2020-21	\$281,575	FY 2021-22	\$226,000	<p>MWell4Success:</p> <p><i>USF Tampa</i></p> <p>1. Mental Health Literacy Social Marketing, one additional social marketing staff (FY 2017-18)</p> <p>2. Mental Health Outreach, one additional mental health outreach specialist (FY 2017-18)</p> <p>3. Health & Wellness Coaching Satellite Stations (2 stations), three additional certified Health & Wellness Coaches (FY 2017-18).</p> <p>4. Extended Hours for Counselling Services, two additional licensed counselors (FY 2017-18)</p> <p>5. Add counseling services to Health & Wellness Coaching Satellite Stations, three additional counselors (Spring of FY 2017-18)</p> <p>6. Implement Coordinated Care Management System, hire one Care Manager (Spring of FY 2017-18)</p> <p>7. Two additional Satellite Stations, two post-docs (FY 2018-19)</p> <p>8. Add an additional Care Manager for Coordinated Care (Spring of FY 2018-19)</p> <p>Total Cost: \$978,100 (by FY 2018-19)</p> <p><i>USF - St. Pete</i></p> <p>1. Mental Health Outreach, one mental health outreach specialist (FY 2017-18)</p> <p>2. Health & Wellness Coaching, one certified health and wellness coach (FY 2017-18)</p> <p>3. Coordinated Care Management System, one care manager (FY 2017-18)</p> <p>Total Cost: \$189,000 (by FY 2018-19)</p>
FY 2017-18	\$1,656,411												
FY 2018-19	\$1,180,120												
FY 2019-20	\$721,500												
FY 2020-21	\$281,575												
FY 2021-22	\$226,000												
UWF	September 26 ,2017 (mental health)	The university has determined no changes are needed in public safety at this time.	<p>Mental Health Counseling Services Staffing Plan:</p> <p>1. One additional psychologist and one additional mental health counselor (FY 2017-18)</p> <p>2. One additional psychologist and one additional mental health counselor (FY 2018-19)</p> <p>3. One additional mental health counselor and one additional clinical social worker (FY 2019-20)</p> <p>4. One additional clinical social worker (FY 2020-21)</p> <p>5. Develop innovative programs such as Recovery (drug and alcohol dependence and abuse) support services, expanded support services for students on the Autism Spectrum, Learning Disability and Attention Deficit Disorder Testing and Assessment, and facilitate programs for academically at-risk students</p>										



Florida Agricultural and Mechanical University Board of Trustees Action Item

Meeting Date – October 2017

Agenda Item _____

Item Origination and Authorization

Policy _____	Award of Bid _____	Budget Amendment _____	Change Order _____
Resolution _____	Contract _____	Grant _____	Other _____

Action of Board

Approved _____	Approved w/ Conditions _____	Disapproved _____	Continued _____	Withdrawn _____
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Subject: Campus Safety Enhancement Plan

Rationale

In response to the Board of Governors' request to develop a plan to address the critical need for campus safety enhancements, Florida A&M University (FAMU) will hire six officers and three dispatchers over the next three years. The FAMU Department of Campus Safety and Security will be able to increase the number of officers and certified dispatchers per shift by one (1), to accommodate 24/7 coverage on campus.

The hiring of additional officers will place FAMU police officers slightly above the International Association of Chiefs of Police standard for community-oriented policing ratio of two officers per 1,000 students (2:1,000).

Estimated Investment

The total cost to fund six (6) additional officers and three (3) dispatchers and associated personnel equipment-gear will be \$486,750. The funds will be provided from vacant lines, parking services (auxiliary) and budget requests.

The goal of hiring additional officers and staff are to support University's ongoing efforts to provide a safe and secure environment for students, faculty, staff and visitors.

The University is requesting that the Board of Trustees approve the campus safety plan.

Recommendation: Approval of the University's Campus Safety Plan.



Florida Agricultural and Mechanical University Board of Trustees Action Item

Meeting Date – November 30, 2017

Agenda Item _____

Item Origination and Authorization

Policy _____	Award of Bid _____	Budget Amendment _____	Change Order _____
Resolution _____	Contract _____	Grant _____	Other _____

Action of Board

Approved _____	Approved w/ Conditions _____	Disapproved _____	Continued _____	Withdrawn _____
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Subject: Mental Health Counseling Enhancement Plan

Rationale

In response to the Board of Governors' request to develop a plan to address the critical need for student mental health coverage, Florida A&M University will hire one (1) licensed psychologist in FY 2017-2018 and an additional licensed psychologist in FY 2018-19.

The International Association of Counseling Services (IACS) recommends one professional staff to every 1,000 students. FAMU currently employs five FTE clinical staff in addition to the director. The current staff to student ratio is 1:1,960, using Fall 2017 enrollment of 9,800. Adding one (1) FTE in FY 2017-18 would decrease the ratio to 1:1,633; adding an additional FTE in FY 2018-19 would further decrease the ratio to 1:1,400, providing the current student enrollment remains the same. However if enrollment increases to the projected 10,473 for fall 2018, the professional staff to student ratio would be 1:2,095.

Estimated Investment

Estimated investment includes \$624,500 in recurring funding for two (2) additional counselors and non-staff counseling related services, phased in over three years and \$14,100 in non-recurring funding for equipment in the first year. The estimated investment is detailed in Appendix A. Health Fee funds will be reallocated toward recurring cost of hiring the two (2) additional counselors the first two years, with one (1) position being reallocated to E&G through budget request allocation in the third year. One-time, non-recurring E&G funds will be used to cover the non-recurring, one-time cost.

The goals of hiring additional professional staff and providing on-call telephonic and self-help services at FAMU are to:

1. Directly assist students in their mental and behavioral health needs so that they can reach their academic goals.
2. Provide prevention and outreach (including online self-help modules) so that students can mentally thrive without the need for treatment.

The University is requesting that the Board of Trustees approve the proposed mental health plan.

Recommendation: Approval of the University's Mental Health Counseling Enhancement Plan.



FAU Counseling and Psychological Services

Division of Student Affairs

Student Mental Health Proposal

2017-2020

Goal

Florida Atlantic University (FAU) Counseling and Psychological Services (CAPS) proposes to increase the number of therapists providing services in CAPS to meet the needs of the FAU student body and to achieve the recommended number of therapists from our accrediting body.

Achieving this end will bring CAPS in line with national ratios, reducing our overall legal exposure, increasing response rates, increasing outreach, and continuing committee participation (Behavioral Intervention Teams, Student of Concern Awareness Committees, Exceptional Circumstances, Title IX consultation, and others)

Background

The Center for Collegiate Mental Health publishes data representative of our Florida State University System students:

- 1 out of 2 have been in previous counseling;
- 1 out of 3 have taken a psychiatric medication;
- 1 out of 10 have been hospitalized for psychiatric reasons;
- 1 out of 4 have self-injured;
- 1 out of 3 have seriously considered suicide;
- Nearly 1 out of 10 have made a suicide attempt;

FAU CAPS' high utilization and our professional services are critical to the University's well-being and, more importantly, to student retention and success. Specifically, 81% of students surveyed last year suggest that their experience at CAPS has positively impacted their chances of staying at FAU and 52% of students agreed that our services have helped improve their academic performance.

Appointment Type	2015/16 Academic Year	2016/17 Academic Year
Initial Appointments	1117	1295
Individual Ongoing Counseling Appointments	3490	4309
Emergency/Crisis Appointments	324	306
Group Appointments	213	220
Psychiatric Appointments	768	644

FAU CAPS is accredited by the International Association of Counseling Services (IACS), who states that minimum staffing ratios should strive to be "in the range of one FTE professional staff member to every 1,000 to 1,500 students, depending on services offered and other campus mental health agencies." Currently, FAU, like most of the SUS counseling centers, is operating outside the IACS standards for minimum staffing.

CAPS aims to escalate our current 16.85 FTEs toward the desired 30 FTEs and decrease our ratio from 1:1780 to within the desired range.

Return on Investment

Using Eisenberg, Golbersteiny and Huntz (2009), with additional work in 2011 and 2012, we forecast that FAU can achieve a return on investment (ROI) of around **\$4.2 million** dollars.

Based on the studies' findings, it is likely that 1,259 students drop out of the university for depression and associated mental health connected reasons. If we were able to deliver care to these students, the best quantitative estimates would suggest our ability to retain approximately 85 students annually.

The bottom line is that for an investment of \$1,887,720 in recurring costs, not only will 85 students be retained, but FAU will increase revenues by around \$2.6 million.

Critical Note: The above calculations were completed estimating the number of students assisted when presenting with depression only. When calculating true impact, the ROI would increase when adding anxiety, relationship concerns, stress, and other common presenting complaints.

Salaries:

Average funding required for the requested positions is \$70,000 annually. The additional positions of Case Manager, Mental Health Counselor and Psychiatric Nurse Practitioner are estimated at \$52,000, \$55,000, and \$100,000 respectively. Additional costs include benefits, start-up, capital outlay, overhead.

Plan Summary

Phase	Completion	Hires	Resulting Ratio	Cost
Phase 1	Fall 2017	6 Therapists	1:1564	\$627,000
Phase 2	Spring 2018	OPS Case Manager OPS Psychiatrist 4 Therapists	1:1350	\$633,720
Phase 3	Fall 2018	3 Therapists	1:1157	\$313,500
Phase 4	Fall 2019	3 Therapists	1:1017	\$313,500
				\$1,887,720*

* Funds provided by the student health fee (\$9.42 per credit hour)

Phase 1

Goal: Increase the number of therapist CAPS has to contribute to student care

Completion Date: Fall 2017

FTEs: 18.85

Resulting Ratio: 1:1564

Add six staff members on the Boca Campus and replace the counselor on the Jupiter Campus.

Space

CAPS has been allocated space formerly occupied by Student Affairs Marketing and Communications. Additionally, we have been granted the permission for funding to renovate it. This project began in May and will add five more offices by the start of fall semester, 2017.

Hiring

Our current area of need coordinates with the following roles:

- Diversity Coordinator
- CAPS Housing Coordinator
- Assistant Clinical Director
- Assessment Coordinator
- Spectrum Related Issues Specialist
- LGBTQ Coordinator
- Research Coordinator

Five candidates accepted with anticipated start dates in either June or August. With the attrition of our Jupiter therapists in March of 2017, this will bring our net gain to 4, with 18.85 FTEs.

Phase 2

Goal: Explicating and filling additional roles from Phase One

Completion Date: Spring 2018

FTEs: 22.5

Resulting Ratio: 1:1350

- Evaluate expertise of new hires to determine any gaps in area expertise.
- Prioritize roles in accordance with CAPS' strategic plan and the student population.
- Examine the fall client and emergency demands to determine need for temporary clinicians.

Space

Adequate space will be available to hire the full time staff. Additional space or scheduling may have to be sought to complete this phase of hiring.

Hiring

We anticipate our hiring priorities to include:

- CAPS Housing Coordinator
- Community Resource Specialist
- Psychiatric Coverage
- Assessment Coordinator

- Research Coordinator

CAPS will develop an embedded housing coordinator model on schedule with previous submissions. The coordinator will work a portion of their time in housing to provide stabilization and referral services, but not ongoing counseling.

Regarding the Community Resource Specialist Case Manager, we will partner with the School of Social Work in selecting and cultivating the right expertise and fit for the role. While we anticipate it initially being a .5 FTE, our expectation is to raise it up to full time. To meet our supplementary and supportive psychiatry needs, we plan to add a psychiatrist to the team for 5-10 hours' work.

Furthermore, we will fill roles for Assessment and Research to bring greater depth to our training program, to improve collaboration with Student Accessibility Services, to contribute to CAPS Faculty in Unity research productivity, and to meet the divisional aspirations associated with research.

We anticipate that the first weeks in September will have four different position descriptions and four separate searches occurring simultaneously.

With the addition any positions of attrition and the selection of these 3.65 FTEs our CAPS offering will be at 22.5 FTEs

Phase 3

Goal: Increase the support for existing services and programs and increasing a manageable number of new hires.

Completion Date: Fall 2018

FTEs: 25.5

Resulting Ratio: 1:1157

With the current student body population and the submitted IACS ratio near 1:1000, it is anticipated that we would need to hire an additional 6.5 FTEs to meet that mark. Expanding the Community Resource Specialist to 1.0 FTE and hiring three new therapists will allow for support of current programs and the expansion of services offered.

Space

Additional space will need to be created or renovated to accommodate this, and the next, phase. Depending on the space available, Phases 3 and 4 may be combined.

While the plan to follow national trends in developing a one-stop Health and Wellness services building is still being considered, financing, bonding, logistic, and location issues keep this from being a feasible solution during the requested BOG timeframe. However, it is believed that with the renovation of one space currently under the auspices of Student Affairs and an addition/reconfiguration of a building, enough space could be created to satisfy the needs of Counseling and Psychological Services (including Phase 4), Student Health Services, and Owls Care Health Promotion.

Hiring

CAPS will reevaluate student needs during October of 2017. While other areas may require coordinatorships, it is anticipated that more support for previous services will be required.

We plan to post a single position description in November/December for all three positions. We will interview and make offers in February for June-August hires as this the traditional timeline. Should the pool prove to be unusually deep, should space accommodations be available, we would look to hire some positions from Phase 4.

Phase 4

Goal: Completing the number of therapists proposed to the BOG in the Legislative Budget Request (LBR) and meeting the IACS standard noted therein.

Completion Date: Fall 2019

FTEs: 29

Resulting Ratio: 1:1017

With the current student body population and the submitted IACS ratio near 1:1000, it is anticipated that we would need to hire an additional 3 FTEs to meet that mark.

Space

As with Phase 1 in the summer of 2017, careful coordination of construction and hiring will need to be accomplished in order to accommodate the new hires.

Hiring

CAPS will reevaluate student needs during October of 2018. While other areas may require coordinatorships, it is anticipated that more support for previous services will be required.

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Item: III.b.

Wednesday, October 25, 2017

SUBJECT: PUBLIC SAFETY THREE-YEAR PLAN

PROPOSED BOARD ACTION

Approve the FAU Police Department's plan to increase the number of officers to the Florida Board of Governors standard of 52.

BACKGROUND INFORMATION

The Florida Atlantic University Police Department (FAUPD) currently has 41 sworn positions, placing the Department 11 officers short of the required number to fulfill the staffing ratio as determined by the BOG. The FAUPD is a multi-campus operation, maintaining a law enforcement presence at all six locations. The staffing allocation is as follows:

- Boca Raton – 30 officers (including 5 administrators)
- Jupiter – 7 officers (including 1 administrator)
- HBOI – 2 officers (including 1 administrator)
- Downtown Fort Lauderdale, SeaTech & Davie – 2 officers (including 1 administrator)

Because of the current staffing level, the Department is more often responding to incidents rather than in a proactive mode as dictated by the community-oriented policing strategies. Therefore, the additional 11 officers would allow the FAUPD to be more proactive and engaged in community policing, crime prevention programs, community engagement and community partnership programs.

IMPLEMENTATION PLAN/DATE

This proposal utilizes a phased approach with full implementation to be completed in three (3) years between January 2018 and January 2020.

FISCAL IMPLICATIONS

The plan summary estimates a total cost for all three phases of \$1,111,066, which include salary and equipment.

Supporting Documentation: FAU Office of Public Safety Three-Year Plan

Presented by: Ms. Stacy Volnick

Phone: 561-297-6319



Division of Administrative Affairs
Office of Public Safety

October 2017

Plan Summary:

The Florida Atlantic University Police Department (FAUPD) proposes a plan to increase the number of officers providing services to the FAU community to achieve the recommended number of 52 officers per the Florida Board of Governors (BOG) standard which utilizes a ratio of 1 officer to 600 enrolled students. This proposal utilizes a phased approach with full implementation to be completed in three (3) years.

Phase	Hires	Resulting Ratio	Cost
Current	N/A	1:756	N/A
Phase 1 – January 2018	4 Officers	1:689	\$404,024.00
Phase 2 – January 2019	4 Officers	1:633	\$404,024.00
Phase 3 – January 2020	3 Officers	1:596 (rounded to 600)	\$303,018.00

Descriptions	Positions	Salary/Costs	Totals
Sworn law enforcement	11	@\$56,990.00	\$626,890.00
Equipment	11	@\$44,016.00	\$484,176.00
			\$1,111,066.00

Recurring Need	Current FY	FY 18-19	FY 19-20
Hire 11 Officers	\$404,024	\$808,048	\$1,111,066

In addition to the personally assigned officer equipment, there is a need for emergency equipment, including:

- Police barricades to facilitate peaceful protests
- Mobile medical response kits to save lives until fire rescue arrives
- Breaching tools to engage barricaded subjects
- Riot gear
- Ballistic shields capable of stopping rifle fire
- Metal detectors to be utilized throughout the campus at highly vulnerable areas and large events

Emergency Response Equipment	Cost
Police Barricades	\$22,000.00
Medical Response Kits (3 variations)	1. 40 units - \$6,840.00
1. Mobile – officer deployed	2. 40 units - \$63,000.00
2. Backpack – vehicle	3. 10 units - \$20,497.50

3. Stationary – fixed to walls	
Breaching tools	\$5,000.00
Riot Gear	\$17,000.00
Ballistic Shields	\$8,000.00
Metal Detectors	10 units - \$36,000.00

Introduction

The roles and responsibilities of university law enforcement agencies have continued to evolve in response to the national increase in the number and severity of campus crimes. The critical need for adequate law enforcement staffing was realized during major incidents of the past two years at universities within the State University System (SUS), where police were called to respond to active shooters on campus, requiring immediate action by all available officers. There is a critical need to ensure universities have the resources necessary to maintain campuses that are safe and supportive for the university community.

In recent years, there has been an increase in students who need mental health services, driving the requirement for officers who are trained in crisis intervention. There has also been an increase in protests and civil unrest related to social and political issues. The increased presence of the FAUPD will provide a deterrent to criminal activity, and allow officers to invest and build trust within the University community.

Background:

The Florida Atlantic University Police Department (FAUPD) currently has 41 sworn positions, placing the Department 11 officers short of the required number to fulfill the staffing ratio as determined by the BOG. The FAUPD is a multi-campus operation, maintaining a law enforcement presence at all six locations. The staffing allocation is as follows:

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Because of the current staffing level, the Department is more often responding to incidents rather than in a proactive mode as dictated by the community-oriented policing strategies. Therefore, the additional 11 officers would allow the FAUPD to be more proactive and engaged in community policing, crime prevention programs, community engagement and community partnership programs.

The following chart demonstrates that calls for service, as well as the FAU community population, have steadily increased while FAUPD staffing levels have not changed to match the

demand. This also does not include the increased requests to provide security at special events and/or as other needs require.

Year	Student Population	Calls for Service
2017 (as of 10/16/17)	30,197	57,801
2016	30,509	60,960
2015	30,269	52,515
2014	30,175	52,319

This chart reflects the number of students living on the Boca campus and the steady increase of occupancy each year.

Year	Housing Population/Occupancy
FY 2017-18	4189
FY 2016-17	4124
FY 2015-16	4003
FY 2014-15	3710

The FAUPD currently provides staffing and services for all FAU functions, as well as trainings and other services, including but not limited to the following:

1. All athletic events
 - a. All football away games – officer travels with the team
 - b. All football home games
 - c. All basketball home games
 - d. All baseball home games
 - e. All volleyball home games
 - f. All soccer home games
2. Pre-K - 12 University School System
 - a. School Resource Officer assigned to the school system
 - b. Events
 - o Graduations
 - o Field trips
 - o Dances
 - o Winter formal
 - o Boomers trip
 - o Halloween Howl

3. Patrol of the Research Park
4. Patrol of Palm Beach State College
5. Commencement Ceremonies
6. All large-scale events – FAU had more than 787 planned events over a 2-year period.
 These large-scale events become “soft targets” due to the large area to cover and high number of participants. The Federal Bureau of Investigations (FBI) defines a "soft target" as "a person or thing that is relatively unprotected or vulnerable, especially to military or terrorist attack." Soft targets are contrasted with hard targets, which typically restrict access to the public and are well-protected.
 - a. Concerts
 - b. Student organized events – speakers, Greek life, social events, etc.
 - c. Student Union events
 - d. External events, including those controversial in nature
 - e. Dignitary visits, including security details for staff and visitors
 - f. Oversight of the Night Owls Program
 - g. Community Service Officer Program – Police Dept. & Housing serve as desk assistants
7. Partnerships with External Organizations
 - a. FBI Joint Terrorism Task Force (JTTF)
 - b. Palm Beach County Task Force, addressing burglaries and auto-theft
 - c. Drug Interdiction Unit
 - d. Regional Intelligence multi-agency meetings
 - e. Palm Beach County Chiefs
 - f. Palm Beach Fusion Center
 - g. Counter Surveillance Measures
 - h. Threat Assessment Team
 - i. Sexual Assault Response Team – Palm Beach County
 - j. Florida Police Chief’s Association – SUS Chief’s Committee
 - k. Drug Enforcement Agency – combating the opiate crisis
 - l. Mutual Aid Agreements
 - o Palm Beach County Chiefs
 - o State University System Chiefs
 - o Florida Department of Law Enforcement
8. Safety Education Programs On-Campus (*statistics for the past two years*)
 - a. Rape Aggression Defense (RAD) – requires a minimum of 3 instructors
 - o 40 classes taught with over 450 participants
 - o Had to turn away participants due to lack of instructors
 - b. Crime Prevention through Environmental Design Surveys (CPTED)
 - o 14 assessments completed; 10 buildings remain
 - c. Crime Prevention Programs On-Campus
 - o 65 Active Shooter Trainings for staff & students

- 46 Crime Prevention classes
- 4 Active Shooter simulated drills
- Shelter in Place – nearly 2,000 participants
- Owls Night Out with Five-O – FAUPD community event
- It's On Us – awareness campaign to stop sexual assaults focused on bystander intervention
- Walk in Her Shoes – sexual assault awareness
- Denim Day – sexual assault awareness
- Domestic Violence Month
- Human Trafficking Awareness Month
- Coffee with the Chief/Cops
- Safety Walk w/Student Government
- Let's Talk About It – partnership with Student Government President to discuss campus climate and potential issues
- OWLS with COPS – Housing initiative where cops adopt residential halls
- Student of Concern and Awareness Committee
- Healthy Campus 2020
- School of Criminology and Criminal Justice Summer Youth Programs
- d. Workplace Violence Training
- e. Threat Assessment Team
- f. Police Communications Center
 - Secondary Public Safety Answering Point (PSAP) – receiving 911 calls from the FAU community (60,960 calls in 2016)
 - Monitoring of the FAU safety app, Owl Guardian (1067 users)
 - Monitoring of FAU fire alarms; intrusion alarms; panic alarms
 - Monitoring and dispatching police officers
 - Dispatching medical calls
 - Monitoring and dispatching parking and transportation

Community Policing

The Office of Community Oriented Policing Services (COPS Office) is the component of the U.S. Department of Justice responsible for advancing the practice of community policing by the nation's state, local, territory, and tribal law enforcement agencies through information and grant resources. Community policing is a philosophy that promotes organizational strategies that support the systematic use of partnerships and problem-solving techniques to proactively address the immediate conditions that give rise to public safety issues. Rather than simply responding to crimes once they have been committed, community policing concentrates on preventing crime and eliminating the atmosphere of fear it creates. Earning the trust of the community and making those individuals stakeholders regarding their own safety enables law enforcement to better understand and address both the needs of the community and the factors that contribute to crime.

Staffing police departments is a continuous challenge and one that has become more complex in recent years. Immediately prior to the onset of the 2008 recession, police agencies had difficulty recruiting officers and responded by implementing a number of creative recruitment incentives. Shortly thereafter, the depressed economy caused police agencies to implement hiring freezes, furloughs, lay-offs, salary and benefit cut-backs, and retirement incentives. Such difficulties spurred 7,272 applications to the COPS Hiring Program requesting \$8.3 billion to support more than 39,000 sworn-officer positions (*COPS 2009*). Altogether, both the supply of and demand for qualified officers are changing in a time of increasing attrition, expanding law-enforcement responsibilities and decreasing resources (*Wilson, Dalton, Scheer, and Grammich 2011*). While agencies give much attention to recruitment and retention, they often overlook a more fundamental question: How many police officers does a particular agency need? Answering this question is essential to any discussion about managing workforce levels, regardless of whether there is a shortage of qualified officers or an inability to support previous staffing levels. The critical question is, what number of officers would help an agency most cost-effectively meet the demands placed on it?

Universities are directly responsible for providing a safe educational, working, and living environment for students, faculty, staff, and visitors. SUS leaders have identified a number of current campus security challenges and focused on two issues: (1) law enforcement staffing needs in an expanding SUS, and (2) the increasing need for well-trained, professional counseling services to address the mental and behavioral health of university students.

University police officers, as first responders, bear the responsibility for the investigation of all campus-related criminal activities, and the larger campus police departments also must provide security for large sporting venues, hospitals, high-rise buildings, research facilities, and regional campuses and instructional sites which may be miles away from the main campus. Campus police have had to provide more security coverage and services with fewer resources.

The International Association of Chiefs of Police (IACP) has long utilized a national average for community-oriented policing of 2:1,000 population. Utilizing a police officer to student enrollment ratio, FAU is currently at 2:1,550 based on the IACP standards. In consideration of the IACP criteria and policies, the SUS Chiefs of Police report an ongoing challenge of obtaining funding that is adequate to maintain professional standard levels of operation and to purchase needed equipment, supplies, training programs, and technology.

The Board of Governors (BOG) standard is based on a simple calculation of six hundred (600) enrolled students to one (1) officer; which is the standard primarily used in this document. With the BOG standard, FAU is currently at 1:732.

Strategic Priorities:

Studies conducted by the University of Princeton show a correlation between an increased police presence and crime reduction. The studies indicated that police departments that

invested in hiring law enforcement officers to match their populations were more likely to have fewer crimes.

The FAUPD has established strategic priorities to maintain a safe and stable University community:

- Continue efforts to support and enhance University programming, to include working with existing University groups and organizations
- Expand housing initiatives that encourage and foster a safe environment for all
- Expand the Community Oriented Policing Program (campus-wide, as well as at partner campuses)

Improve operational support systems to enhance productivity:

- Develop strategies to ensure sustainability of operations
- Increase diversity of staff communication with key stakeholders

Partner with federal, local, regional and state entities to expand cooperative opportunities:

- Develop and implement mutually beneficial initiatives with surrounding agencies to include The Federal Bureau of Investigations, Boca Raton Police Department, Jupiter Police Department, St. Lucie County Sheriff's Office, Davie Police Department, Broward County Sheriff's Office, and others
- Explore revenue-enhancing and cost-saving opportunities with other constituents

Expand housing opportunities:

- Develop initiatives and provide incentives for development of housing on the 20th Street corridor, as well as on-campus housing. This will be a collaborative approach with FAU's Housing, as well as working with surrounding agencies to implement procedures for the projects off campus
- Analyze demand for student housing, identify areas of growth and select specific areas for continued development

Public spaces and community infrastructure:

- Implement a Neighborhood Sustainability Report and then conduct a comparative analysis report to be prepared by the crime prevention unit to improve the safety concerns of identified areas.

Current Events:

With increased radicalization occurring across the country for international and domestic terrorism, there is a need to be extra vigilant with training and staffing of events, especially on University campuses. U.S. government agencies agreed upon a definition for an Active Shooter as "an individual actively engaged in killing or attempting to kill people in a *confined and*

populated area." Implicit in this definition is the subject's criminal actions involve the use of firearms.

A study conducted by the FBI of active shooter incidents identified the following:

- 160 active shooter incidents in the United States between 2000 and 2013
- Of the 160 incidents, 11.4 occurred annually with an increasing trend during that period
 - 6.4 incidents occurred in the first seven years and an average of 16.4 occurred the last seven years
- 70% of the incidents occurred in a commerce/business or educational environment
- As a result of the initial 160 incidents:
 - 1043 casualties (486 killed and 557 wounded)
- Since then, 20 incidents have occurred per year for the last 3 years (2014, 2015, 2016)
- FBI studies have shown that a quick law enforcement response triggered the subjects to end the violence by taking their own lives

Previous incidents with the highest casualty counts are shown below:

- Virginia Polytechnic Institute and State University in Blacksburg, Virginia:
 - 49 people (32 killed, 17 wounded), April 16, 2007
- Ft. Hood Soldier Readiness Processing Center in Ft. Hood, Texas:
 - 45 people (13 killed, 32 wounded), November 5, 2009
- Cinemark Century 16 Theater in Aurora, Colorado:
 - 70 people (12 killed, 58 wounded), July 20, 2012
- Sandy Hook Elementary School and a residence in Newtown, Connecticut:
 - 29 people (27 killed, 2 wounded), December 14, 2012

Two of these incidents occurred in an educational environment. More recently, there have been four major incidents:

August 2017 – Charlottesville, Virginia

- A protest in opposition to taking down a statue started on the campus of the University of Virginia and flowed into the city
 - 32-year-old woman killed due to a vehicle driving into the crowd
 - 19 others injured in the car crash; no barricades to protect the protestors
 - 34 total injuries at the protest

September 2017 – Atlanta, Georgia

- Georgia Tech student shot by campus police at the downtown Atlanta campus
 - 911 call of a student with a knife and a gun

October 2017 – Las Vegas, Nevada

- Active shooter took aim at concert goers from a high-rise hotel
 - Over 40+ fully automatic weapons found at hotel and in home
 - 58 killed
 - 400+ injured
 - No motive

October 2017 – Lubbock, Texas

- Texas Tech University police officer shot and killed by student
 - Campus police called to the residential halls to conduct a welfare check on a student
 - Found drugs and drug paraphernalia
 - Transported to the police department, where he pulled out a gun and shot the officer.

Conclusion:

As outlined in the summary, the approval of this plan for the noted sworn law enforcement positions will bring FAUPD in-line with the standards outlined by the Florida BOG. In addition, there is a need for emergency equipment to help the FAUPD protect the university community and the visitors FAU hosts every day. Through effective and impactful community policing, the FAUPD will reduce crimes against persons and property, decrease response times, increase outreach, and facilitate more crime prevention and safety programs. Ultimately, FAU students, faculty and staff will all have a greater sense of safety and can remain focused on the academic mission of Florida Atlantic University.

Florida Gulf Coast University

Mental Health and Public Safety Initiatives Plan for FY 2017-18

In order to maintain a safe and healthy campus, Florida Gulf Coast University is initiating steps leading to a healthier community. These plans must be done within the constraints of the resources that are available. Thus, in the near term non-recurring investments are being made to augment equipment and systems already in place to increase their effectiveness and capacity. In the long-term, FGCU looks to invest in counselors, case managers, and sworn police officers. The initial investment will support and expand the resources in place, with future investments building upon the fortified infrastructure constructed in the first year of this initiative. These plans may be accelerated or expanded upon should additional resources present themselves.

Public Safety

Any given college campus is easily accessible to the public, which while allowing for a greater connection to the community also increases certain safety risks. Furthermore, as a campus grows it become more and more difficult to observe all that occurs merely through the eyes of law enforcement personnel. Given that, the university hopes to achieve greater campus safety through the utilization of time tested technological solution. Currently the University maintains a series of emergency phones on campus under the program name "Code Blue". These phones are located on blue colored poles around campus, allowing for a rapid line of communication with the University Police Department. With added funding, poles that need replacement will be, and added stations will be placed on campus. Next, the University will increase the number of cameras on campus, allowing for greater monitoring of the campus. Lastly, the University intends to install a License Plate Recognition program, which connects cameras to a license plate database. Through this camera system, the University can quickly receive alerts for wanted or stolen vehicles, along with providing investigative leads for major crimes. The combination of the above initiatives will provide more information and therefore safety about what is and has occurred on campus.

Mental Health

The majority of surveyed higher education professionals rate mental health outside of the classroom as their greatest concern. At the forefront to address these concerns, the counseling center on the Florida Gulf Coast University campus provides direct care to students through individual and group counseling. Evidence indicates counseling centers positively influence retention, graduation, academic success and economic return on investment. With funding, the institution would provide enhancements to the equipment, training and systems in place to address student's mental health needs. Improving the tools will help our mental health professionals further assess and treat the student body. Efforts would go

beyond treatment to include identification and prevention as well, providing faculty and staff the training needed to identify and assist students who may need some sort of assistance or intervention.

4.1 FF1. Mental Health Counseling and Public Safety Officers Implementation Plans

Agenda Item 4

FF1

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Finance and Facilities Committee
September 7, 2017

Subject: Mental Health Counseling and Public Safety Officers Implementation Plans

Proposed Committee Action:

Recommend to The Florida International University Board of Trustees (the BOT) adoption of the Mental Health Counseling and Public Safety Officers Implementation Plans.

Background Information:

The 2016-17 and 2017-18 State University System Legislative Budget Requests included funding for Mental Health Counseling Services and Campus Safety and Security. These requests were designed to increase campus counseling and public safety in order to address the critical need for student mental and behavioral health coverage and campus safety in a state university system that is steadily expanding in size, scope, and complexity. Universities are directly responsible for providing a safe educational, working, and living environment for students, faculty, staff and visitors.

Although the Legislature has not funded these system-wide requests, FIU and the other universities are committed to ensuring that our campuses are safe and secure and that students have access to well-trained, professional counselors and counseling services to address the mental health and behavioral health of our students. Accordingly, each university has developed an implementation plan to address the mental health counseling and public safety needs at their institutions.

Supporting Documentation: Mental Health Counseling and Public Safety Officers Implementation Plans

Facilitator/Presenter: Kenneth A. Jessell

MENTAL HEALTH COUNSELING IMPLEMENTATION PLAN

The Division of Student Affairs' Counseling and Psychological Services (CAPS) manages the services and programs addressing student mental health at FIU. CAPS includes the Victim Empowerment Program, and offers a series of specialized counseling services that include group counseling, individual and couple's counseling, victim services, psychological testing, de-stressing clinic, psychiatric services and a series of social services. The safety and wellbeing of our students is paramount, and critically important to their academic performance. There are two local factors and four inherent college student factors that have influenced FIU's efforts to address student mental health.

Unique local factors:

- FIU is a university with a complex mix of full-time, part-time, commuter and residential students.
- FIU is situated in a large metropolitan location.

Inherent college student factors:

- Regardless of levels of mental health services available, a majority of students never seek out the mental health services that are accessible to them. *Nationally, only 11% of all students seek the mental health services that are available to them*, and the vast majority of students that die as a result of suicide had never sought treatment prior to the suicide. *Among students with mental illness, only 40% seek help*. This indicates that universities need to focus efforts on providing opportunities for students in need of mental health services to actually seek the help they need. To bridge this gap, the more successful universities have focused on *expanding prevention efforts, promoting the mental health of all students*, and addressing the *social and environmental risk factors that influence student mental health*.
- Most mental health disorders have their peak onset during young adulthood.
- The most prevalent psychiatric disorders among college students are Anxiety and Depression.
- The use of alcohol and illicit drugs peaks during young adulthood and slowly declines with age.
- The presence of substance use disorders is the most prevalent problem among college students.

From 2012-13 to 2017-18, FIU has:

- Increased CAPS staffing by 41%, from 14.5 to 20.5 FTEs.
- Increased CAPS overall expenditures by 38%, from \$2.4 million to \$3.3 million.

CAPS quality of professional services:

- FIU has focused on maintaining and improving the quality of CAPS services. CAPS has been accredited by the International Association of Counseling Services (IACS), maintains an American Psychological Association (APA) approved internship program, and is registered with the Association of Psychology Postdoctoral and Internship Centers (APPIC) as a postdoctoral training site.

CAPS clinical services aligned with local and college student factors:

- *Student Outreach:*
 - Student outreach has been expanded. Every FIU student receives the *Student Health 101* monthly newsletter, which reports high utilization and positive outcomes with 17,189 unique visitors and 24,776 visits annually.
 - CAPS participates in orientations and Week of Welcome (first week of classes). This is important given the fact that national data indicates that freshmen are more vulnerable to sexual assault early in the semester; thus, a period of weeks have been designated the Red Zone to signal high alert.
 - CAPS is directly connected to the Disability Resource Office, Student Conduct and Conflict Resolution (SCCR) Committee, Residential Life, Student Health, and University Police. By serving as consultants to the SCCR Admissions Screening Committee, CAPS staff are involved in student mental health issues from the beginning to the end of students' educational experience at FIU. To document and support institutionally integrated efforts to address incidents as well as students of concern, FIU utilizes, Maxient, a nationally recognized electronic behavior management system at colleges and universities. Maxient serves as an integral component for FIU's efforts in helping to identify students in distress and coordinate the efforts of various departments to provide follow-up.
- *Training of Faculty and Staff:*
 - CAPS has taken steps to address prevention and accessibility of mental health services to students through increased training and education of faculty and staff. For example, CAPS conducts the "Dealing with Disruptive Students" workshop, as well as the "Friends of Student Affairs" roundtable, which provides an opportunity to update strategic faculty and staff partners on student mental health issues. Furthermore, Housing and Residential life staff are trained to identify and deal with students experiencing mental health problems.
- *Student Substance Abuse:*
 - The use of alcohol and illicit drugs peaks during young adulthood. The most prevalent problem among college students is the presence of substance disorders. Approximately one in five college students meets the criteria for alcohol use disorders, and binge drinking (defined as consuming four standard drinks for women and five for men in a two-hour period) is a common mode of drinking among college students. Hazardous drinking and other drug consumption is commonly found together with other mental health problems among college students. To address this problem, CAPS has partnered with FIU Bridge, a research center in the Robert Stempel College of Public Health and Social Work. CAPS taps into FIU Bridge's expertise, and also provides opportunities for students with substance use issues to receive services.

Current CAPS Clinical Services and Utilization:

- CAPS provides a variety of treatment resources to students in need of mental health services, including an online mental health screening, online Cognitive Behavioral Treatment (CBT), Acceptance and Commitment Therapy (ACT), and behavioral programs for anxiety and depression.

- CAPS has specific programs consisting of Group Counseling, Individual and Couples Therapy, Victim Services, Psychological Testing, a De-stressing Clinic, Psychiatric Services, and case management.
- CAPS provides 24/7 crisis service and consultation through ProtoCall, which answered 503 calls last year. Students who access this service are assessed and if deemed necessary, FIU staff or police are contacted. CAPS staff accordingly follow up with students the next business day. Data indicates that this service has increased CAPS' ability to facilitate emergency services to students.
- Through greater outreach within the University, CAPS utilization has been increasing. Between 2014 and 2017, utilization increased 40%. Victims Empowerment Program direct services increased by 79%. Additionally, CAPS crisis walk-in increased by 4% this past year.

Plans for the next three years:

- In FY 2017-18, FIU will fund salary equity for retention. Given that counseling centers nationwide are dealing with similar circumstances, staff retention has become increasingly challenging.
- In FY 2017-18 two new psychologist positions will be added to fill specialty needs, including risk assessment.
- In FY 2018-19 two additional psychologist positions will be added with specialization in areas of greatest need.
- A Student Mental Health Taskforce will be created. The Taskforce will make recommendations to the Provost by July 1, 2018. The Taskforce will have representation from CAPS, academic units with expertise in student mental health (e.g., CAPS, psychology, psychiatry, social work, nursing) and will focus on the following:
 1. Creating programs/initiatives designed to increase student awareness and utilization of mental health resources through developmentally relevant communication approaches.
 2. Increasing coordination and collaboration of CAPS with existing mental health resources in relevant FIU academic units (i.e., psychology, psychiatry, social work, nursing, and research centers focusing on youth mental health).
 3. Refining and enhancing online tools that will allow students in need of help to realize such need without stigma.
 4. Implementing required online gatekeeper training for faculty and staff.
 5. Increasing engagement of existing student organizations on campus.
 6. Making recommendations on how budgets directed at mental health and health services should be allocated on the basis of needs.
 7. Adding an evaluation component that will assess the ongoing effectiveness of the implemented student mental health initiatives.

PUBLIC SAFETY OFFICERS IMPLEMENTATION PLAN

In addition to ensuring the day-to-day safety and security of the Florida International University community, the Florida International University Police Department (FIUPD) bears the responsibility for investigating all campus-related criminal activities, providing security for our facilities, campuses, instructional sites, and University events. As a growing University within a complex external environment, FIU has provided significant resources in public safety and security to provide for the safety and security of our students, faculty, staff and visitors.

From 2009-10 to 2017-18, FIU has:

- Increased police staffing from 47 to 63
- Increased the public safety expenditures from \$5.1 million to \$8.6 million
- Implemented a very robust Collective Bargaining Agreement (2016-19) in order to attract and, more importantly, retain the most qualified police officers, including:
 - Salary increase of 6 percent for year 2015-16
 - Salary increase of 3 percent for year 2016-17
 - Salary increase of 3 percent for year 2017-18
 - Shift differential of 5 percent for those working evenings
 - Shift differential of 8 percent for those working midnights
 - Pay supplement of 5 percent for those performing as Field Training Officer, Field Training Supervisor and those who have been assigned to a specialty unit
 - Certification pay of \$10 per pay period to those officers maintaining law enforcement certification standards
- Increased the number of senior staff to ensure that experienced leadership is always on duty and to initiate the FIUPD's succession plan for continued outstanding leadership
- Invested in state-of-the art equipment and technology
- Increased both internal and external training programs and opportunities for police officers
- Entered into mutual aid agreements with 6 local law enforcement agencies to provide mutual assistance in the event of emergencies or other unique circumstances

The International Association of Chiefs of Police (IACP) has long utilized a national standard of two officers per 1000 students, with a minimum standard of two officers per 1,200 population. FIU will continue to benchmark to the IACP standard by adding additional officers, with the goal of adding two officers per year while recognizing that changes in University mission, campus locations, number of students, and other factors could increase or decrease the need for police officers. Additionally, FIU will continue to make required investments in training, equipment, and duty gear to ensure that the focus remains on the highest level of professionally trained public safety officers and not simply the quantity of officers. It is anticipated that the annual salary and benefits cost of adding two officers per year, including recurring expenses for training, uniform allowance, and equipment maintenance will be approximately \$140,000. Additionally, there will be one-time officer equipment costs for uniforms and duty gear of approximately \$24,000.



**Florida Polytechnic University
Counseling Services and University Police
Update
September 15, 2017**

Counseling Services

Florida Polytechnic University Counseling Services is housed within the Academic Support Services unit within Academic Affairs.

The University employs one, full-time counselor, one part-time counselor, and 24/7 Bay Care (contracted healthcare agency) to support for 1460 students. The International Association of Counseling services standards state the minimum staffing ratios should strive to be "in the range of one FTE professional staff member to every 1,000 to 1,500 students, depending on services offered and other campus mental health agencies". Florida Poly is compliant with this standard.

In the 2016-2017 Academic Year, 72 unique students were served in 298 sessions by Florida Poly Counseling Services. Issues covered in the counseling sessions were as follows:

# of Clients Served by Issue	
Academic Stress	23
Alcohol / Drugs	13
Anxiety	25
Depression	36
Fear of Losing Control & Acting Violently	11
Previous Suicide Attempt	15
PTSD	10
Relationship Issues	32
Suicidal Ideation	32
Thoughts of Hurting Others	11
Counseling Requests/Inquiries	23

All Florida Polytechnic University students have access to an **online self-help portal** that provides a variety of resources to manage stress, anxiety, loss and grief;

<https://floridapolytechnic.personaladvantage.com/portal/subject/10000488> **Access Code:** poly

To further support students' focus on positive mental health, three Success Coaches support Counseling Services by advising students on skills that with academic performance and persistence.

FL Poly counselors offer individual and group therapy sessions. Individual counseling sessions can be requested for an assortment of reasons including but not limited to: depression, anxiety, grief,

relationships, and eating disorders. The number of visits a student receives varies; however, we offer six counseling sessions per academic year depending on the needs of the student.

Group therapy sessions are open, psychoeducational groups that focus on social skills, relationship building, stress management, coping skills and so on. All Florida Poly students are welcome to attend. The group curriculum is flexible to meet the needs of the students and what is happening in the room/group.

Counseling Services are also supported through peer education. RISE UP, a student organization, provides peer education trainings to Florida Poly students throughout the academic year for bystander intervention, consent, stalking, relationship red flags and healthy relationships, responsible behavior and communication.

Counseling Services is considered an essential campus service, and it functions within the Campus Continuity of Operations Plan.

University Police

Florida Polytechnic University Police are under the Department of Finance and Administration, which answers to the Chief Financial Officer. The University Police employs nine police officers providing full police services to 1,460 students and approximately three hundred faculty/staff. The International Association of Campus Law Enforcement Association (IACLEA) standard states that the minimum staffing ratios should strive to be "two (2) police officers per 1000 students" per shift. For 24/7 365-day coverage with vacations, holidays and sick time, the University should have three additional police officers to meet this standard.

The Florida Polytechnic University Police Department is a mix of sworn law enforcement and non-sworn members who provide 24-hour police services on campus. The University Police Department supports the mission of the Florida Polytechnic University by promoting a safe and secure environment for higher education. The department combines proactive, reactive and educational law enforcement services for the University campus ensuring that diverse social, cultural and academic values are allowed to develop and prosper.

There have been six crimes reported from January 1, 2017 to September 25, 2017. One crime was an attempted burglary and five crimes were larcenies. Although three of the five larcenies were either scams or fraud, there did not appear to be any other similarities in the incidents.

Currently, the University Police provide twenty-three (23) safety programs annually to further educate the campus on safety. Safety programs that are offered are Active Shooter, Women's Basic Self Defense, Crime Prevention, Conversation with the Cops (Pizza, Pool and Ping Pong), See Something/Say Something, Anonymous Witness, Operation Identification and Student Orientation covering Florida and Polk County laws.

University Police is considered an essential campus service, and it functions within the Campus Continuity of Operations Plan.

Sincerely,



Frank T. Martin
Chairman, Board of Trustees




Florida State University Office of Institutional Research

318 Westcott Building
Tallahassee, FL 32306-1359

email: ir@fsu.edu
web: ir.fsu.edu

MEMORANDUM

TO: Tim Jones, Vice Chancellor

FROM: James Hunt, Director of Institutional Research 

SUBJECT: Mental Health Counseling and Public Safety Officers Implementation Plans

DATE: October 9, 2017

Florida State University has developed a multi-year plan to increase staffing in both our University Counseling Center and Public Safety Department, beginning in FY2017. The University Counseling Center (UCC) began a four-year hiring plan in FY2018 and has completed the hiring of five additional counselors as of September 30 with a sixth counselor to be added shortly, meeting the year one milestones. In total, the UCC plans to add 23 new positions over the four-year period.

The Public Safety Department began a five-year hiring plan in FY2017 and has completed its year one portion of the plan with the hiring of eight additional officers. In total, the Public Safety Department plans to add 18 new positions over the five-year period.

Table 1: Mental Health Counseling and Public Safety Officer Multi-Year Staff Plans

	FY2017	FY2018	FY2019	FY2020	FY2021
University Counseling Center					
New Hires	N/A	6	6	5	6
Total Staffing	N/A	21	27	32	38
Public Safety Department					
New Hires	8	2	2	3	3
Total Staffing	75	77	78	81	84



New College
THE HONORS COLLEGE of Florida



**New College of Florida and the University of South Florida Sarasota-Manatee
Report to the Florida Board of Governors
Current and Future Plans to Enhance Student Mental Health Services and Campus Law Enforcement
September 29, 2017**

New College of Florida (NCF) and the University of South Florida Sarasota - Manatee (USFSM) recognize the value of shared services and contracts in terms of generating efficiency of scale savings and enhanced value to all participants per dollar expended. Two long-standing operational efficiencies involve the institutions sharing operating costs for the following functions:

- Student Counseling and Wellness Services
- Campus Police Services

This report summarizes the current and future plans to enhance student mental health services and campus law enforcement.

Student Mental Health Services

The overall strategy for the Counseling and Wellness Center with respect to mental health services has been to provide individual psychotherapy to students who most need it, and triage students to other models where possible. In an attempt to broaden therapeutic interventions, the Counseling and Wellness Center utilizes a variety of ways to meet student need. It has implemented Therapist Assisted Online (TAO) interventions for anxiety and depression. This program tries to increase therapy services by utilizing web-based modules for students, supported by a brief weekly (15-20 minute) video session with a therapist. In addition, the CWC has continued a program from the American Foundation for Suicide Prevention with an Interactive Screening Program. This is an anonymous screening program in which students complete a questionnaire on stress and depression, followed by online web-based interactions with a therapist. In this case, students in need are invited to individual counseling if the need warrants it, otherwise they are directed to informational resources. Finally, the Center has implemented a group therapy program in which students can meet with therapists on a variety of topics as groups over the course of a semester. This “stepped care” model has been suggested in a variety of mental health contexts, and is something many Counseling Centers consider as they ration services to students in the face of great needs. Increasing counseling hours is critical, nevertheless.

NCF/USFSM’s mental health counseling meets or exceeds IACS’ recommended counselor:student ratio standard. There are 5.0 FTE professional counseling positions (of which two, the Director and Associate Director spend about half their time on administrative tasks). However, NCF has the highest utilization rate for any SUS institution, with 38%-44% of the student body seeking counseling in a given year (vs. a national average of 11%). This has resulted in the need to establish a waitlist for services for NCF students during 2016-17 with an average time of almost 19 days.

For USFSM, recent enrollment growth fueled by robust freshman and sophomore admissions has increased demand for mental health services. At present 3-5% of the USFSM student body is seen for

individual counseling in a given year, which is consistent with national averages for non-residential campuses. Given this lower, average demand, no USFSM students have been assigned to a wait list. However, as enrollment grows the need for more counseling services will grow as well.

The Board of Governor's FY 2017-18 System request for mental health services contained four positions for NCF/USFSM including two Case Managers, one Psychologist, and one clerical position, and some funds for operations support. It was anticipated that it would take two fiscal years (2017-18 and 2018-19) to complete this funding.

Mental Health Enhancements Funded in FY 2017-18

- Two new positions have been funded this year - a Mental Health Counselor (1.0 FTE) and a Case Manager (1.0 FTE) - along with recurring expense dollars. The Case Manager has been hired and is now on staff. The Mental Health Counselor position has just been authorized and will be filled in the near future.
- USFSM provided funding for a Mental Health Counselor and associated expense dollars. NCF funded the Case Manager and associated expense dollars from its 2017-18 enrollment growth appropriation.
- NCF also utilized enrollment growth funding to provide recurring funding to support electronic outreach programming that has heretofore been funded with non-recurring funds.

Mental Health Enhancements Planned for FY 2018-19

- A Psychologist (1.0 FTE) along with recurring expense dollars will be funded by NCF in 2018-19. This position is in lieu of the previously planned second Case Manager position as it will allow for more counseling capacity as enrollments grow at both institutions. Once this has been accomplished, the need for the clerical position will be evaluated to determine if the workload necessitates adding this forth position.

With this additional step, these Student Mental Health Services should be well positioned to meet student mental health counseling needs at both institutions over the next several years.

Campus Police Services

The Campus Police Department (CPD) provides a full range of police services 24 hours per day throughout the year to NCF and USFSM. Police officers are certified by the State of Florida. Police services include: mobile and foot patrols, criminal investigation of all misdemeanors and felony crimes committed on campus, traffic enforcement, response to all types of emergencies, and crime prevention programs. The Department serves and protects approximately 3,000 students and 470 faculty and staff housed in 69 buildings containing more than 800,000 square feet of space. Over 630 students of traditional college age reside on the NCF campus.

The Department's sworn officer staffing has fluctuated between 12 and 13 positions (fewest in the SUS and the bare minimum for 24/7/365 staffing) for the past 15 years. CPD's goal is not one of a minimum ratio of one officer per 600 FTE students; it already exceeds that ratio. It is to ensure that the department can staff at least two officers on patrol at any given time of day. At present, during certain hours of the 24 hour day there may only be a single officer on duty serving both campuses, after allowing for absences due to annual leave, sick leave and required officer training. This is a less than desirable situation for the safety of the campus community and the Police Officers.

During this same 15-year period the growth on both campuses, including relocation of USFSM to a new campus north of the NCF campus in 2006, and changes over the years in required law enforcement training has increased demand for Police services and further strained the Department's ability to manage with only 12 officers.

Effective Fall Semester 2013, USFSM began enrolling lower division students on its traditionally upper division campus. Additional staffing and equipment is needed to ensure that at least two Police Officers are on patrol at any given time (one on each campus that can support each other) 24/7/365.

It is important to note that the combined E&G funding for police operations as a percentage of the institutions' total E&G budgets is among the highest, if not the highest, in the State University System. The Board of Governor's FY 2017-18 System request for police services contained seven (7.0FTE) positions for CPD with funding spread over a two-year period.

Law Enforcement Enhancements Funded in FY 2017-18

- NCF funded one law enforcement officer (1.0 FTE) and one police communications officer (1.0) from Year 1 of the College's enrollment growth appropriation. In addition, it funded approximately \$100,000 in police equipment needs from its cash reserves, including replacing two very high mileage police vehicles.

Law Enforcement Enhancements Planned for FY 2018-19 and FY 2019-20

- NCF and USFSM plan to fund one law enforcement officer position each in 2018-19 (2.0 FTE) and 2019-20 (2.0 FTE), for a total of 4.0 FTE. The USFSM portion of this plan is contingent on at least restoration of the significant recurring budget reduction experienced in 2017-18. This plan will be revisited following conclusion of the 2018 legislative session.

With this additional staffing, CPD will have sufficient base funding to provide top quality safety, security and emergency response services in support of both campuses. The Department will continue to be among the lowest staffed in the SUS, while serving as an exemplar of how services shared among two or more SUS institutions can save costs while providing excellent service.

Points of contact regarding this report:

Name	Position	Email	Phone
Dr. Anne Fisher	Director, Counseling & Wellness Center	fisher@ncf.edu	941-487-4254
Dr. Robin Williamson	Dean of Student Affairs (NCF)	rwilliamson@ncf.edu	941-487-4251
Mr. Mike Kessie	Campus Police Chief	mkessie@ncf.edu	941-487-4210
Mr. John Martin	VP for Finance & Administration (NCF)	jmartin@ncf.edu	941-487-4444
Mr. Eddie Beauchamp	Regional Vice Chancellor for Business & Financial Affairs (USFSM)	erb1@sar.usf.edu	941-359-4279

ITEM: FF-2

**University of Central Florida
Board of Trustees**

SUBJECT: Mental Health Counseling and Public Safety Officers Implementation Plan

DATE: September 27, 2017

PROPOSED BOARD ACTION

Approve the university's Mental Health Counseling and Public Safety Officers Implementation Plans for submission to the Florida Board of Governors.

BACKGROUND INFORMATION

During 2016-17, UCF participated in two State University System Legislative Budget Requests (LBR) for new state funding to support the following goals:

- 1) Increase staffing levels of SUS counseling centers closer to staffing ratios recommended by the profession's accreditation association, the International Association of Counseling Services (IACS), and
- 2) Increase SUS officer staffing closer to the International Association of Chiefs of Police (IACP) recommended national standard for community-oriented policing.

Although state funding for these initiatives was not available this year, UCF remains committed to implementing multiple-year plans that will bring the university closer to these standards while providing a healthy and safe campus environment.

Mental Health Counseling Services

During 2016-17, UCF's Counseling and Psychological Services (CAPS) experienced an increase of 18 percent in the number of students served and a 2 percent increase in student utilization of crisis intervention services.

To accommodate the university's increasing demand for mental health services, CAPS has implemented programs and services along a continuum including the following.

1. Developed a stepped-up model of care delivery.
2. Front loaded initial assessment appointments at the beginning of each semester, which allowed more students to access services quickly.
3. Assessed student needs and referred them for multiple modalities of therapeutic interventions including group, online, self-help, or individual counseling services.
4. Met with students receiving individual therapy on a bi-weekly basis and met with students with the greatest need on a weekly basis.
5. Funded four additional full-time positions to the CAPS staffing structure to support service delivery.

To increase the university's capacity to meet future demand for mental health services, CAPS will do the following.

1. Continue to front load initial assessment appointments for the 2017-18 academic year, with students referred to multiple modalities of therapeutic intervention based on their identified needs.
2. Maximize use of Other Personal Services (OPS) providers from the community who are able to devote 100 percent of their service time to providing individual therapy to students.
3. Explore the expansion of CAPS' post-doctoral training program to maximize student service and advance the university's goals for achieving preeminent status.
4. Reallocate the student health fee so that an additional \$0.63 per student credit hour will go to support CAPS. This will result in close to \$1 million of new resources to directly support UCF's mental health counseling programs.

Public Safety Officers

UCF is working to implement a multiple-year plan that will allow the Police Department to increase staffing to enhance campus safety without overburdening its field training program while bringing the department closer to the IACP recommended standard. Funding has already been approved in 2017-18 to hire four officers in preparation for the new Downtown Campus Fall 2019 opening, with another five anticipated from the 2018-19 budget, pending University Budget Committee approval.

Additionally, UCF proposes to hire a sergeant and four officers for the main campus next fiscal year, and a corporal and an additional four officers in 2019-20, pending University Budget Committee approval. This will allow initial equipment, vehicle, and training costs to be distributed over several years. Additionally, these positions can be incorporated in the February and August hiring and training cycles with the new officers for the UCF Downtown Campus.

<u>UCF Police Budget Plan</u>	<u>2017-18 Approved</u>		<u>2018-19 Planned</u>		<u>2019-20 Planned</u>		<u>Total</u>
	<u>Number of Officers</u>	<u>Estimated Total Cost</u>	<u>Number of Officers</u>	<u>Estimated Total Cost</u>	<u>Number of Officers</u>	<u>Estimated Total Cost</u>	
Lieutenant	1	\$ 110,000		-		-	\$ 110,000
Sergeant	1	\$ 75,000	1	96,300		-	171,300
Corporal	1	67,000		-	1	85,200	152,200
Officers	1	61,000	9	715,500	4	318,000	1,094,500
Equipment, Vehicle, and Training		191,670		498,330	5	230,000	920,000
Total	4	504,670	10	1,310,130	10	633,200	2,448,000

Supporting documentation: None

Prepared by: Maribeth Ehasz, Vice President for Student Development and Enrollment Services

Richard Beary, Associate Vice President and Chief of Police

Submitted by: Maribeth Ehasz, Vice President for Student Development and Enrollment Services

William F. Merck II, Vice President for Administration and Finance and Chief Financial Officer



Public Safety Officers Staffing Plan

UF intends to augment the number of police officers by hiring five additional officers over three fiscal year periods. In FY 2018-19, the University of Florida Police Department (UFPD) will add two officers to its staff, in FY 2019-20 the department will add two more officers to its staff and in FY 2020-21 it will add one more officer to its staff.

There are currently 87 UFPD officer positions, and the officer to student ratio is approximately 2:1200.

Adding five officers to UFPD over three years will bring the total number of officer positions to 92, which will benefit the university in a number of ways.

UFPD will be able to increase the number of officer per shift by one, to accommodate 24/7 coverage on campus.

It will also allow the ratio of UF police officers to come closer to meeting the International Association of Chiefs of Police standard for community-oriented policing of two officers per 1,000 population, when taking into consideration the student population. However, this does not account for the faculty, staff, visitors, sporting spectators and patients who also come onto the UF campus each day.

This increase in officers will support the University of Florida's preeminence efforts in striving to provide a safe and secure environment for its students, faculty, staff and visitors.

The total cost to fund five additional officers, associated personnel equipment-gear and vehicles will be \$994,146. The funds will be provided initially from nonrecurring sources as we work to find a recurring source for this significant and important investment.

Approved by the University of Florida Board of Trustees on August 29, 2017.



Student Mental Health Staffing Plan

UF intends to augment the number of student mental health counselors by hiring 4 additional staff in FY 2017-18, 4 staff in addition to that in FY 2018-19, and 4 staff in addition to that in FY 2019-20. The additional staff will thus total 12.

The current staff numbers 33.5, and the student to counselor ratio is approximately 1 to 1,400.

With the addition of 4 this fall, the staff will number 37.5. We expect to have 47,000 students taking courses on the main campus in Gainesville. That is a ratio of 1 counselor to 1,253 students.

With the addition of 4 more in FY 2018-19, the staff will number 41.5. The student body is projected to grow at no more than 1% per year. So if we assume there are 47,500 students taking courses on the main campus in Gainesville that year, the ratio becomes 1: 1,145.

With the addition of 4 more in FY 2019-20, the staff will number 45.5. If we assume there are 48,000 students taking courses on the main Gainesville campus that year, the ratio becomes 1:1,055.

This program constitutes a significant improvement in the student to mental health counselor ratio over three years, from 1:1,400 to 1:1,055.

The growth in student mental health staff from 33.5 to 45.5 is expected to cost \$1.46 million per year. The funds will be provided initially from nonrecurring sources as we work to find a recurring source for this significant and important investment.

Approved by the University of Florida Board of Trustees on August 29, 2017.



OFFICE OF THE PRESIDENT

UNIVERSITY of
NORTH FLORIDA

September 29, 2017

The Honorable Thomas Kuntz, Chair
Board of Governors
State University System of Florida
325 West Gaines Street, Suite 1614
Tallahassee, FL 32399

RE: UNF Mental Health Counseling and Public Safety Officers Implementation Plans

Dear Chair Kuntz:

Thank you for your commitment to ensuring that we are doing all that we can to provide for the safety and well-being of our students, faculty and staff. Accordingly, this will serve as the University of North Florida's response to your request for information on how we have implemented mental health and public safety initiatives utilizing our existing resources.

Mental Health Counselors

In 2015, a Legislative Budget Request (LBR) was written to increase the availability of counseling services to UNF students. This LBR was repeated and revised in 2016. The proposal was part of an organized effort by all SUS campuses.

In short, UNF proposed that a total of \$587,850 be provided to hire two psychologists, two mental health counselors, a psychiatric nurse practitioner and a case manager (i.e., a total of six new personnel specifically credentialed and licensed in their field of practice). Some of the funds requested were associated with the six recommended hires, including additional office expenses and professional development funds. Additionally, UNF dedicated a smaller portion of the request for purchasing technology to help identify and manage students who demonstrated risk-related behavior.

UNF's Counseling Center is in compliance with the International Association of Counseling Services (IACS) accreditation standards. However, this includes all providers (psychological, psychiatric and nutritional). To be more specific, the calculation of the staff to student ratio includes the psychologists, the counselors, the psychiatric nurse practitioners, the registered dietitian, the psychiatrist and the administrators with clinical credentials. Overall, the ratio of clinicians to students is at best at its upper limit and cannot withstand continued increases in utilization. Yet, the trend at UNF is toward greater student utilization despite static enrollment.

Although the 2017 legislature did not fund the request, UNF has made progress within current resources. In a campus-wide effort, UNF selected Maxient as the provider of preventative tracking and management software. UNF has purchased and begun to implement the software, which is used to identify students at risk, allowing staff to intervene as quickly as possible to prevent further academic or personal decline, and to lend support to the student in the least invasive and most efficient manner. Its startup cost (not including University personnel) was approximately \$15,000. This cost, plus the yearly \$8,000 maintenance cost, is being covered by the University.

UNF's Student Government is aware of the increasing need for counseling services and has worked with UNF administrators to identify resources that may assist the Counseling Center in moving toward its goal of lowering wait times for initial sessions and between counseling appointments. Without additional state funding or the ability to raise fees, Student Government made a decision to redistribute a portion of existing fee funding to the Counseling Center, which together with an investment from the university's base budget equates to an additional \$124,800 per year, or approximately 21% of the proposed LBR. These funds were explicitly designated to partially pay for a new pre-doctoral psychology internship program. This program adds personnel for relatively little cost.

Finally, since the funds are available for FY 2017-2018 and developing this type of training program will take no less than one year, the majority of these funds will be used to hire temporary clinicians to bridge the gap until the new interns can take over in FY 2018-2019.

Police & Public Safety

UNF has provided two additional police officer positions to bring our total to 31 sworn officers. This is only one away from the 32 required by the BOG. At current staffing UNFPD is adequately staffed for the current student population.

UNF's Police Department applied for a Department of Justice grant to receive an additional 22 body cameras and related equipment. If the grant is approved by the DOJ this will satisfy the requirement of the BOG and additional State funding will not be necessary. UNFPD should know if the grant was approved by the end of October or beginning of November.

The Cooper system has been on the agenda of the Crisis Management Team for quite some time. As a result, the system has had necessary upgrades and improvements that have proven to stabilize the reliability and performance of the outdoor communication system.

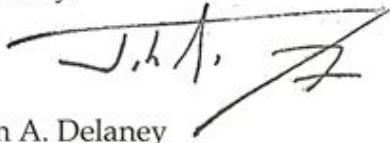
Finally, the radio repeater tower has been discussed repeatedly at the Technical Security Meeting. As a result, multi-directional antennae have been installed around the campus

in an effort to eliminate dead spots and increase communications. So far this seems to be working. Additionally, Physical Facilities has implemented language requiring any new or renovated buildings to be equipped with antennae that meet national standards for communications networks.

All budgetary items referenced above were reviewed and approved by UNF's Board of Trustees as a part of their approval of the FY 2017-18 operating budget for UNF.

Thank you again for your attention and commitment to these important initiatives and for the opportunity to report on our progress.

Sincerely,

A handwritten signature in black ink, appearing to read "J.A. Delaney", with a stylized flourish at the end.

John A. Delaney
President

C: Marshall Criser, III
Chancellor, State University System of Florida

The Honorable Norman D. Tripp, Chair
Academic & Student Affairs Committee

MWell4Success

A Systems-thinking and Public Health Approach for Improving Mental Wellbeing among USF Students

A White Paper

August 3, 2017

USF Tampa Student Affairs & Student Success

**Prepared by: Rita DeBate, PhD, MPH, FAED, FAAHB
Associate Vice President, Health & Wellness**

In Collaboration with

Joe Puccio, MD Interim Co-Director USF Tampa Counseling Center

Anita Sahgal, Psy.D. Director, Wellness Center & Student Disability Services USF St. Petersburg

Lauren Kurnov, MSW Assistant Vice President, Student Success USF Sarasota-Manatee

WHITE PAPER: MWELL4SUCCESS

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WHITE PAPER: MWell4SUCCESS

Executive Summary

Analogous to universities across the country, the Florida State University System (SUS) counseling centers have seen increasing numbers of students with mental health problems including depression, suicide ideation, and students taking medications for psychiatric conditions. Correspondingly, SUS counseling centers and student health centers have seen a dramatic increase in the number of students seeking assistance for mental health issues.

With regard to the University of South Florida system, the Tampa, St. Petersburg, and Sarasota-Manatee campuses have all confronted increases in the number of students served at their counseling centers over the past 2 academic years (31%, 16%, 8% respectively), in addition to an increase in the number of crisis visits (127%, 7%, 2% respectively) and Baker Acts (132%). Moreover, over the last 5 years, a longitudinal comparison of student specific data reveals increasing trends in the percentage of students diagnosed with anxiety, depression, and panic attacks, in addition to the proportion of students reporting that stress, anxiety, and depression as major impediments to academic performance. Nonetheless, both the Tampa and St. Petersburg campuses are well below the International Association of Counseling Services standards for care with regard to a counselor to student ratio of 1:1,000-1:1,500 (currently 1:1,990 and 1:1,572 respectively).

In an effort to address the growing mental health needs of SUS students, a \$14.4 million legislative budget request (LBR) was submitted by the Florida State University System (SUS) to address the need for additional resources. Although the LBR was not funded, this white paper proposes a USF system plan aimed at addressing the mental health needs of USF students in a way that maximizes existing resources while employing evidence-informed strategic initiatives.

The proposed USF system MWell4Success initiative is a collaborative systems-thinking and public health based approach to ensure that the best services are in place to increase the capacity of our university to meet the mental health needs of our students on a continuum of care needs. Using a tiered approach, the table below provides a snapshot of the programming, activities, and resources requested. These initiatives and corresponding budget are described in detail within the contents of this white paper.

Programming TIERS	Proposed MWell4Success Interventions	Resources Needed	Tampa	St. Pete	SM
			FTE	FTE	FTE
TIER 1 Universal	Increasing Mental Health Literacy	Social Marketing Staff	1		
	Mental Health Outreach	Mental Health Outreach Specialist	1	1	1
	Health & Wellness Coaching (HWC)	Certified HWC	3	1	
TIER 2 Targeted	Extended Counseling Center Service Hours	Licensed Counselors	4		
	Establish Satellite Counseling Stations	Post-Docs Interns	2 3		
TIER 3 Intensive	Implement Coordinated Care Management	Care Manager	2	1	

WHITE PAPER: MWell4SUCCESS

PROBLEM STATEMENT

USF Strategic Significance. The University of South Florida's Strategic Plan for 2013-2018 is comprised of strategic priorities that represent the following metrics: a) Key Performance indicators; b) Tier 1 Performance Metrics; and, AAU Metrics. A critical variable impacting several indicators "needing improvement" is student discontinuance. In a five-year national study of students who left college during their first year, one-third never returned, and only 17% of those who did return earned their bachelor's degree, as compared with 61% among students who persisted into their second year (3). Not only is discontinuance a critical issue for achieving USF's strategic plan, the National Report Card on Higher Education (2008) indicates, "Low college completion rates are depriving the nation of college-educated and trained workers need to keep the American workforce competitive globally."

Significance of Mental Well-being on Discontinuation. Current evidence regarding determinants of discontinuation among college students notes the association between poor mental health and academic problems making it more difficult for students to stay enrolled and complete their degree on time (4-10). Stressors related to higher education pursuits might precipitate an underlying mental health condition--such as depression, or lead to poor coping and self-descriptive patterns such as escalation of substance use. In addition to academic problems, poor mental health can negatively affect decisions and behaviors (e.g., withdrawal, over-commitment leading to failure) in both academic pursuits and extracurricular activities, thereby reducing the student's sense of connectedness to the college environment.

Mental health and substance use among young adults are major public health concerns because of their impact on well-being, safety, and individual productivity. College students have high rates of excessive drinking and drug use (19,20), and Counseling Centers across the country have seen increasing numbers of students with mental health problems including depression and suicide ideation (21) and students taking medications for psychiatric conditions (22). Nationally, one in ten college students sought counseling during the past year (22), with the most recent data showing that 28% of students "felt so depressed in the past year that it was difficult to function" (23). Regardless of college enrollment, young adulthood is a high-risk period for many psychiatric disorders (24), especially the onset of substance use disorders (25, 26). Likewise, a student experiencing the onset of a new psychiatric disorder during college may not be equipped to recognize the problem and/or communicate his/her feelings and concerns also leading to social and academic disengagement (4). Accordingly, counseling centers and student health centers nationwide have seen a dramatic increase in the number of students seeking assistance for mental health issues, particularly anxiety and depression (22).

Eisenberg et al. (5) examined the longitudinal relationships of depression, anxiety, and eating disorders with subsequent grade point average (GPA) and college graduation among a random sample of undergraduate and graduate students (n=2,798). **Results indicated a 10% departure rate among students who were identified as depressed as compared to only 6% among those non-depressed.** In a more recent study, Aria et al. developed an explanatory model predicting enrollment interruptions during the first four years of college on the basis of student characteristics in year one (e.g., substance use, psychiatric symptoms, pre-college and college psychiatric diagnoses); and developed an explanatory model predicting "early" and "late" enrollment interruptions during college (i.e., years 1–2 and years 3–4 of college) on the basis of year one substance use and psychiatric symptoms, pre-college and college psychiatric diagnoses, and background characteristics (8). Data were also collected in the College Life Study (n=1,253), an ongoing longitudinal study of health-risk behaviors

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ascertained at baseline as incoming first-time first-year students at one large, public university in the mid-Atlantic region (9). **Results indicate that being diagnosed with depression during college was strongly associated with interruptions in college enrollment, independent of other psychiatric diagnoses, psychiatric symptoms, and background characteristics.** For example, the regression model predicted overall discontinuous enrollment: college depression diagnosis was associated with more than a two-fold increase in risk for discontinuity, even controlling for gender, high school GPA, and other background characteristics. These findings extend prior evidence that depressive symptoms in college students—but not necessarily depressive disorders—predict increased risk for college non-completion (5-6, 10). **The present findings suggest that year one depressive symptoms might be an important indicator of risk for retention problems, and comport with the notion that early departures from college are often attributable to difficulties with adjusting to college (17-18).**

Economic Significance. As part of the larger study described above, Eisenberg and colleagues developed an economic case for university mental health initiatives (5). Data analyses revealed that a university mental health program serving 500 depressed students would cost approximately \$500,000. However, the tuition GAINED from retained students would be over \$1 million with a lifetime earnings for students of over \$2 million.

USF SUPPORTING DATA on STUDENT MENTAL WELLBEING

In an effort to monitor the health and wellbeing of USF students, USF Wellness implements the National College Health Assessment survey every 2 years (2011 n=1163; 2014 n=947; 2016 n=865). Samples were fairly representative of the undergraduate student body, but less than 1% were of graduate student status. The following sections describe findings related to: a) self-reported diagnosis and treatment of mental health and mental disorders; b) self-reported factors affecting academic performance, and percentage of students reporting depressive symptoms; and, c) factors self-reported as traumatic and/or difficult to handle among USF study respondents that support the contents of this proposal. Although the data presented here are representative of USF, it is important to note that many colleges and universities in the state, nation, and abroad are observing the same trends. Nonetheless, it is critical that we address the mental wellness needs of our students so as to improve their overall quality of life and potential for academic and lifelong success

Self-Reported Diagnosis and Treatment of Mental Health and Mental Disorders. Table 1 (p. 21) represents trends regarding self-reported diagnosis and treatment of mental health and mental disorders from 2011-2016. *Notable findings include the following:*

- Increasing trends: percentage of students diagnosed with anxiety, depression, and panic attack.
- Decreasing trends: percentage of students treated for anxiety, depression, panic attack, insomnia, and other mental health disorder.
- Fewer males report being treated for mental health issues.

Factors Affecting Academic Performance. Table 2 (p. 22) displays the 8 uppermost factors reported by USF students that are impediments to his/her academic performance. Academic performance was considered adversely affected if the student reported: receiving a lower grade on an exam or project; receiving a lower

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course grade; an incomplete or dropped course; or experiencing significant disruption in thesis, dissertation, or research. *Noteworthy findings include the following:*

- Increasing trends are observed regarding the percentage of students who report depression, stress and anxiety as impediments to academic performance
- In all years, compared to on-campus students, a higher proportion of off-campus students reported that work affected their academic performance

Supporting this evidence are findings from the 2014 BCSSE (Beginning College Survey of Student Engagement) data which revealed 44% of incoming freshman self-reporting that managing their time will be difficult or very difficult, and 39% indicating that paying college expenses will be difficult or very difficult.

Depressive Symptoms Reported among USF Participants. Table 3 (p. 23) displays information regarding reported depressive symptoms experienced within the past 30 days. Students were asked to check all that applied. *Noteworthy findings include the following:*

- Increasing trends observed for the percentage of students who reported the following: “felt things were hopeless”, “felt very lonely”, “felt very sad”, and “felt so depressed it was difficult to function”.

Factors Indicated as Traumatic or Very Difficult to Handle among USF Participants. Table 4 (p. 24) displays information regarding the presence of factors that students reported as being traumatic or very difficult to handle. Students were asked to check all among the following that applied to them. *Findings of note include the following:*

- Although still relatively high, decreasing trends in the percentage of students that indicated the following factors as difficult to handle: academics, family problems, intimate relationships, death of a family member/friend
- Aside from academic issues, the top three factors self-reported as traumatic or very difficult to handle included sleep difficulties, personal appearance, career related issues, and intimate relationships
- Increasing trends in the percentage of students who indicated that personal appearance and other relationships are very difficult to handle
- Static trends regarding the percentage of students reporting that personal health issues and sleep difficulties were traumatic or very difficult to handle, the top three stressors included: family problems, intimate relationships, and other relationships. Other relationships was observed with the largest increase at 4.5 percentage points from 2011 to 2014
- In terms of level of stress, a higher proportion of off-campus students reported a tremendous level of stress compared to on-campus students
- A higher proportion of off campus students reported stress from career related difficulties.

Baker Acts. With regard to suicide ideation and attempted suicide, data from both USF Office of Student Outreach and Support and the USF Police Department both indicate a significant increase in Baker Acts from the 2014-2015 academic year to the current academic year. *Noteworthy findings include the following:*

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- There was a 132% increase in Baker Acts from academic year 14-5 to 15-16. (See table below)
- Data from the USF Office of Student Outreach and Support from the current 2015-2016 academic year indicate the following:
 - Of the students who were referred to USF SOS, 26% of students presented with elevated and severe level of concern followed by 43% moderate, 59% mild, and 3% no concern.
 - The top four presenting issues reported through referrals are as follows: Mental health concern (24%); General Well-being Concern (19%); Academic Issues (18%), Suicidal Ideation (12%). These are followed by Alcohol/drug (.05%), medial, intoxication, financial, family death, family issues, suicide attempt, self-harm, disordered eating, and homeless.

USF Counseling Center Resources and Utilization. Standards set by the International Association of Counseling Services suggest a counselor/student ratio of 1:1000-1,500. As depicted in the figure to left, the USF Tampa

Tampa	St. Petersburg	Sarasota-Manatee
<ul style="list-style-type: none"> • 42,803 students • 21 FTE Counselors (16 PhD; 5 Master) • 3 Master interns • 3 PhD interns • 2 Post-Docs • 3 MD Psychiatry (Med Mgt) • 2 MD Psych residents= .5 FTE counseling • Ratio=1:1,990 	<ul style="list-style-type: none"> • 4,717 students • 3 FTE Counselors • Ratio=1:1,572 	<ul style="list-style-type: none"> • 2,071 students • 2 FTE Counselors (New College) • Ratio=1:1036

counseling center is currently comprised of 21.5 FTE counselors resulting in a counselor/student ratio of **1: 1,990**; and the St. Petersburg campus with **1:1,572** ratio. Although both campuses do not meet the accreditation standards regarding counselor/student ratio, the Tampa campus is almost **2x** over the suggested ratio for campus mental health care. To supplement this low ratio, the Tampa Campus also engages in several training programs including 3 master's level internships, 3 PhD psychology internships, and 2 post-docs.

Nonetheless, as depicted in the table below, these additional resources do not meet the increased demand for services via increased student usage, crisis visits, and Baker Acts. All campuses observed an increase in the number of students served in addition to the number of crisis visits. The increased number of crisis visits coupled with the high student to counselor ratio points towards the need for additional resources.

Counseling Center Statistics 2014-15 and 2015-16 Academic Years					
	Ac. Yr	TOTAL	Tampa	St. Pete	Sarasota-Manatee
Students Served	14	2,884	2,299 (5%)	249 (5%)	336 (12%)
	15	3,636	3,002 (7%)	272 (6%)	362 (12%)
	% Increase		31%	9%	8%
Crisis Visits	14	457	392	38	42
	15	975	891	41	43
	% Increase		127%	7%	2%
Baker Acts <small>* <10 not reported to protect student privacy</small>	14	38	22	*	16
	15	51	51	*	*
	% Increase		132%		

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Student Demand for Mental Wellbeing Services. Mental health statistics from various USF Wellness departments support the increase in demand for services related to student stress over the last 3 years. Mirroring national statistics, the demand for USF Counseling Center services has dramatically increased since last year with a year to date increase of 61% for scheduled individual sessions, and a 98% increase for urgent on-call appointments while psychiatric hospitalizations have tripled. Moreover, USF Student Health initiated psychiatric services in the past year and provided 3590 visits to students with mental health needs requiring medication and the USF Office of Student Outreach and Support has seen a 20% increase in referrals.

Table 5 (p. 25) displays information regarding wellness service use and information needs as reported in the 2011 and 2014 NCHA study. *Findings of note include the following:*

- A statistically significant increase was observed in the number of students who either used the counseling center or would consider using the counseling center from 2011-2014.
 - Females reported a higher rate of receiving mental health services from a counselor/psychologist (35.3% v. 24.3%, $p<.008$) and from university health/counseling (13.4% v. 7.1%, $p<.008$).
 - Females also had a higher rate of reporting that they were considering seeking help from a mental health professional in future (71.6% v. 58.4%, $p<.008$).
 - Off campus students reported a higher rate of receiving services from an “other medical provider” (13.9% v. 7.8%, $p<.008$).
 - In terms of race, Asian students had a lower rate of receiving services by a counselor/psychologist (10.4%) compared to both White students (37.0%) and biracial or other race students (40.4%; $p<.008$). Similarly, Asian students reported a lower rate of considering seeking help from a mental health professional in future (48.7%) compared to both White students (69.6%) and Hispanic students (75.1%; $p<.008$).
- A statistically significant increase was observed in the number of students who are interested in receiving more information on topics related to mental well-being.

Priority Populations. As indicated by the aforementioned data above, evidence suggests that USF **male, international, and off-campus students** are observed with the greatest need of mental wellbeing, but are also the population that has low help-seeking behaviors. Data from the 2015 BSSE revealed a statistically significant difference (all $p<.05$) between males and females regarding the following help-seeking behaviors. For all, males were statistically significantly less likely to engage in the following:

- Talk about career plans with a faculty member
- Discuss academic performance with a faculty member
- Discuss course topics, ideas, or concepts with a faculty member outside of class
- Find additional information for course assignments when you don’t understand the material
- Ask instructors for help when you struggle with course assignments
- Support to help students succeed academically

USF Male Student Mental Health Literacy. The current author implemented a study of mental health literacy and help-seeking behaviors among 917 (73.8%) undergraduate males and 325 (26.2%) graduate males enrolled at the USF Tampa campus. Mental health literacy (MHL) can be defined as the lack of knowledge of relationship between mental well-being and student performance, attitudes regarding and valuation of mental well-being, awareness of signs and symptoms of poor mental well-being among students, skills in student

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approach and protocol, and awareness of USF resources; and b) decreased student skill capacity regarding stress management, time management, resiliency, etc. Results revealed statistically significant differences between undergraduate and graduate male students with undergraduates observing lower Mental Health (MH) Knowledge ($p < 0.001$), MH Attitudes ($p < 0.001$), Self-stigma toward help seeking ($p < 0.001$), Impact of help seeking on self-confidence ($p = 0.003$), Intention to seek care for MH issues ($p < 0.001$), Intention to seek help for Academic Issues ($p = 0.004$), Intention to seek help for difficulty with self or others ($p < 0.001$), and overall MHL ($p = 0.006$). Moreover, further assessment regarding demographic variables revealed international students and students enrolled in STEM degree programs with lower mental health literacy and help-seeking behaviors.

Consequently, if we want to increase the number of students, especially male students, who seek assistance for mental health, interpersonal, and academic issues, tailored social marketing campaigns aimed at increasing knowledge on signs and symptoms of mental health issues in addition to decreasing self-stigma of help-seeking is a key leverage point for moving the needle toward getting the assistance they need to be successful.

PROPOSED SOLUTION

Legislative Budget Request. A \$14.4 million legislative budget request (LBR) was submitted by the Florida State University System (SUS) to address the need for additional resources to address the mental health needs of SUS students. Although the LBR was not funded, the following represents the approximate \$2.9 million request made by USF system campuses:

TAMPA (\$2,276,460)	ST. PETERSBURG (\$338,435)	SARASOTA-MANATEE (\$232,130)
<ul style="list-style-type: none"> Hire additional staff (n=22) to expand service accessibility and availability Develop specialized care teams Develop embedded counselor service delivery Let's Talk consultation services Extend service delivery hours Increase skill-based groups 	<ul style="list-style-type: none"> Hire full-time Victim Advocate/Sexual Assault Prevention Specialist Hire full-time Licensed Clinical Social Worker Hire full-time Psychological Resident/Post-Doc Hire additional Psychologist (n=3) 	<ul style="list-style-type: none"> Increase on-campus clinic option (currently 8hrs/week) Hire additional Psychologist Hire Case Managers (n=2) Hire part-time Psychiatrist

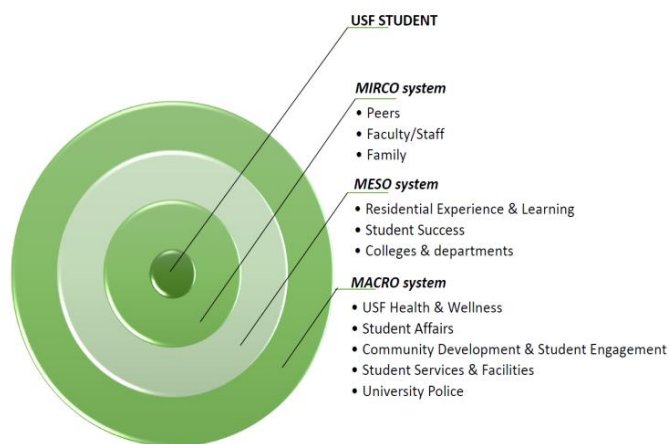
Although the LBR was not funded, the USF system has collaborated to design a plan to improve student mental wellbeing in a way that maximizes existing resources while employing evidence-informed strategic initiatives.

USF System Response. The proposed MWell4Success (Mental Well-being for Student Success) program is an innovative and *BULLISH* approach to addressing the mental well-being of USF students through a collaborative systems-thinking and public health framework. Supported by USF student data, college mental health literature indicates that even when mental health services are readily available on a college campus, only a small number of college students who report being depressed are receiving treatment (26). ***That said, although increasing access and providing high-quality mental health treatment services are critical, expanding efforts to prevent and promote the mental health of all students is essential.*** To that end, many universities are adopting a systems-thinking public health approach with tiered prevention strategies that address multi-level factors that influence student mental health (27, 28).

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Systems-thinking. Systems-thinking approaches require an understanding of the complex adaptive systems involved in both causing and solving issues such as community mental wellbeing. With a systems-thinking perspective, each separate activity to address mental wellbeing is necessary (e.g., counseling center, SOCAT), but *insufficient in itself*. Consequently, improving mental wellbeing among the USF student body requires collaboration across micro, meso, and macro systems in addition to the creation of communication infrastructures in order to foster improvements in organizational structures and functions.

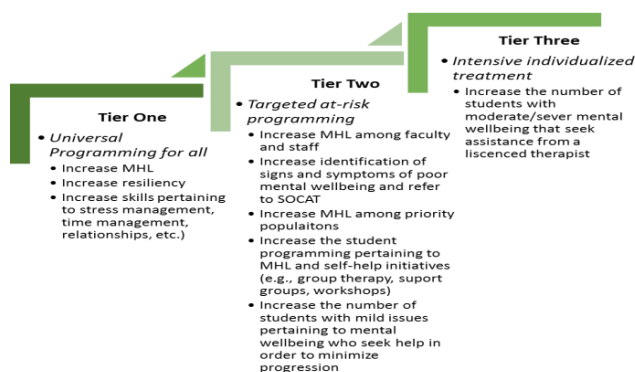
With the student at the center, the Microsystem is the system closest to the student and contains those which have direct contact with the student including: guardians, peers, and university faculty and staff. Connecting



two or more Microsystems, the Mesosystem includes various university entities including, but not limited to, Residential Experience & Learning, Student Success, Undergraduate studies, Graduate studies, and the various colleges and departments. The Macrosystem is comprised of norms and university-based resources. These include, but are not limited to, the units within USF Health & Wellness (Counseling Center, Student Health Center, Student Outreach & Support (SOS), Victim Advocacy, Center for Student Wellbeing, Campus Recreation), Community Development & Student Engagement, Student Services & Facilities,

and University Police. All of these systems function within established university values and norms (e.g., mental health literacy). In order to achieve maximal functioning and student outcomes, a systems-thinking approach requires interaction within and between systems. For example, establishing a culture that values mental wellbeing may increase the number of faculty who refer students to SOS who then may refer to the Counseling Center. In addition, the student is more likely to seek help from the Counseling Center with the reduced stigmatization of mental health due to the cultural value of mental well-being.

Public health. Public health approaches aim to provide the maximum benefit for the largest number of people. As such, a whole-population, strength-based approach that proactively addresses the mental health needs of all students through tiered interventions. More specifically, recommendations from the Institute of



Medicine (IOM) and National Research Council (NRC) state that mental health action plans should implement programs along a continuum which address a) all students regardless of risk, b) at-risk students and, c) students needing intensive individualized treatment (29). As depicted in the figure to the left, the overall goal of *Tier 1: Universal* mental health promotion is to enhancing competencies and optimizing positive mental health among all USF students. *Tier 2: Targeted and at-risk* programming includes primary and

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secondary prevention initiatives with the goal of reducing risks, minimizing health problems, and ensure early detection. *Tier 3: Intensive individualized* programming focuses on secondary and tertiary interventions to increase the number of students who receive mental health treatment, reduce the effects of mental illness, and restore mental health and overall quality of life.

USF MWell4Success Initiative. The USF system MWell4Success initiative is a collaborative systems-thinking and public health based approach to ensure that the best services are in place to increase the capacity of our university to meet the mental health needs of our students on a continuum of care needs. The table below provides a snapshot of the programming, activities, and resources requested for this innovative approach. Details for each tier are described in following sections.

MWell4Success: Collaborative system-thinking and public health approach to mental wellbeing among USF students		
Tier	Initiatives	System Level
TIER 1: Universal	Increase mental health literacy among USF students.	Micro
	Increase mental health literacy among staff & faculty to increase capacity for identifying signs and symptoms of poor mental wellbeing among USF students.	Meso & Macro
	Establish Success & Wellness Coaching to increase effective coping mechanisms and resiliency among USF students.	Macro
TIER 2: Targeted	Create tailored and culturally-competent social marketing campaigns to improve mental health literacy among USF students especially among the following priority populations: FTIC, SSS, Transfer, racial/ethnic minorities, males, and international students.	Micro
	Market and implement TAO e-mental health to improve access to sub-clinical mental wellbeing resources especially among male, international, STEM, and working students.	
	Establish team of Mental Health Outreach Specialists to increase resiliency among USF students especially among the following priority populations: FTIC, racial/ethnic minorities, males, STEM and international students.	Micro
	Establish satellite mental wellbeing offices to improve access to USF licensed mental health providers	Micro
	Extend USF CC service delivery hours to improve access to USF licensed mental health providers.	
TIER 3: Intensive	Create a Care Management program to increase tertiary care of USF students.	Macro
	Continue medication management through psychiatry services.	Micro

Tier 1: Universal Programming.

Increasing Mental Health Literacy. Evidence-base: Mental health literacy pertains to knowledge (causes, signs and symptoms), attitudes (stigma), and beliefs (self-help, professional help) about mental health which influence recognition, management or prevention. Specific components of mental health literacy include: (a) the ability to recognize specific disorders or different types of psychological distress; (b) knowledge and beliefs about risk factors and causes; (c) knowledge and beliefs about self-help interventions; (d) knowledge and beliefs about professional help available; (e) attitudes which facilitate recognition and appropriate help-seeking; and (f) knowledge of how to seek mental health information (30, 31).

Limited health literacy is associated with worse health outcomes and higher costs and in the collegiate population can also lead to impaired student success (32). Health literacy is not only about individuals' skills; in the United States, health literacy reflects the efforts of health systems and professionals to make health

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information and services understandable and actionable. Interventions across multiple sectors need to focus on improving individual skills and making health service, education, and information systems more health literate (32).

Social Marketing. Evidence-base. With its components of marketing and consumer research, advertising and promotion (including positioning, segmentation, creative strategy, message design and testing, media strategy and planning, and effective tracking), Social Marketing can play a central role in communicating important health issues. By using marketing techniques to generate discussion and promote information, attitudes, values and behaviors, Social Marketing helps to create a climate conducive to social and behavioral change. We propose to improve mental health literacy among students, faculty, and staff through social marketing initiatives in an integrated student-centered planning and action framework that utilizes advances in communication technology and marketing skills.

As such, activities proposed for universal prevention include hiring 1 FTE Social Marketing staff to provide human resource for developing social marketing campaigns focused on mental health literacy, self-stigma for help-seeking behaviors, in addition to university resources. The Social Marketing Staff will also target marketing efforts to focus on priority populations including faculty/staff, males, international students, STEM, and off-campus students. The social marketing staff would serve all USF system campuses and work collaboratively with other USF units and current student groups (e.g., REACH Peer Educators, ActiveMINDS, etc.) to inform these campaigns to ensure that they are tailored and include specific “calls to action” for the student, faculty and staff.

KOGNITO. Evidence-base: Mental health education has been established internationally as a critical component of comprehensive suicide prevention strategies and as a method to engage the community in identifying and connecting distressed individuals with support services. Several studies have shown that mental health education is effective in changing knowledge and attitudes but has moderate effect on actual behavior in terms of approaching distressed students and referring them to support services. Included in SAMHSA’s National Registry of Evidence-Based Programs and Practices, the At-Risk for College Students is a 30-minute online mental health simulation and the At-Risk for University and College Faculty and Staff is a 45-minute online professional development simulation. In both simulations, users enter a virtual environment and engage in three conversations with virtual students that exhibit signs of psychological distress including anxiety, depression, and suicidal ideation. In this process, they learn to recognize warning signs and use motivational interviewing tactics to build trust and motivate the student to seek help. The simulation is listed in SAMHSA’s National Registry for Evidence-Based Programs and Practices (NREPP) and in Section III of the SPRC/AFSP Best Practices Registry. Introduced in 2012, the simulation has been adopted by over 250 colleges in the US, Canada, UK, and Australia.

We will incorporate Kognito on-line modules with current USF Life Skills modules that all incoming students complete. In addition, we will work with staff in human resources and college deans to establish protocol and procedures for having new faculty and staff complete the modules. Kognito is available for all USF campuses.

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Success and Wellness Coaching. Evidence-base: The need to prevent, improve, or treat lifestyle-related mental and physical health issues has led to the emergence of new roles in health care including health and wellness coaching (HWC). Current published reviews of HWC suggest its effectiveness in multiple psychosocial variables, behavioral outcomes, a variety of mental and physical health issues (33). The HWC approach employs health professionals trained in patient-centered coaching competencies (e.g., coaching tasks, knowledge, and skills) based upon evidence-based theories of behavior change, self-determination, self-efficacy, self-regulation, positive psychology, and motivational interviewing. HWC helps patients or clients identify a personal vision of thriving mentally and physically while assisting in developing autonomous motivation, improving positive emotions, resources, and self-efficacy, and sustaining changes in mindset and behavior that generate improved health and well-being (34). The National Consortium for Credentialing Health & Wellness Coaches completed a best-practices job task analysis to enable a national health and wellness coach certification.

Analysis of data from the USF Tampa campus counseling center revealed that approximately 23% of students who go to the counseling center seek assistance for minor mental wellbeing issues centered on behavior change (e.g., time management, stress management, effective communication, relationship issues, etc.). Employing less costly certified HWC coaches could address the mental wellbeing needs of these students enabling the counseling center staff to focus on the needs of the students with moderate/severe mental wellbeing needing therapy and, possibly medications. In addition, HWC reduces stigma of help-seeking behaviors increasing the likelihood of addressing issues with poor mental wellbeing before they escalate.

The present author is currently piloting a USF Success & Wellness coaching program at the Tampa campus which has resulted in over 118 students signing up for coaching with presenting issues ranging from stress management, to procrastination, financial worry, physical health issues, relationship issues to study habits. Coaching can be done via face-to-face and/or telephone which also increases the accessibility and availability of assistance for our students. To ensure sustainability, three of our current coaches are participating in advanced training so that a USF Health & Wellness Coaching certification program can be established at USF. Furthermore, due to the positive feedback in the pilot program, we are exploring the need and feasibility of training undergraduate and graduate students in certain disciplines to become coaches for the purposes of peer coaching.

USF Tampa Student Affairs and Student Success has currently invested in 1 FTE certified HWC (a masters student in CBS) and 1 Graduate Assistant (certified HWC pursuing MPH). In order to transition the pilot to serving all students in the USF system campuses, we are requesting 4 FTE certified HWC (3 Tampa, 1 St. Pete).

TIER 2. TARGETED PROGRAMMING

TAO e-Mental Health. Evidence-base: University-based on-line mental health seeking behaviors have grown exponentially as they provide on time and on-demand opportunities for students with mental health needs. In addition, on-line interventions allow for flexible access and meet many mental health help-seeking barriers including a) long-wait times for appointments, b) sense of control and anonymity, c) stigma, and d) false beliefs about mental illness. TAO computer-based mental health treatment program is considered the gold standard in behavioral and population health designed specifically to meet the service needs of higher education

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institutions. The on-line evidence-based intervention offers a broad library of supportive programs (e.g., anxiety, depression, stress, resiliency, substance abuse, communication and relationship issues, anger management, and pain management), secure access (HIPPA certified), and 24/7 accessibility with university customization and engagement. The platform offers interactive tools and apps to encourage user engagement, goal-setting, problem solving, tailoring, and integrates human support that dives user engagement and outcomes.

Currently contracted for use, TAO will be implemented on all three USF campuses in the following ways: a) counselors can use modules to supplement face-to-face therapy opening schedules up for additional student appointments; b) Success & Wellness coaches can incorporate certain modules as part of behavior change plans; c) students can access online modules on their own without having to see a counselor or coach. The use of TAO increases accessibility to resources for students who have mild mental wellbeing issues, but are not in need of a therapist; thus, opening up appointment slots with counselors for students with moderate and/severe mental wellbeing. It is estimated that TAO makes up approximately 1 FTE counseling.

Mental Health Outreach Specialists. Evidence-base: The purpose of targeted prevention is to tailor primary and secondary prevention programming for at-risk populations to reduce risks, minimize health problems, and ensure early detection of poor mental wellbeing. According to the current literature and supported by USF specific data, priority college populations at greater risk for issues related to poor mental wellbeing and/or lower help-seeking behaviors include FTIC, TRIO, Transfer, racial/ethnic minorities, males, and international students. These priority populations express varied and distinct factors that may affect stress, anxiety, depression, and associated impediments to academic success. Therefore, translation of evidence-informed cultural competent programming is necessary to reach these at-risk populations.

We propose hiring 4 FTE LCSW Mental Health Outreach Specialists (MHOS: 3 Tampa, 1 St. Pete, 1 Sarasota-Manatee) that can focus on translating evidence-informed practices aimed at increasing resiliency among USF students through an active-based approach tailored for above described priority populations. Examples include the development of culturally competent "Let's Talk" sessions, group counseling, Mental Health First Aid (MHFA) trainings for front line staff (e.g., Resident Hall Staff, Advisors), and MHFA toolkits. MHOS will collaborate with Student Disability Services, TRIO program, Orientation, Residence Life, Parent & Family Program to increase mental health literacy among students and parents to increase recognition, referral, and treatment. Additionally, they will work with the .5 FTE Social Marketing staff (described in Tier 1) to create social marketing campaigns to increase the likelihood that the priority populations become aware of and participate in these resources.

Establish Satellite Counseling Centers with Extended Hours. Evidence-base: This initiative includes secondary and tertiary interventions to increase treatment, reduce the effects of mental illness, and restore mental health. As per data presented above, approximately 6% of the USF Tampa student population has accessed the individual and/or group therapy at the Counseling Center this academic year-to-date. Access related issues include availability of counselors, availability of counselors at times when students are not in class/work, and accessibility of counselors in locations throughout the large USF campus. To decrease access related issues, we propose hiring an additional 7 FTE licensed mental health counselors (5 counselors and 2 post docs for Tampa) that will specifically be hired to provide counseling resources for evening and weekend hours

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in addition to establishing satellite USF counseling stations that will increase access to services across campus. Additionally, the USF Tampa counseling center will expand its internship program from 3 to 6 master's interns/year. The number of counselors, post docs, and interns requested is based on the following calculations:

- USF Tampa Enrollment for Fall 2016= **42,803** students. Current student to counselor ratio is **1:1990** (standard should be no more than 1:1500).
- USF National College Health Assessment data from a random sample of undergraduate and graduate students in the fall 2016 semester observed **20%** of students self-reporting that in the past 30 days ***“felt so depressed it was difficult to function”***—a critical sign/symptom of mental and physical wellbeing in need of care.
- Inferring 20% of the sample to the total population, there may be approximately **8,561** students in need of secondary and tertiary psychological and/or psychiatric care.
- A total of **2,928** unique students YTD were seen in the 2016-2017 academic year by the USF Counseling Center and/or the USF Student Health Center Psychiatry staff.
- If we subtract the **8,561** potential students who may need care for depression from the **2,928** students who have sought care (noting that not all of them sought care for depression), there are **5, 633** students who may be in need for therapy who have not accessed USF Tampa Counseling services (13%).
- Adding 5 counselors (3 PhD, 2 masters) and 2 post docs will increase the counselor/student ratio to 1:1500 meeting the accreditation standard and providing additional counselors for 13% of students identified above who are potentially in need of therapy. The additional counselors will also provide opportunities for additional internships via supervision.

TIER 3. INTENSIVE

Care Management Program. This initiative addresses the need for “wrap around” student care that connects many of the USF resources including psychiatric services at the Student Health Center, Counseling Center, HWC, Student Outreach & Support, and Disability Services. The wrap around care proposed will be provided by hiring 3 FTE Care Managers (2 Tampa, 1 St. Pete) who will ensure comprehensive care and coordination of care provided by various USF service resources.

SUMMARY. The table below summarizes the proposed MWell4Success initiative including requested resources. Arrows indicate shared resources.

Proposed MWell4Success Interventions	Resources Needed	Tampa	St. Pete	SM
		FTE	FTE	FTE
Increasing Mental Health Literacy	Social Marketing Staff	1		→
Mental Health Outreach	Mental Health Outreach Specialist	1	1	1
Health & Wellness Coaching	Certified HWC	3	1	
Extended Counseling Center Service Hours	Licensed Counselors	5		
Establish Satellite Counseling Stations	Post-Docs	2	→	
	Interns	3		
Implement Coordinated Care Management	Care Manager	2	1	

IMPLEMENTATION TIME LINE and BUDGET

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USF Tampa

	FY 17-18		COST	FY18-19		COST
	Fall	Spring		Fall	Spring	
Implement Mental Health Literacy Social Marketing (Hire 1 FTE Social Marketing Staff)	x	x	\$28,500 salary \$9,975 benefits	x	x	\$38,000 salary \$13,300 benefits
Implement Mental Health Outreach (Hire 1 FTE Mental Health Outreach Specialist)	x	x	\$42,000 salary \$14,700 benefits	x	x	\$56,000 salary \$19,600 benefits
Implement Health & Wellness Coaching Satellite Stations (2 stations) (Hire 3 FTE certified Health & Wellness Coaches)	x	x	\$90,000 salary \$31,500 benefits	x	x	120,000 salary \$42,000 benefits
Establish Extended Hours for Counseling Services (Hire 2 OPS licensed counselors)	x	x	\$70,740 salary \$24,759 benefits	x	x	\$94,320 salary \$33,012 benefits
Continue with Extended Hours for Counseling Services (Replace 2 OPS above with 2 FTE Counselors)		x	\$60,000 salary \$21,000 benefits	x	x	\$120,000 salary \$42,000 benefits
Add Counseling Services to Health & Wellness Coaching Satellite Stations (Hire 3 FTE Counselors)		x	\$60,000 salary \$21,000 benefits	x	x	\$160,000 salary \$63,000 benefits
Implement Coordinated Care Management System (Hire 1 FTE Care Manager)		x	\$22,000 salary \$7,700 benefits	x	x	\$44,000 salary \$15,400 benefits
Implement 2 additional Satellite Stations (Hire 2 post-docs)				x	x	\$95,600 salary \$10,360 benefits
Add an additional Care Manager for Coordinated Care					x	\$22,000 salary \$7,700 benefits
TOTAL COST	FY 17-18		\$373,240 salary \$105,875 benefits	FY 18-19		\$769,920 salary \$208,180 benefits

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USF St. Petersburg

	FY 17-18		COST	FY18-19		COST
	Fall	Spring		Fall	Spring	
Implement Mental Health Outreach (Hire 1 FTE Mental Health Outreach Specialist)	x	x	\$42,000 salary \$14,700 benefits	x	x	\$56,000 salary \$19,600 benefits
Implement Health & Wellness Coaching (Hire 1 FTE certified Health & Wellness Coaches)	x	x	\$30,000 salary \$10,500 benefits	x	x	40,000 salary \$14,000 benefits
Implement Coordinated Care Management System (Hire 1 FTE Care Manager)		x	\$22,000 salary \$7,700 benefits	x	x	\$44,000 salary \$15,400 benefits
TOTAL COST	FY 17-18		\$94,000 salary \$32,900 benefits	FY 18-19		\$140,000 salary \$49,000 benefits

USF Sarasota-Manatee

	FY 17-18		COST	FY18-19		COST
	Fall	Spring		Fall	Spring	
Implement Mental Health Outreach (Hire 1 FTE Mental Health Outreach Specialist)	x	x	\$42,000 salary \$14,700 benefits	x	x	\$56,000 salary \$19,600 benefits

USF System Total	FY 17-18 COST		FY 18-19 COST	
	\$509,240 salary \$153,475 benefits	\$662,715	\$965,920 salary \$276,780 benefits	\$1,242,700

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TABLE 1. USF NCHA DATA: MENTAL WELLBEING DIAGNOSIS AND TREATMENT

IN LAST 12 MONTHS:	2011 %	2014 %	2016 %	+/- %
DIAGNOSED WITH ANXIETY	10.9	12.6	14.6	+3.7
TREATED FOR ANXIETY (HC 2020 TARGET=86.8%)	74.8	70.3	62.7	-15.8
DIAGNOSED WITH DEPRESSION	8.5	9.1	11.0	+2.5
TREATED FOR DEPRESSION (HC 2020 TARGET=91.9%)	83.7	77.0	67.4	-16.3
DIAGNOSED PANIC ATTACK	5.8	7.6	6.7	+0.9
TREATED FOR PANIC ATTACK	62.9	64.3	55.2	-7.7
DIAGNOSED WITH INSOMNIA	3.7	3.2	3.1	-0.6
TREATED FOR INSOMNIA	68.1	70.0	59.3	-8.8
DIAGNOSED WITH OTHER SLEEP DISORDER	1.8	1.0	2.0	+0.2
TREATED FOR OTHER SLEEP DISORDER	60.0	63.6	70.6	+10.6
OTHER MENTAL HEALTH CONDITION	1.9	1.9	1.5	-0.4
TREATED FOR OTHER MENTAL HEALTH CONDITION	90.9	66.7	76.9	-14.0

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TABLE 2. USF NCHA DATA: MENTAL WELLBEING AND ACADEMIC PERFORMANCE

	2011 %	2014 %	2016 %	+/- %
ANXIETY (HC 2020 TARGET=16.5%)	22.6	24.8	24.2	+1.6
DEPRESSION	14.2	14.7	16.9	+2.7
STRESS (HC 2020 TARGET=24.7%)	30.9	34.1	33.4	+2.5
RELATIONSHIP DIFFICULTIES	12.4	10.7	9.2	-3.2
CONCERN FOR FAMILY MEMBER/FRIEND	14.7	10.4	11.8	-2.9
SLEEP DIFFICULTIES (HC 2020 TARGET=18.0%)	21.9	21.8	20.0	-1.9
FINANCES	11.2	9.8	9.1	-2.1
WORK (HC 2020 TARGET=12.3%)	17.5	15.2	16.8	-0.7

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TABLE 3. USF NCHA DATA: DEPRESSIVE SYMPTOMS IN PAST 30 DAYS

	2011	2014	2016	+/-
	%	%	%	%
FELT THINGS WERE HOPELESS	26.9	28.1	29.3	+2.4
FELT OVERWHELMED BY ALL YOU HAD TO DO	72.9	67.3	67.7	-5.2
FELT EXHAUSTED (NOT FROM PHYSICAL ACTIVITY)	67.8	64.4	66.7	-1.1
FELT VERY LONELY	35.9	37.1	36.2	+1.7
FELT VERY SAD	36.6	40.9	39.1	+2.5
FELT SO DEPRESSED IT WAS DIFFICULT TO FUNCTION	16.6	19.7	19.4	+2.8
FELT OVERWHELMING ANXIETY	35.1	37.5	41.7	+6.6
FELT OVERWHELMING ANGER	22.8	22.5	20.7	-2.1
SERIOUSLY CONSIDERED SUICIDE IN PAST 12 MONTHS	7.2	10.0	3.8	-3.4
ATTEMPTED SUICIDE IN PAST 12 MONTHS (HC 2020 TARGET=1.2%)	1.3	1.9	0.3	-1.0

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TABLE 4. USF NCHA DATA: PRESENCE OF FACTORS THAT STUDENTS REPORTED BEING TRAUMATIC AOR VERY DIFFICULT TO HANDLE

	2011 %	2014 %	2016 %	+/- %
ACADEMICS	48.6	48.8	46.1	-2.5
CAREER RELATED ISSUES	27.5	25.4	27.8	-0.3
DEATH OF A FAMILY MEMBER/FRIEND	17.0	15.8	13.8	-3.2
FAMILY PROBLEMS	33.3	32.4	26.2	-7.1
INTIMATE RELATIONSHIPS	34.1	30.7	27.6	-6.5
OTHER RELATIONSHIPS	22.2	26.7	23.4	+1.2
HEALTH PROBLEM OF FAMILY MEMBER/FRIEND	21.4	17.4	19.4	-2.0
PERSONAL APPEARANCE	25.8	26.4	28.9	+3.1
PERSONAL HEALTH ISSUES	19.5	20.6	19.2	-0.3
SLEEP DIFFICULTIES	29.3	29.5	29.0	-0.3
MORE THAN AVERAGE STRESS	41.6	41.8	--	--
TREMENDOUS STRESS	12.1	11.5	10.5	-1.6

WHITE PAPER: MWELL4SUCCESS

TABLE 5. USF WELLNESS SERVICE USE AND INFORMATION NEEDS

	2011 %	2014 %	+/- %
SELF-REPORTED USF COUNSELING CENTER USE	12.0	16.6	+4.6*
WOULD CONSIDER SEEKING HELP FROM MENTAL HEALTH PROFESSIONAL IN THE FUTURE	68.4	70.0	+1.3
INTERESTED IN INFORMATION ABOUT			
DEPRESSION/ANXIETY	50.6	58.5	+7.9**
GRIEF AND LOSS	40.0	47.9	+7.9**
HOW TO HELP OTHERS IN DISTRESS	56.1	61.9	+5.8

*statistically significant at $\alpha=.008$; **statistically significant at $\alpha=.003$

University of South Florida
Tampa Campus
Public Safety Initiatives Plan FY 2017

Background

The University of South Florida (USF) Police Department is an accredited law enforcement agency staffed with 78 full-time positions which consist of state certified officers, communications specialists, and a number of support personnel.

These resources provide public safety services to:

- 43,500 enrolled students
 - 5,400 living on campus
- 14,000+ faculty, staff, and part-time workers
- Multiple inpatient and outpatient medical facilities that include:
 - USF Health
 - Moffitt Cancer Research Hospital
 - Shriners Hospital for Children
- Two elementary schools
- Two financial institutions
- State of Florida Department of Health Laboratory
- Sun Dome - 10,000 person arena

Based on the current student enrollment, USF police has an officer to student ratio of 1:750, 58 positions, which is 15 officers below the recommended 1:600 ratio proposed in 2008. In an attempt to address this staffing gap, over the past several years the University community has explored and implemented strategic remedies.

Strategic Recruitment and Retention Efforts

Some of those efforts made over the last few years include:

- Increased starting salary from \$38,000 to the current \$42,000 to improve market competitiveness (2012)
- University authorized and funded the addition of eight (8) sworn positions.
- COO unfroze positions which had been held closed.
- Implemented take home car program as a recruiting and retention strategy.
- Distributed \$345,000 recurring rate to sworn officer positions to maintain market competitiveness and internal equity.

- Provided university wide merit increases
- Strategic Restructuring – created civilian positions to absorb duties traditionally handled by sworn officers to allow law enforcement to focus on core responsibilities.
- Significant investments made by university administration to upgrade equipment and improve our ability to compete.
- Increased number of Communications personnel in support of the additional work load created by an expanded law enforcement staff and to preserve officer safety.
- Awarded stipends to Communications staff for certifications required by the Florida Department of Health.

Challenges to Recruitment and Retention:

The University community has committed resources toward resolving issues of recruitment and retention. While the collaborative initiatives have been positively impactful there are components that impede our ability to recruit and retain, some of which are listed below:

- Tampa is an urban area and we are competing for qualified candidates with four other well positioned agencies in a major metropolitan market.
- The local agencies with whom we compete have the resources to maintain highly competitive salaries at all levels.
- Local agencies are assessing a common pool of applicants who, at this point in time, have their pick of potential employers.
- National trend driving people away from law enforcement as a career. Recent data shows our applicant pool dropped by 50%, and a number of our established officers have left the agency to get out of law-enforcement altogether.
- Even if successfully screened through the hiring process, a number of new officers have difficulty successfully completing the field training program. We attribute this to the fierce competition with the “A” level candidates securing employment with agencies having higher starting salaries and/or a variety of opportunities.
- The current police facility is a disadvantage on multiple levels. The building, at its core, is a 68 – 70 year old single-family home once occupied by the architect who designed the University. As a result, it has never effectively and efficiently housed law enforcement operations. Moreover, the facility does not present in a way that would inspire “A” level talent, or evoke a sense of confidence. We have reached a saturation point of capacity, and accommodations for a significant increase in staff are nonexistent.
- Once we reach an authorized staffing level around 63 officers, we will have reached the functional capacity of our building and can no longer increase staffing while in the current facilities.

Future Staffing Needs

Moving forward, the University community will continue to seek out opportunities to address ongoing safety needs with existing resources. The fundamental issue relates to our ability to recruit, retain, and house viable candidates in order to meet public safety expectations. Areas of significance include salaries; recruiting and retention initiatives; and police facilities. The most practical approach to addressing these issues is through a multiyear process affording us the opportunity to spread costs over several fiscal cycles as outlined below:

FISCAL CYCLE	RECURRING FUNDS	NON_RECURRING FUNDS	TOTAL
FY 2017 – 2018	\$1,083,211	\$573,200	\$1,656,411
FY 2018 – 2019	\$641,320	\$538,800	\$1,180,120
FY 2019 – 2020	\$294,000	\$427,500	\$721,500
FY 2020 – 2021	0	\$281,575	\$281,575
FY 2021 – 2022	0	\$226,000	\$226,000
PROJECT TOTAL	\$2,018,531	\$2,047,075	\$4,065,606



Office of the Vice President of
Enrollment and Student Affairs
11000 University Parkway
Pensacola, FL 32514

University of West Florida
Mental Health Counseling Services Staffing Plan
Approved by the BOT, September 26, 2017

In response to the Board of Governors request to develop a plan to address the critical need for student mental and behavioral health coverage, the University of West Florida will hire seven additional therapists to meet the 1:1000 (one counselor to every 1,000 students) ratio requested in the 2016-2017 Legislative Budget Request over the next four years.

Counseling and Psychological Services

UWF currently employs six clinical staff in addition to the Assistant Vice President/Director, a part-time psychiatrist, a full-time psychiatric nurse practitioner and support staff:

3.175 FTE – Psychologist

2.8 FTE – Licensed Mental Health Counselor (LMHC)

The International Association of Counseling Services (IACS) recommends one FTE professional staff member to every 1,000 students. In order to address the demand, Counseling and Psychological Services will hire two additional psychologists, three licensed mental health counselors (LMHC), and two licensed clinical social workers (LCSW) to reach the 1:1000 recommended ratio. It is intentional to have on staff a mix of psychologists, LMHCs and LCSWs in order to diversify the staff and the student training capacity.

Four-Year Timeline

In each of the first three years, two therapists will be hired with the seventh therapist hired in year four.

Year 1	1 Psychologist 1 Licensed Mental Health Counselor
Year 2	1 Psychologist 1 Licensed Mental Health Counselor
Year 3	1 Licensed Mental Health Counselor 1 Licensed Clinical Social Worker
Year 4	1 Licensed Clinical Social Worker

office 850.474.2214

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An Equal Opportunity/Equal Access Institution



Estimated Investment

Estimated investment includes \$606,000 in recurring and \$70,000 in non-recurring funding phased in over the four-year plan. The estimated investment is detailed on Appendix A. Health Fee funds will be reallocated towards recurring cost of hiring additional therapists. One-time, non-recurring carry forward funds will be deployed to cover the non-recurring, one-time cost.

Goals and Enhanced Services

The primary goals of hiring additional therapists for the 1:1000 ratio at UWF are to:

1. Provide access to counselors to directly assist students in their mental and behavioral health needs so they can reach their academic goals.
2. Provide prevention and outreach services so that students mentally thrive without the need for treatment.

Additional therapists will help UWF

- Eliminate waitlists,
- Expand walk-in assessment and consultation services,
- Provide evening hours for individual and group treatment,
- Deliver additional group treatment options,
- Provide on-line treatment options,
- Embed walk-in consultation services in residence halls.

UWF will also develop innovative programs such as Recovery (drug and alcohol dependence and abuse) support services, expanded support services for students on the Autism Spectrum, Learning Disability and Attention Deficit Disorder Testing and Assessment, and facilitate programs for academically at-risk students. Finally, academic internship offerings will expand.



Appendix A: Estimated Investment

Proposal: To hire seven (7) full-time therapists within four years to meet recommended standard of 1:1000 therapist to student ratio.

Year 1	Salary, Rate + Fringe Obligation	Hiring Expenses	Professional Dev	Equipment, First Year	Recurring General Exp	Cost Per Person - Year 1
Psychologist	\$ 91,909.96	\$ 5,000.00	\$ 2,000.00	\$ 5,000.00	\$ 1,000.00	\$ 104,909.96
Master's Degreed Therapist	\$ 80,299.96	\$ 5,000.00	\$ 2,000.00	\$ 5,000.00	\$ 1,000.00	\$ 93,299.96
Total Costs for Year 1 Personnel:	\$ 198,209.92					

Year 2	Salary, Rate + Fringe Obligation	Hiring Expenses	Professional Dev	Equipment, First Year	Recurring General Exp	Cost Per Person - Year 2
Psychologist	\$ 91,909.96	\$ 5,000.00	\$ 2,000.00	\$ 5,000.00	\$ 1,000.00	\$ 104,909.96
Master's Degreed Therapist	\$ 80,299.96	\$ 5,000.00	\$ 2,000.00	\$ 5,000.00	\$ 1,000.00	\$ 93,299.96
Year 2 New Personnel Costs:	\$ 198,209.92					

Year 3	Salary, Rate + Fringe Obligation	Hiring Expenses	Professional Dev	Equipment, First Year	Recurring General Exp	Cost Per Person - Year 3
Master's Degreed Therapist	\$ 80,299.96	\$ 5,000.00	\$ 2,000.00	\$ 5,000.00	\$ 1,000.00	\$ 93,299.96
Master's Degreed Therapist	\$ 80,299.96	\$ 5,000.00	\$ 2,000.00	\$ 5,000.00	\$ 1,000.00	\$ 93,299.96
Year 3 New Personnel Costs:	\$ 186,599.92					

Year 4	Salary, Rate + Fringe Obligation	Hiring Expenses	Professional Dev	Equipment, First Year	Recurring General Exp	Cost Per Person - Year 4
Master's Degreed Therapist	\$ 80,299.96	\$ 5,000.00	\$ 2,000.00	\$ 5,000.00	\$ 1,000.00	\$ 93,299.96
Year 3 New Personnel Costs:	\$ 93,299.96					

	New Recurring	New Non- Recurring	Recurring Prior Year *	Total Recurring Each Year
Year 1	\$ 178,209.92	\$ 20,000.00	\$ -	\$ 178,209.92
Year 2	\$ 178,209.92	\$ 20,000.00	\$ 181,209.92	\$ 359,419.84
Year 3	\$ 166,599.92	\$ 20,000.00	\$ 362,419.84	\$ 529,019.76
Year 4	\$ 83,299.96	\$ 10,000.00	\$ 526,019.76	\$ 609,319.72
Year 1-4	\$ 606,319.72	\$ 70,000.00		

*includes cost of living increases



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA
Nomination and Governance Committee
Grand Ballroom

***FAIRWINDS* Alumni Center**
University of Central Florida
12676 Gemini Boulevard, North
Orlando, Florida 32816

November 9, 2017
2:15 p.m. - 2:45 p.m.

or
Upon Adjournment of Previous Meetings

Chair: Mr. Tom Kuntz; Vice Chair: Mr. Ned Lautenbach
Members: Huizenga, Levine, Tripp

- | | | |
|-----------|--|---------------------------------|
| 1. | Call to Order and Opening Remarks | Governor Thomas G. Kuntz |
|
 | | |
| 2. | Minutes of Committee Meeting
Minutes, June 22, 2017 | Governor Kuntz |
|
 | | |
| 3. | Recommendations of Candidates to fill Trustee Vacancies
and Reports on Applicant Interviews | Governor Kuntz |
|
 | | |
| 4. | Concluding Remarks and Adjournment | Governor Kuntz |

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Nomination and Governance Committee
November 9, 2017**

SUBJECT: Minutes of Committee Meeting held June 22, 2017

PROPOSED COMMITTEE ACTION

Approval of Minutes of the 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

Committee members will review and approve the Minutes of the Meeting held on June 22, 2017 at the University of South Florida.

Supporting Documentation Included: Minutes: June 22, 2017

Facilitators/Presenters: Governor Tom Kuntz

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
NOMINATION AND GOVERNANCE COMMITTEE
GRAND BALLROOM
H. MANNING EPPERSON STUDENT UNION BUILDING
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/>.*

Chair Kuntz convened the meeting of the Nomination and Governance Committee of the Board of Governors on June 22, 2017, at 10:15 a.m., with the following members present: Wayne Huizenga, Ned Lautenbach, Alan Levine, and Norman Tripp.

1. Approval of Minutes of Meeting held March 30, 2017

Mr. Tripp moved approval of the Minutes of the meeting held March 30, 2017, as presented. Mr. Levine seconded the motion, and members of the Committee concurred.

2. Public Notice of Intent to Amend the 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 asked Ms. Vikki Shirley to provide an explanation of the proposed changes to the Regulations 1.001 and 1.002. Ms. Shirley advised that in March Chair Kuntz requested that Chancellor Marshall Criser and she work on proposed amendments to Board regulations regarding presidential contract renewals and presidential contracts in the context of presidential search process and voting requirements in the context of the presidential search process. Ms. Shirley and Chancellor Criser worked on those amendments and shared them with the Nomination and Governance Committee, the board of trustees chairs, and with university representatives including the provosts and the general counsels. The amendments in the packet are the culmination of that effort.

The first regulation is 1.001 and that relates to the powers and duties of the boards of trustees. The amendments would do the following:

- Require a copy of the proposed employment contract for a presidential candidate to be submitted to the Board of Governors for the confirmation process;

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- Removes the supermajority vote requirement for denying confirmation of a presidential candidate; and
- Codifies existing practice for renewals of presidential employment contracts to come before the Board for confirmation and to be limited to one-year terms.

The second regulation is 1.002 relating to the Presidential Search and Selection. The amendments would do the following:

- Clarify that only a majority vote of the search committee is required to advance qualified presidential applicants to the board of trustees;
- Deletes the reference to providing a “detailed term sheet” in lieu of a copy of the draft employment contract;
- Requires a copy of the proposed employment contract for a presidential candidate to be submitted to the Board of Governors for the confirmation process;
- Codifies existing practice for the employment contract to be executed after confirmation by the Board of Governors;
- Clarifies the responsibilities of the Board of Governors’ representative sitting on the search committee;
- Requires the Chair of the BOT to describe the material terms of the proposed employment contract; and
- Removes the supermajority vote requirement for denying confirmation of a presidential candidate.

Ms. Shirley advised that what is being brought to the board today is for approval to publish these regulations on the website for public comment and they would then be brought back to the Board at the August meeting for final consideration.

Chair Kuntz asked for questions or comments regarding the proposed amendments to the regulations. Mr. Alan Levine had questions regarding section 5c. He stated he was in agreement with the section but expressed concerns over using the word “shall” rather than the using word “may”. He stated by saying “shall” it ties the hands of the Board of Governors rather than perhaps using “may” that gives flexibility.

Mr. Ned Lautenbach stated he thought the process works fine and does not have any concerns.

Ms. Wendy Link stated she agreed with Mr. Levine. She stated that “may” allows flexibility and encouraged the committee to consider Mr. Levine’s comments.

Mr. Sydney Kitson stated he prefers the word “shall” and if the Board wants to make changes they can do that. He stated he thought what was written was appropriate.

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Mr. Huizenga stated that through his work with seven different companies, those companies never had employment contracts. He noted he is happy to comprise at a year employment contract. He asked if “shall” means the board may never make an exception.

Chair Kuntz advised to keep in mind that the initial term is not one year and that can be a longer term, this is referring to renewals. In addition, he advised the board may always make exceptions to any of the board rules, however, the board tends not to make a lot of exceptions.

Mr. Huizenga stated he was in favor of using the word “shall”.

Mr. Morton asked for a point of clarification regarding when we seek approval by the Board is it a majority of the Board, or a majority of the members present.

Ms. Shirley advised that it is a majority of the 17 Board of Governors members.

Mr. Tripp 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 and Mr. Lautenbach seconded the motion. The following members voted in favor of the motion: Chair Kuntz, Mr. Lautenbach, Mr. Huizenga and Mr. Tripp. The following member voted in opposition of the motion: Mr. Levine. The motion was approved by a vote of 4 Y, 1 N.

3. Update on Status of University Boards of Trustees Review of Presidential Delegations of Authority

Chair Kuntz requested that Mr. Lautenbach provide an update on the status of University Boards of Trustees review of presidential delegations of authority.

Mr. Lautenbach advised that Chair Kuntz asked him to form a workgroup of university trustees to look at best practices regarding delegations of board of trustees’ authority to university presidents. He stated good governance practices require a periodic look at the governance structure of an organization. This ensures that appropriate delegations are in place and that they are clearly communicated across the organization.

He advised that he formed a workgroup of trustee chairs and a few vice chairs last fall. They started the process by having their legal team research best practices in general and then look more specifically at how delegations are handled in other university systems. They also looked at presidential delegations at individual universities and at the work that was being done by the University of Florida Governance Committee on this same issue. Their work in this area was instrumental in our review and Mr. Lautenbach thanked Vice Chair Hosseini for the work done by his committee at UF.

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Vice Chair Hosseini elaborated on the process that took place and the changes that they decided to make at UF. He explained that they communicated the changes to the DSOs and set a deadline of the end of this year for all of their DSOs to update their bylaws to reflect the changes made. He advised that under certain conditions the DSOs must come to the board of trustees to make changes. He stated that their president and chair were involved throughout the process.

He also thanked the University of North Florida and University of South Florida Boards of Trustees for their thoughtful input because, like UF, both of those boards were working concurrently with their workgroup to take a close look at the authority delegated to their respective presidents. The work done by those boards also informed the thinking of the workgroup.

He stated that the trustee workgroup met several times by conference call and it became clear that there wasn't a one size fits all approach for the System. This was especially true in areas like procurement, leasing, and settlement authority where different monetary or term thresholds were appropriate based upon the size and complexity of a university.

He stated that since their last workgroup call, five university boards have completed their review and adopted updated delegations of authority. The other seven were in the process of reviewing the delegations or are close to taking action on adopting updated delegations. Based upon the responses they received, it appears that all of the boards will have completed this process and updated their delegations by the end of 2017.

He stated that anytime we can work together as a System only serves to make the System stronger.

Mr. Levine thanked Mr. Lautenbach for his work to make sure the universities have robust delegations of authority. He stated this may be one of the highest risk areas that each of the universities has. He noted he was surprised this was not already in place and knows it has been a lot of work to develop.

Vice Chair Hosseini thanked the Board of Governors staff, especially the General Counsel, for helping every step of the way during their process.

4. Recommendations of Candidates to fill Trustee Vacancies

Chair Kuntz said the Committee would be taking up a trustee vacancy at the University of Central Florida. He noted Mr. Huizenga, Mr. Tripp and himself were responsible for vetting the applicants.

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Mr. Tripp recommended the appointment of Mr. John Lord subject to attending an orientation and confirmation by the Florida Senate. Mr. Tripp stated that Mr. Lord is retired and previously served as Orlando Area Market President and Small Business and Premier Banking Executive for the State of Florida with the Bank of America. He was a member of the Board of Directors of the Nemours Foundation, Board Member, Dornoch Sutherland Assurance Ltd., Cruden Bay Risk Retention Group, Board Member, Pediatric Medical Services of Florida Inc., Former Chairman, Orange County Industrial Authority; Former Chairman, Mid-Florida Industrial Development Commission; Former Chairman, Community Foundation of Central Florida; Former Chairman, Florida Citrus Sports Foundation; Former Chairman, Heart of Florida United Way; Former Chairman, Valencia Community College Board of Trustees; Former Treasurer, Orange County Public School Foundation Former Vice President, Orange County Civic Improvement Corporation Former Board Member, Edyth Bush Charitable Foundation.

Chair Kuntz stated that he has known Mr. Lord for many years. He stated this previous service on various boards is a testament to his commitment to giving back to central Florida.

Mr. Huizenga seconded the motion, and members of the Committee concurred unanimously.

Chair Kuntz said the Committee would be taking up a trustee vacancy at the University of West Florida. He noted Mr. Lautenbach, Mr. Tripp and Mr. Levine were responsible for vetting the applicants.

Mr. Levine shared that Ms. Adrienne Collins is an alumni of UWF and currently serves as the Power Delivery Vice President, Gulf Power Company. She serves on the North American Energy Standards Board Wholesale Quadrant Electric Board, Ronald McDonald House of NWFL Board. She is an alumni of Leadership Pensacola and a member of the Society of Women Engineers. Mr. Levine noted she is very tuned in with the Board metrics and the opportunities at UWF.

Mr. Lautenbach noted he also spoke with Ms. Collins and thought she would be a great addition to the UWF Board of Trustees.

Mr. Tripp noted he also spoke with Ms. Collins. He shared that she began at UWF and matriculated to UF to receive her engineering degree.

President Saunders noted that program sunset and UWF now has their own engineering program.

Mr. Lautenbach recommended the appointment of Ms. Adrienne Collins subject to attending an orientation and confirmation by the Florida Senate.

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Mr. Tripp seconded the motion, and members of the Committee concurred unanimously.

5. Concluding Remarks and Adjournment

Having no further business, the meeting was adjourned at 10:32 p.m. a.m., June 22, 2017.

Tom Kuntz, Chair

Vikki Shirley
Corporate Secretary

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Nomination and Governance Committee
November 9, 2017**

SUBJECT: Appointment of University Trustees

PROPOSED COMMITTEE ACTION

Appointment of University Trustees

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Trustee Selection and Reappointment Process

BACKGROUND INFORMATION

In accordance with the University Board of Trustee Selection and Reappointment Process, the following universities have trustee vacancies for terms that will expire on January 6, 2018:

1. Florida Agricultural and Mechanical University,
2. Florida Atlantic University
3. Florida Gulf Coast University,
4. Florida International University,
5. Florida State University,
6. New College of Florida,
7. University of Central Florida
8. University of Florida,
9. University of North Florida,
10. University of South Florida, and
11. University of West Florida.

Florida Polytechnic University has a trustee vacancy for a term that expired on November 7, 2017.

These vacancies were posted on the Board's website and a number of applications were received. The applications were reviewed by Committee members assigned to vet the applicants for the specific institutions. Subcommittee members will recommend candidates for review and consideration by the full Committee.

Supporting Documentation Included: None

Facilitators/Presenters: Governor Kuntz



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Board of Governors Meeting
Grand Ballroom
FAIRWINDS Alumni Center
University of Central Florida
12676 Gemini Boulevard, North
Orlando, Florida 32816
November 9, 2017
3:00 p.m. – 4:00 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 Meeting Chair Kuntz
 - Minutes, August 31, 2017
3. Chancellor's Report Chancellor Marshall M. Criser III
4. Public Comment Chair Kuntz
5. Election of Board Officers, Chair and Vice Chair Chair Kuntz
6. Confirmation of Reappointment of the Interim President Chair Kuntz
for Florida Agricultural & Mechanical University Chair Kelvin Lawson
FAMU Board of Trustees
7. Request for Waiver of Presidential Search Process from Chair Kuntz
Florida Agricultural & Mechanical University Board Chair Lawson
of Trustees
8. Audit and Compliance Committee Report Governor Wendy Link

9. **Strategic Planning Committee Report** Governor Ed Morton
10. **Innovation and Online Committee Report** Governor Ned Lautenbach
11. **Facilities Committee Report** Governor H. Wayne Huizenga, Jr.
 - FAMU-FSU College of Engineering Educational Plant Survey Validation
 - Amend 2018-2019 Fixed Capital Outlay Legislative Budget Request
12. **Academic and Student Affairs Committee Report** Governor Norman Tripp
 - Academic Programs
 - Doctor of Athletic Training, CIP 51.0913, Florida International University
 - Ph.D. Integrative Anthropological Sciences, CIP 45.0299, University of Central Florida
 - Semester Pricing Tuition Model, Levin College of Law, University of Florida
13. **Select Committee on 2+2 Articulation Report** Governor Alan Levine
14. **Budget and Finance Committee Report** Governor Lautenbach
 - Performance-Based Funding Model
 - 2018-2019 Legislative Budget Request Update
15. **Nomination and Governance Committee Report** Chair Kuntz
 - Appointment of University Trustees
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**

November 9, 2017

SUBJECT: Chair's Report to the Board of Governors and Opening Remarks

PROPOSED BOARD ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Chair, Tom Kuntz, will convene the meeting with opening remarks.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Thomas G. Kuntz

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

November 9, 2017

SUBJECT: Minutes of Board of Governors Meeting held August 31, 2017

PROPOSED BOARD ACTION

Approval of minutes of the Board of Governors meeting held on August 31, 2017 at the University of Florida.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board members will review and approve the minutes of the Board of Governors meeting held on August 31, 2017 at the University of Florida.

Supporting Documentation Included: Minutes: August 31, 2017

Facilitators/Presenters: Chair Thomas G. Kuntz

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AUGUST 31, 2017

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PRESIDENTS BALLROOM B
EMERSON ALUMNI HALL
UNIVERSITY OF FLORIDA
GAINESVILLE, FLORIDA
AUGUST 31, 2017

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BOARD OF GOVERNORS
PRESIDENTS BALLROOM B
EMERSON ALUMNI HALL
UNIVERSITY OF FLORIDA
GAINESVILLE, FLORIDA
AUGUST 31, 2017

1. Call to Order and Chair's Remarks

Chair Thomas G. Kuntz convened the meeting at 11:44 a.m., on August 31, 2017, with the following members present: Vice Chair Ned Lautenbach; H. Wayne Huizenga, Jr.; Darlene Jordan; Sydney Kitson; Alan Levine; Wendy Link; Edward Morton; Kishane Patel; Pam Stewart; Norman Tripp; Dr. Gary Tyson; and Dr. Fernando Valverde. Dick Beard and Patricia Frost participated by phone.

Chair Kuntz thanked President Kent Fuchs and Chair Bill Heavener for hosting the meeting, and extended a special thanks to the University of Florida for its efforts in connection with the meeting. President Fuchs welcomed the Board, the university presidents, the trustees and guests to UF and showed some slides from his "Welcome Back Students" video.

Chair Kuntz noted the excitement of being on a university campus at the start of a new semester and, with it, the opportunity to enhance the academic experience by working with the boards of trustees and university administrations to marshal the necessary resources to ensure academic success. He specifically recognized the dedication and commitment of the university faculty, the academic advisers, the career and mental health counselors, and all of the other campus professionals who help shape and inform the higher education experience for students.

Chair Kuntz next highlighted some of the information presented by Dr. Jan Ignash, the Vice Chancellor for Academic and Student Affairs, as part of the annual System Summary. Notably, steady improvement on the academic progress rate places the System on track to meet the 2025 Strategic Plan goal of 90%. For the 2015-2016 academic year, 86% of full-time first-time-in-college (FTIC) students with at least a 2.0 grade point average continued as sophomores. This represents a 7% increase in retention since the 2005-2006 academic year.

Additionally, he reported the System is holding steady on the six-year graduation rate of 66%, which has increased 9% over the past decade. The four-year graduation rate is also improving. The Strategic Plan goal for the four-year FTIC graduation rate is 50%.

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Based on available data for the latest cohort of students, the System is at 43%, reflecting a 4% increase over the past five cohorts of students.

Further, despite a slight downturn in enrollment and degree growth, Chair Kuntz remarked on the positive shift toward students earning degrees in high demand fields. In fact, the Strategic Plan goal of awarding half of bachelor's degrees granted in programs of strategic emphasis has been met four years before the projected timeline.

Chair Kuntz was pleased to report that the cost of a bachelor's degree is declining. In 2015-2016, the average cost of a bachelor's degree was \$14,820, which makes Florida one of the most affordable states for undergraduate tuition in the nation. He commended the Governor, the Legislature, the boards of trustees, and especially the presidents for working together to make higher education more affordable.

2. Visit from the Honorable Joe Negron, President of the Florida Senate and Senator Keith Perry

The Honorable Joe Negron, President of the Florida Senate, accompanied by Senator Keith Perry, addressed the Board during a break in the committee meetings on August 30, 2017. Chair Kuntz welcomed President Negron and Senator Perry and thanked them for their support of the State University System. President Negron explained there were two purposes for his appearance before the Board. The first was to thank Board members for their work to transform the state universities into national elite destination universities and second, he asked for their continued support of Senate Bill 4 so the reforms and funding appropriated during the recent legislative session would continue.

President Negron provided an overview of his efforts to help universities recruit the best faculty and students and address their infrastructure needs. He thanked Governor Scott for his support of making Bright Futures funding available to students for summer terms and he also thanked Speaker Corcoran for his support for what was accomplished during the 2017 legislative session. Those accomplishments translate into 109,000 more students receiving Florida Resident Assistance Grants; 46,500 students receiving Bright Futures scholarships funded at the 100% level; an increase in the enrollment of Benacquisto National Merit Scholarship students; and the hiring of over 1200 new faculty across the State University System.

President Negron next explained a key provision in Senate Bill 4 designed to expand the Bright Futures Medallion Level Scholarship to cover 75% of tuition and fees – a level of state support he expects will result in more students graduating on time. He concluded by thanking the Board members, the boards of trustees, and the presidents for their service, and by recognizing the efforts of former Chair Mori Hosseini, who currently serves as the Vice Chair of the University of Florida Board of Trustees.

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3. Minutes of Board of Governors Meetings

A. Board of Governors Meeting held June 22, 2017

Mr. Tripp moved approval of the Minutes of the meeting held June 22, 2017, as presented. Mr. Kitson seconded the motion, and the members concurred unanimously.

4. Chancellor's Report

Chancellor Criser thanked the Board and Board staff for its support over the summer while he was on medical leave. He noted work proceeded as planned in his absence due to staff effort.

He updated the Board on how the office is implementing the additional funding received last session for information technology security and data processing, and thanked the Board for its continued support of funding in that area.

Chancellor Criser mentioned ongoing efforts to work with the Florida Center for Students with Unique Abilities to bring together representatives from the universities, colleges, and career and technical centers to discuss how to better serve current and prospective students. Board staff will also be working with the Florida Chamber of Commerce to continue conversations with the business community on how to synch degrees to job needs.

He updated the Board on personnel changes in the office. Sarah DeNagy was recently hired as a Financial Data Specialist. Ms. DeNagy was formerly with the House of Representatives Education Appropriations Committee and has a wealth of experience in this area. Brian Logan, the Board's Assistant Vice Chancellor for Public Policy and Advocacy, recently left the Board Office for a new opportunity, but Renee Fargason will continue to support the office in the legislative affairs arena.

Chancellor Criser concluded his remarks by giving a demonstration of the recruiting tool on the Think-Florida.org website. The tool will assist employers in locating talent at all twelve universities in lieu of having to search twelve different university websites. He explained that information about the recruiting tool will be shared with business organizations across the state for distribution to their members.

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5. Think Florida

Chair Kuntz introduced Ms. Helena Cowley, the Chief Executive Officer for Captozyme, which develops therapies to treat rare and metabolic conditions, and Ms. Sue Washer, the Chief Executive Officer of AGTC, which develops gene therapies for patients with severe diseases caused by genetic mutations. Joining Ms. Cowley and Ms. Washer was Dr. David Norton, the Vice President of Research at the University of Florida.

Chancellor Criser moderated the panel and began by asking Dr. Norton to describe the work he does and how the success of these companies impacts the university and the economy. Dr. Norton said they are very focused on addressing the most difficult challenges and recruiting the best talent which, in turn, makes them attractive to their industry partners. He explained their academic environment rewards the translation of research into application and, in addition, the university serves as a source of information for industry partners.

Ms. Cowley was asked why she chose to locate her business in Gainesville. She said her company grew out of the University of Florida Sid Martin biotechnology business incubator, which provided support for the National Institute of Health grants they were seeking and for equipment purchases. Ms. Washer was asked what the university system could do better to support employers. She responded that as a small business, AGTC relied upon the services that were provided by the Sid Martin incubator to help them bridge gaps in their skill sets. For example, AGTC relied heavily on the university to assist in the licensing process. She identified greater coordination and speed in the licensing process as two areas where the university could improve its relationship with small technology businesses. Ms. Cowley suggested students could be brought into the process earlier, perhaps as part of a course, to assist with the research that goes into creating new technology. Ms. Washer also thought the new Think Florida recruiting tool will be useful in locating students for internships who, in her opinion, are much more valuable to small companies once they have completed an internship.

6. 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 she had received a request for public comment from Mr. Marshall Ogletree. Chair Kuntz recognized Mr. Ogletree for public comment. Mr. Ogletree said he is Executive Director of the United Faculty of Florida (UFF) and reminded members that each university has a Faculty Senate and that UFF has chapters on eleven of the campuses.

Mr. Ogletree's comments were directed at the performance funding model. In particular, Mr. Ogletree objects to the policy that precludes the universities in the

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bottom three from receiving any new performance funding dollars even when the universities exceed the minimum point threshold. He urged the Board to consider changing the policy when it revisits the performance funding model at the upcoming workshop.

7. Renewal of Chancellor's Employment Agreement

Chair Kuntz explained that Chancellor Criser's Employment Agreement expires at the end of this calendar year. The only change from the prior agreement is an increase in total compensation which is divided between the Chancellor's base salary and the discretionary bonus component. Chair Kuntz indicated Chancellor Criser has not had an increase since becoming Chancellor in 2014 and based on his exemplary performance, Chair Kuntz recommended renewal of the agreement and a delegation of authority from the Board to execute the contract.

Mr. Levine recognized Chancellor Criser for his leadership and remarked the Board was fortunate to have worked with him over the last two and a half years. He emphasized the importance of continuing the relationship.

Mr. Lautenbach moved approval of the renewal of the Chancellor's Employment Agreement and the delegation of authority to Chair Kuntz to execute the contract. Mr. Tripp seconded the motion, and the members concurred unanimously.

8. Select Committee on Florida Polytechnic University Report

A. Minutes, Select Committee Meeting held June 21, 2017

Chair Kuntz recognized Ms. Link for the Select Committee on Florida Polytechnic University report. Ms. Link said the Committee met on June 21, 2017 and received the monthly status report from President Avent. The university has now satisfied the criteria specified by the Florida Legislature, including accreditation. Because the Select Committee has served its purpose, the Committee has been disbanded and Ms. Link moved approval of the final set of minutes from June 21, 2017. Mr. Tripp seconded the motion, and the members concurred unanimously.

9. Nomination and Governance Committee Report

Chair Kuntz stated that the following regulations are ready for final approval by the Board.

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

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Chair Kuntz moved approval of amended Board of Governors Regulations 1.001 and 1.002 relating to University Board of Trustees Powers and Duties and Presidential Search and Selection, respectively. Mr. Tripp seconded the motion, and the members concurred unanimously.

10. Strategic Planning Committee Report

Chair Kuntz called on Mr. Morton for the Strategic Planning Committee report.

A. 2017-2018 Work Plans System Summary

Mr. Morton reported Vice Chancellor Ignash provided a System Summary of the 2017-2018 Work Plans. Some of the key findings were that: (1) the average cost of a bachelor's degree is approximately \$14,820, with the expectation that the cost may decrease to \$14,000 in five years; (2) the Academic Progress Rate gained a percentage point to 86%; (3) several universities lowered their expected six-year graduation rates considerably; and (4) full-time equivalent enrollment projections for 2020-2021 have declined by 3,000 from 273,020 to 269,720.

B. University Strategic Plans

Mr. Morton reported the Committee reviewed the Strategic Plans for four universities. Board Regulation 1.001(3)(c) requires each board of trustees to adopt a strategic plan that aligns with the Board of Governors' Strategic Plan and with the university's mission. The regulation also requires the plans to be submitted to the Board of Governors for approval. Based on the university presentations to the Committee, the following motions were made:

i. University of West Florida

Mr. Morton moved approval of the University of West Florida's 2017-2022 Strategic Plan subject to the submission of supplemental information to the Committee on how the University's metrics and projected outcomes will further the Board's Strategic Plan goals. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

ii. University of Central Florida

Mr. Morton moved approval of the University of Central Florida's 2016-2021 Strategic Plan subject to the submission of supplemental information to the Committee on how the University's metrics and projected outcomes will further the Board's Strategic Plan goals. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

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iii. Florida A&M University

Mr. Morton moved approval of Florida A&M University's 2017-2022 Strategic Plan subject to the submission of supplemental information to the Committee on how the University's metrics and projected outcomes will further the Board's Strategic Plan goals. Mr. Lautenbach seconded the motion, and the members concurred.

iv. Florida State University

Mr. Morton moved approval of Florida State University's 2017-2022 Strategic Plan subject to the submission of supplemental information to the Committee on how the University's metrics and projected outcomes will further the Board's Strategic Plan goals. Ms. Jordan 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 following regulations are ready for final approval by the Board.

A. Amended Board of Governors Regulations

v. Regulation 6.002 Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshmen

Mr. Tripp moved approval of amended Board of Governors Regulation 6.002 Admission of Undergraduate First-Time-in-College, Degree-Seeing Freshman. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

vi. Regulation 6.006 Acceleration Mechanisms

Mr. Tripp moved approval of amended Board of Governors Regulation 6.006 Acceleration Mechanisms. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

vii. Regulation 6.008 Postsecondary College-Level Preparatory Testing, Placement, and Instruction for State Universities

Mr. Tripp moved approval of amended Board of Governors Regulation 6.008 Postsecondary College-Level Preparatory Testing, Placement, and Instruction for State Universities. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

MINUTES: FLORIDA BOARD OF GOVERNORS

AUGUST 31, 2017

viii. Regulation 8.002 Self Supporting and Market Tuition Rate Program and Course Offerings

Mr. Tripp moved approval of amended Board of Governors Regulation 8.002 Self Supporting and Market Tuition Rate Program and Course Offerings. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

12. Innovation and Online Committee Report

Chair Kuntz recognized Mr. Lautenbach for the Innovation and Online Committee report. Mr. Lautenbach reported Provost Joe Glover, Chair of the Steering Committee that is guiding the implementation of the State University System 2025 Strategic Plan for Online Education, presented a legislative budget request. After consideration, the Committee recommended the inclusion of \$2,113,160 for "Innovative and Online Education Initiatives" to the Budget and Finance Committee for inclusion in the Board's Legislative Budget Request.

13. Facilities Committee Report

Chair Kuntz called on Mr. Huizenga for the Facilities Committee report. Mr. Huizenga stated the Facilities Committee met and approved four items.

A. University of West Florida Educational Plant Survey Validation

Mr. Huizenga moved approval of the University of West Florida Educational Plant Survey Validation from July 1, 2017 to June 30, 2022. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

B. 2017-2018 Capital Improvement Trust Fund Projects

Mr. Huizenga moved approval of the 2017-2018 Capital Improvement Trust Fund Projects. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

C. UCF Finance Corporation Burnett Bonds Refunding

Mr. Huizenga moved to adopt a Resolution approving 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, as presented. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

MINUTES: FLORIDA BOARD OF GOVERNORS

AUGUST 31, 2017

D. 2018-2019 Fixed Capital Outlay Legislative Budget Request

Mr. Huizenga moved approval of the 2018-2019 Fixed Capital Outlay Legislative Budget Request as presented. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

14. Audit and Compliance Committee Report

Chair Kuntz called on Ms. Link for the Audit and Compliance Committee report. Ms. Link reported Mr. Joe Maleszewski, the Board's Inspector General, presented a comprehensive summary of the audit coverage for the State University System, as well as information about planned audit coverage for the coming year. She also noted Mr. Maleszewski shared plans to survey the universities on the status of Enterprise Risk Management practices and report back to the Committee.

15. Select Committee on 2+2 Articulation Report

Chair Kuntz recognized Mr. Levine for the Select Committee on 2+2 Articulation report. Mr. Levine said the Select Committee received an update on the implementation of the strategies for improving 2+2 articulation. The workgroup charged with implementing the three strategies is in the process of identifying key components of a web-based 2+2 advising toolkit and will be reviewing other states' websites to examine best practices and gather ideas. The workgroup is also engaged in drafting a map of the suggested content areas across the various user groups. An additional update will be provided at the November meeting.

16. Budget and Finance Committee Report

Chair Kuntz recognized Mr. Lautenbach for the Budget and Finance Committee report. Mr. Lautenbach presented the following action items for Board approval.

A. Amended Board of Governors Regulation 7.001 Tuition and Associated Fees

Mr. Lautenbach moved approval of amended Board of Governors Regulation 7.001 Tuition and Associated Fees. Mr. Tripp seconded the motion, and the members concurred unanimously.

MINUTES: FLORIDA BOARD OF GOVERNORS

AUGUST 31, 2017

B. Amended Board of Governors Regulation 7.008 Waivers and Exemptions of Tuition and Fees

Mr. Lautenbach moved approval of amended Board of Governors Regulation 7.008 Waivers and Exemptions of Tuition and Fees. Mr. Tripp seconded the motion, and the members concurred unanimously.

C. 2017-2018 Operating Budgets

i. State University System

Mr. Lautenbach moved approval of the 2017-2018 State University System operating budget as presented. Ms. Jordan seconded the motion, and the members concurred unanimously.

ii. Board General Office

Mr. Lautenbach moved approval of the 2017-2018 Board General Office budget and to authorize the Chancellor to make budgetary changes as necessary to operate the office. Ms. Jordan seconded the motion, and the members concurred unanimously.

D. 2018-2019 Legislative Budget Request

Mr. Lautenbach reported the Committee approved a legislative budget request that is a 3.6% increase over the 2017-2018 base appropriation and a 10% increase for the Board office. He noted the primary focus of the Board's legislative budget request will be performance funding and faculty cluster hires.

i. State University System

Mr. Lautenbach moved approval of the 2018-2019 Legislative Budget Requests for the State University System with revisions as recommended by the Committee, and to authorize the Chancellor to make technical changes as necessary. Mr. Tripp seconded the motion, and the members concurred unanimously.

ii. Board General Office

Mr. Lautenbach moved approval of the Board Office Legislative Budget Request as presented and to authorize the Chancellor to make technical changes as necessary. Mr. Tripp seconded the motion, and the members concurred unanimously.

MINUTES: FLORIDA BOARD OF GOVERNORS

AUGUST 31, 2017

17. 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 indicated the search is progressing well, with the search committee working closely with the University of North Florida Board of Trustees and Karen Stone, the university's general counsel. Simpson Consulting prepared a draft compensation study report that was submitted to the board of trustees, with a final report due in September. She stated the search committee is also continuing its work on the position announcement.

18. Concluding Remarks and Adjournment

Chair Kuntz reminded members the Budget and Finance and Facilities Committees will be holding workshops on October 3, 2017 at Florida Gulf Coast University. He explained the workshops are part of the Board's due diligence in reviewing the performance-based funding model and vetting university capital improvement projects to ensure we maximize the return on the state's investment.

The next in person Board meeting will be held November 8-9, 2017 at the University of Central Florida. The Trustee Summit will start the morning of November 8th. He asked the presidents to encourage their trustees to attend the Summit. Each university will engage in an exercise built around a key priority as identified by its board chair. Registration has opened and trustees can sign up for the Summit on the Board's website.

Chair Kuntz mentioned the Board will also be taking up trustee appointments in November for the seats that expire in January 2018. This is to ensure there is sufficient time for appointees to get their paperwork into the Senate for the confirmation process during the upcoming legislative session.

Having no further business, the meeting was adjourned at 12:52 p.m. on August 31, 2017.

Thomas G. Kuntz, Chair

Vikki Shirley,
Corporate Secretary

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

November 9, 2017

SUBJECT: Chancellor's Report to the Board of Governors

PROPOSED BOARD ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Chancellor Marshall M. Criser III will report on activities affecting the Board staff and the Board of Governors since the last meeting of the Board.

Supporting Documentation Included: None

Facilitators/Presenters: Chancellor Marshall M. Criser III

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

November 9, 2017

SUBJECT: Public Comment

PROPOSED BOARD ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 286.0114, Florida Statutes; Article V, Section H, Board of Governors Operating Procedures

BACKGROUND INFORMATION

Article V, Section H, of the Board of Governors Operating Procedures provides for public comment on propositions before the Board. The Board will reserve a maximum of fifteen minutes during the plenary meeting of the Board to take public comment.

Individuals, organizations, groups or factions who desire to appear before the Board to be heard on a proposition pending before the Board shall complete a public comment form specifying the matter on which they wish to be heard. Public comment forms will be available at each meeting and must be submitted prior to the plenary meeting.

Organizations, groups or factions wishing to address the Board on a proposition shall designate a representative to speak on its behalf to ensure the orderly presentation of information to the Board. Individuals and representatives of organizations, groups or factions shall be allotted three minutes to present information; however, this time limit may be extended or shortened depending upon the number of speakers at the discretion of the Chair.

Supporting Documentation Included: None

Facilitators/Presenters:

Chair Thomas G. Kuntz

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

November 9, 2017

SUBJECT: Election of Board Officers, Chair and Vice Chair

PROPOSED BOARD ACTION

Election of Chair and Vice Chair, for a two-year term beginning January 1, 2018, and ending December 31, 2019

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Article IV, Section B, Board of Governors Operating Procedures

BACKGROUND INFORMATION

In accordance with Article IV, Section B, of the Board of Governors Operating Procedures, the Chair and Vice Chair shall be elected by a majority vote of the Board at a meeting held during the month of November of each odd-numbered year. Each officer shall be elected to serve a two-year term of office beginning on the first day of January following the November election. The Chair and Vice Chair will be elected for a term beginning January 1, 2018, and ending December 31, 2019.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Thomas G. Kuntz

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

November 9, 2017

SUBJECT: Confirmation of Reappointment of the Interim President for Florida
Agricultural & Mechanical University

PROPOSED BOARD ACTION

Confirm the reappointment of Dr. Larry Robinson as the interim president of the Florida Agricultural & Mechanical University.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 1001.706, Florida Statutes.

BACKGROUND INFORMATION

Subsection 1001.706(6)(a), Florida Statutes, provides, "The Board of Governors shall confirm the presidential selection and reappointment by a university board of trustees as a means of acknowledging that system cooperation is expected."

On September 12, 2017, the Board of Trustees of Florida Agricultural & Mechanical University approved an amendment to Dr. Larry Robinson's employment contract, unanimously extending the term of Dr. Robinson's contract to serve as the interim president of Florida Agricultural & Mechanical University. The reappointment extends the term of Dr. Robinson's contract through September 14, 2018, and Chair Kelvin Lawson is requesting confirmation of Dr. Robinson's reappointment by the Board of Governors.

Supporting Documentation Included:

- 1. Letter from the Florida Agricultural & Mechanical University Board of Trustees Chair
- 2. First Amendment to Employment Agreement between Florida A&M University and Dr. Larry Robinson

Facilitators/Presenters:

Chair Thomas G. Kuntz
Chair Kelvin Lawson



Florida Agricultural and Mechanical University

Tallahassee, Florida 32307-3100

Board of Trustees

Telephone: (850) 599-8210
Fax: (850) 561-2152

September 29, 2017

Thomas G. Kuntz, Chair
Board of Governors
State University System of Florida
325 West Gaines Street, Suite 1614
Tallahassee, Florida 32399-0400

Re: Confirmation of Florida Agricultural and Mechanical University Interim President Dr. Larry Robinson's Contract Extension

Dear Chair Kuntz:

On September 12, 2017, the Florida Agricultural and Mechanical University Board of Trustees unanimously approved a one-year contract extension for Dr. Larry Robinson to serve as the University's Interim President, as continuity and stability is necessary during this period of SACS reaccreditation and the presidential search process. Therefore, the FAMU BOT has reaffirmed its confidence in Dr. Robinson's established leadership and demonstrated commitment to direct its activities during this transition.

All remaining contract terms are unchanged and are compliant with state laws including statutory provisions governing compensation, termination, and severance.

In accordance with the Board of Governors Regulation 1.001(5)(c), the FAMU BOT respectfully requests the Board of Governor's confirmation of Dr. Robinson as Interim President of the University. Please contact me or the University's General Counsel, Shira R. Thomas, if we can answer any questions or provide additional information.

Sincerely,

Kelvin Lawson, Chair
Florida A&M University Board of Trustees

cc: Marshall Criser, III, Chancellor, State University System of Florida
Vikki Shirley, General Counsel, BOG
Dr. Larry Robinson, FAMU

Attachments

FIRST AMENDMENT TO EMPLOYMENT AGREEMENT
Between Florida Agricultural and Mechanical University and Dr. Larry Robinson

This First Amendment to the Employment Agreement (hereinafter referred to as "Amendment"), which shall be effective as of September 15, 2017, is entered into by and between the Florida Agricultural and Mechanical University Board of Trustees (hereinafter referred to as "Board"), a public body corporate of the State of Florida, Tallahassee, Florida 32307, and Dr. Larry Robinson (hereinafter referred to as "Dr. Robinson").

RECITALS

WHEREAS, the Board and Dr. Robinson entered into a certain Employment Agreement (Original Employment Agreement) effective as of September 15, 2016, to serve as the Interim President of the University and confirmed by the Board of Governors of the State University System of Florida (Board of Governors); and

WHEREAS, the Original Employment Agreement expires on September 14, 2017; and

WHEREAS, Dr. Robinson has provided exceptional service as Interim President of the Florida Agricultural and Mechanical University during this transitional period; and

WHEREAS, the Board wishes to continue to employ Dr. Robinson as Interim President, and Dr. Robinson wishes to continue serving as Interim President and be its employee, subject to the terms and conditions of this Original Employment Agreement; and

WHEREAS, the Board and Dr. Robinson desire to extend the term of the Original Employment Agreement subject to confirmation by the Board of Governors as set forth below;

NOW, THEREFORE, in consideration of mutual promises, covenants, and conditions contained herein, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Board and Dr. Robinson (hereinafter referred to as "Parties") agree as follows:

1. **Incorporation of Recitals.** The Recitals to this Amendment are incorporated and made a part of this Amendment.
2. **Attachment of Original Employment Agreement.** A true and correct copy of the Original Employment Agreement is attached hereto as Exhibit "A".
3. **Term.** Paragraph 2.0 of the Original Employment Agreement is deleted in its entirety and replaced with the following:

"2.0 **Term.** The Board of Trustees shall employ Dr. Robinson from the effective date of this Amendment until September 14, 2018, or upon the appointment and arrival of a permanent president subject to confirmation by

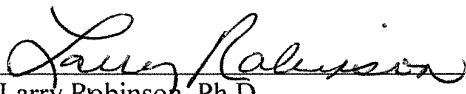
the Board of Governors, whichever occurs sooner, unless otherwise terminated as provided herein. Any further renewals or extensions of the Original Employment Agreement requires a majority vote of the Board and the written consent of Dr. Robinson.”

4. **Effect.** If there is any conflict between the terms and provisions of this Amendment and the terms and provisions of the Original Employment Agreement or any amendments thereto, the terms and provisions of this Amendment shall govern. Except as specifically set forth herein, all other provisions of the Original Employment Agreement and any subsequent amendments or renewals thereto shall remain in full force and effect and be binding upon the parties in accordance with their terms.

IN WITNESS WHEREOF, Dr. Larry Robinson and the authorized representative of the Board of Trustees have executed this Amendment on the dates set forth below.

DR. LARRY ROBINSON

**FLORIDA A&M UNIVERSITY BOARD
OF TRUSTEES**

By: 
Larry Robinson, Ph.D.

By: 
Kelvin Lawson, Chair

Date: 9/15/17

Date: Sept 15, 2017

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

November 9, 2017

SUBJECT: Request for Waiver of Presidential Search Process from Florida
Agricultural & Mechanical University Board of Trustees

PROPOSED BOARD ACTION

Consider request from the Florida Agricultural & Mechanical University Board of Trustees to waive the requirements of the Presidential Search Process in Board of Governors Regulation 1.002.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 1.002.

BACKGROUND INFORMATION

Board of Governors Regulation 1.002 provides for each university board of trustees to conduct a search pursuant to the procedures set forth in the regulation when selecting a candidate to serve as the next president of the university.

On August 18, 2017, the Board of Trustees of Florida Agricultural & Mechanical University voted unanimously to request a waiver from the Board of Governors that would allow the university board of trustees to either conduct a national search or, alternatively, select Dr. Larry Robinson, the current interim president, to serve as the next permanent president of the university. By letter dated August 21, 2017 from Chair Kelvin Lawson, the Florida Agricultural & Mechanical University Board of Trustees is seeking the Board of Governors' consideration of this request.

Supporting Documentation Included: Letter from the Florida Agricultural & Mechanical University Board of Trustees Chair

Facilitators/Presenters: Chair Thomas G. Kuntz
Chair Kelvin Lawson



Excellence With Care

Florida Agricultural and Mechanical University

TALLAHASSEE, FLORIDA 32307-3100

TELEPHONE: (850) 599-3225

FAX: (850) 561-2152

BOARD OF TRUSTEES

August 21, 2017

Chancellor Marshall Criser III
State University System of Florida
Board of Governors
325 W. Gaines Street
Tallahassee, Florida 32399

Dear Chancellor Criser:

Thank you for providing the Florida A&M University Board of Trustees (FAMU BOT) with this opportunity to discuss the granting of an exception to Florida Board of Governors (BOG) Regulation 1.0012, which details the selection for a State University System of Florida president when there is a vacancy.

This letter comes in light of a recent decision by the FAMU BOT, which voted unanimously, 11-0 (one member was absent), to ask the BOG for the waiver regarding its presidential search process. We are requesting the flexibility to either conduct a national search or select our current interim president as the permanent president.

If our request is granted, we will have the maximum flexibility to make a decision that the total board will feel is in the best interest of FAMU. A national search sends a signal to our stakeholders and supporters that we are not comfortable with our current leadership. This cannot be farther from the truth; we are very comfortable with Dr. Larry Robinson's leadership and believe that he is an outstanding candidate for the permanent president role.

This is a rather complex issue, and I cannot speak for the entire board. My role here is to provide our board with the best path forward on a complicated and dynamic issue. No other institution in the system has had the level of change at the CEO level while still managing to make progress. No other institution in Florida has sought the same individual for three interim presidencies.

FAMU, some would say, is at one of the most significant crossroads in its history. Competent, strong, trusted, steady and thoughtful leadership can keep FAMU on a path of upward progress. A shortsighted decision could send our institution into a tailspin that would challenge human and financial resources.

Our board is strongly considering Dr. Robinson as a viable presidential candidate because of the level of competent leadership he has demonstrated. Over the past ten years, FAMU has had two permanent presidents and an interim president, Dr. Robinson, who has served three separate terms — briefly in 2007, from 2012 -2014 and from 2016 to the present. He has been called on time and time again to maintain some semblance of normality in times of controversy and transition.

FAMU IS AN EQUAL OPPORTUNITY/EQUAL ACCESS UNIVERSITY

FAMU President
August 21, 2017
Page 2

During his first term as interim in 2007, he provided leadership during a brief period when the university was placed on probation by the Southern Association of Colleges and Schools Commission on Colleges. This happened weeks before the start of former President James H. Ammons' term. In 2012, following the resignation of Dr. Ammons, after the band-hazing crisis, Dr. Robinson provided leadership for the development of new guidelines and processes, which led to the return of the FAMU Marching Band. Most recently, he was appointed interim president in September 2016 after the departure of former FAMU President Elmira Magnum.

Since his appointment in 2016, Dr. Robinson has worked with faculty and staff to provide meaningful leadership, while continuing our efforts to meet the Board of Governors performance metrics in the FAMU Work Plan.

A member of the faculty since 1977, Dr. Robinson became FAMU's provost and vice president for academic affairs in 2003, serving until 2005. In 2007, Dr. Robinson became the university's chief operating officer and vice president for research under Dr. Ammons' administration.

Three years later, Dr. Robinson left that position to accept a Presidential appointment as Assistant Secretary for Conservation and Management in the National Oceanic and Atmospheric Administration. In November 2011, he returned to FAMU as a professor and special assistant to former President Ammons. Dr. Robinson is well suited for consideration as a candidate to lead this institution, which will celebrate its 130th anniversary this year.

His experience and proven leadership skills meet the criteria for the FAMU presidency and are in line with the characteristics that an independent consultant helped the Board to develop after meetings with stakeholders, including the FAMU National Alumni Association (NAA), students, faculty and the FAMU Faculty Senate. The FAMU BOT also agrees that Dr. Robinson has those characteristics.

Dr. Robinson has garnered overwhelming support from FAMU stakeholders — the FAMU NAA, faculty, staff and students. The FAMU Foundation Board and FAMU NAA members endorsed him at the NAA's annual convention in Baltimore earlier this year.

Your assistance in considering this request would be highly appreciated. I respectfully ask that this item be placed on the BOG's agenda for consideration when the board convenes next week in Gainesville.

Sincerely,



Kelvin Lawson
Chairman

cc: Mr. Thomas G. Kuntz, Chairman of the State University System of Florida
Atty. Vikki Shirley, General Counsel and Corporate Secretary for the Board of Governors
Atty. Shira Thomas, General Counsel for Florida A&M University

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

November 9, 2017

SUBJECT: FAMU-FSU College of Engineering Educational Plant Survey Validation

PROPOSED BOARD ACTION

Review and validate the completed FAMU-FSU College of Engineering 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 the FAMU-FSU College of Engineering (COE), Board staff facilitated and coordinated the Survey Team, and participated with university staff to ensure that all the requirements of the section 1013.31, Florida Statutes, were met. In addition to COE and Board Staff, the team included staff from FSU, FAMU, UNF, and UWF. The completed Educational Plant Survey (EPS) Team Report, as well as the Form B is included as supporting documents.

The Board of Governors made several recommendations regarding the COE in February 2015, including a recommendation that "A multi-year plan must be developed and presented to the Board of Governors by June 1, 2015, to address the renovations and repairs for buildings A and B, and the completion of building C."

The needed repairs and renovations to buildings A and B having been largely addressed, the Joint Management Council of the FAMU-FSU College of Engineering would like to now move forward with addressing the completion of Building C. As with the two prior EPS, the EPS supports the construction of an additional facility "C" for the COE.

IT should be noted that the new construction recommendation is solely based on the 2016 FTE and current programs. Should additional programs and or additional FTE be approved for the COE, the EPS may be amended.

The Joint Management Council approved the EPS on September 9, 2017, the FAMU Board of Trustees approved the EPS on September 15, 2017, and the FSU Board of Trustees approved the EPS on September 22, 2017.

This survey covers the period July 1, 2017 through June 30, 2022.

New Construction:

3.1 FAMU-FSU College of Engineering Building C – 104,000 NASF.

Supporting Documentation Included: Provided with Facilities Committee materials;
meeting of October 3, 2017

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

November 9, 2017

SUBJECT: Amendment to the 2018-2019 State University System Fixed Capital Outlay
Legislative Budget Request

PROPOSED COMMITTEE ACTION

Review and amend the 2018-2018 SUS Fixed Capital Outlay Legislative Budget Request

Approval is recommended by the Chancellor

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The requested budget provides the State University System of Florida continued capital outlay support and has been prepared in accordance with statutory requirements and guidelines adopted by the Board of Governors. All university fixed capital outlay budget requests have been approved by the institutional boards of trustees.

This is the first amendment to the original budget request for 2018-2019, as approved by the Board on August 31, 2017. A workshop was held on October 3, 2017, at FGCU, at which the Committee reviewed selected high priority PECO projects with detailed project presentations by university representatives.

Specific 2018-2019 Fixed Capital Outlay Appropriation Requests

- A. \$48,629,307 Maintenance, Repair, Renovation & Remodeling (S. 1013.64 (1)(a))
- B. \$228,152,621 SUS Projects (S. 1013.64 (4) (a))
- C. \$40,000,000 Capital Improvement Trust Fund Allocation (S. 1010.86)
- D. Legislative Authorization only - Authorization for State University System Fixed Capital Outlay projects requiring Debt Financing (S. 1010.62)

- E. Legislative Authorization only - Authorization for non-appropriated projects which may qualify for General Revenue funds to Operate and Maintain (S. 1013.74)

Information Items

- F. Projects Presented at the October 3 Workshop not included in the LBR
- G. All University named PECO Project requests as of August 1, 2017

Supporting Documentation:

Included in the Facilities Committee Materials

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

November 9, 2017

SUBJECT: Doctor of Athletic Training at the Florida International University, CIP
Code 51.0913

PROPOSED BOARD ACTION

Consider approval for the Doctor of Athletic Training at Florida International University, CIP Code 51.0913.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.011

BACKGROUND INFORMATION

Florida International University (FIU) is proposing a Doctor of Athletic Training (DAT). This degree would be a post-professional clinical program in the Nicole Wertheim College of Nursing and Health Sciences. The DAT is designed to provide advanced education and evidence-based clinical experience to enhance patient-centered care, outcomes, and quality of life for individuals. The program focus will be on injury/illness prevention and entrepreneurial leadership. Graduates will be prepared to work in consultation with, and under the supervision of, physicians to improve patient outcomes. Potential employment opportunities also include serving in clinical faculty roles, start-up businesses, and government agencies and corporations.

The proposed Doctor of Athletic Training would be the first doctoral program in Athletic Training to be offered in the State University System. The program will require the completion of 48 credit hours.

The FIU Board of Trustees approved the program on June 2, 2017. If approved by the Board of Governors, FIU will implement the program effective Fall 2018.

Supporting Documentation Included: Information located in the Academic and Student Affairs Committee materials

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

November 9, 2017

SUBJECT: Ph.D. Integrative Anthropological Sciences at the University of Central Florida, CIP Code 45.0299

PROPOSED BOARD ACTION

Consider for approval the Ph.D. in Integrative Anthropological Sciences at the University of Central Florida, CIP Code 45.0299

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.011

BACKGROUND INFORMATION

The University of Central Florida (UCF) is proposing a Ph.D. in Integrative Anthropological Sciences. The proposed UCF PhD in Integrative Anthropological Sciences program is specifically designed to prepare graduates for employment in the private and government sectors and to also prepare graduates for employment outside of academia in fields that are not explicitly tied to anthropology or archaeology. Some graduates may also be expected to seek positions as postsecondary faculty. The program will recruit students nationally as well as from UCF's existing Master of Arts in Anthropology program. The program will require completion of 51 credit hours beyond a master's degree and is designed to allow coursework in another area of emphasis, such as geospatial analysis, modeling and visualization, remote sensing sciences, materials and isotopic sciences, quantitative and qualitative methods, environmental sciences and other natural sciences, so that graduates have the interdisciplinary knowledge that is required in more applied occupations.

The UCF Board of Trustees approved the program on March 16, 2017. If approved by the Board of Governors, UCF will implement the program effective Fall 2018.

Supporting Documentation Included: Information located in the Academic and Student Affairs Committee materials

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

November 9, 2017

SUBJECT: Semester Pricing Tuition Model, Levin College of Law, University of Florida

PROPOSED BOARD ACTION

Consider approval of the semester pricing model for the Levin College of Law, University of Florida.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 7.011

BACKGROUND INFORMATION

The Levin College of Law at the University of Florida is proposing a semester pricing tuition model. The semester pricing model would be implemented in Fall 2018 for the following programs: Juris Doctor (CIP Code: 22.0101); LLM in Energy, Environment, and Natural Resources Law (CIP Code: 22.0207); LLM in Taxation (CIP Code 22.0211); LLM in International Taxation (CIP Code: 22.0210); and LLM in Comparative Law (CIP Code: 22.0206). The University of Florida proposes to set the tuition rate for JD students at an annual amount that equals the current tuition for the 88 credits required for graduation. Florida residents currently pay \$743.31 per credit hour, which would equal \$21,803.76 a year for those students. Non-resident students currently pay \$1,296.80 per credit hour, which would equal \$38,039.47 a year for those students.

Similar annual tuition rates would be charged for the LLM programs, based upon their current per credit hour charges and 13 credit hours per semester. This would mean that tuition for the LLM in Environmental Law and LLM in Comparative Law would be \$19,326.06 for residents and \$33,716.80 for non-residents, and tuition for the LLM in Taxation and LLM in International Taxation would be \$22,211.06 for residents and \$37,993.80 for non-residents.

The University of Florida does not offer part-time JD or LLM programs, but if extraordinary circumstances mandate that students take fewer than 10 credit hours in a semester, those students will be assessed tuition on a per-credit hour basis. The University of Florida does not permit students to take more than 17 credit hours per semester, so there is no need for a surcharge for excess credits.

Supporting Documentation Included:	Included with the Academic and Student Affairs Committee materials.
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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

November 9, 2017

SUBJECT: Performance-based Funding Model

PROPOSED BOARD ACTION

Review and consider changes to the performance-based funding model.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

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

The Committee held a workshop on October 3 to review and provide guidance on potential changes to the model.

The following metrics were discussed during the workshop:

1. Metric 3 – Presentation on capturing cost of textbooks
2. Metric 4 – Six-Year Graduation Rates
3. Metric 7 – University Access Rate
4. Metric 9 – Board of Governors Choice Metric
5. Metric 10 – Board of Trustees Choice Metric
6. Allocation methodologies

Supporting Documentation Included: Information located in the Budget & Finance Committee Material

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

November 9, 2017

SUBJECT: 2018-2019 Legislative Budget Request Update

PROPOSED BOARD ACTION

Consider any changes to 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

The Board of Governors approved the 2018-2019 legislative budget request at the August 31, 2017 meeting. The request totals \$5.1 billion, which is an increase of \$182 million (3.7 percent) over the prior year.

Consideration will be given to any new issues that may be presented to the Committee.

Supporting Documentation Included: Information located in the Budget & Finance Committee Material

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

November 9, 2017

SUBJECT: Appointment of University Trustees

PROPOSED BOARD ACTION

Appointment of University Trustees

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Trustee Selection and Reappointment Process

BACKGROUND INFORMATION

In accordance with the University Board of Trustee Selection and Reappointment Process, the following universities have trustee vacancies for terms that will expire on January 6, 2018:

1. Florida Agricultural and Mechanical University,
2. Florida Atlantic University
3. Florida Gulf Coast University,
4. Florida International University,
5. Florida State University,
6. New College of Florida,
7. University of Central Florida
8. University of Florida,
9. University of North Florida,
10. University of South Florida, and
11. University of West Florida.

Florida Polytechnic University has a trustee vacancy for a term that expired on November 7, 2017.

These vacancies were posted on the Board's website and a number of applications were received. The applications were reviewed by Committee members assigned to vet the applicants for the specific institutions. Chair Kuntz will bring forward candidates recommended by the Nomination and Governance Committee for review and consideration by the full Board.

Supporting Documentation Included: None



AGENDA

Board of Governors Foundation, Inc.

Grand Ballroom

***FAIRWINDS* Alumni Center**

University of Central Florida

12676 Gemini Boulevard, North

Orlando, Florida 32816

November 9, 2017

4:00 p.m. – 4:15 p.m.

or

Upon Adjournment of the Board of Governors' Meetings

- | | | |
|-----------|--|--|
| 1. | Call to Order and Opening Remarks | Chair Tom Kuntz |
| 2. | Foundation Meeting Minutes
Minutes: November 3, 2016 | Chair Kuntz |
| 3. | Election of 2018 Foundation Officers | Chair Kuntz |
| 4. | 2018 Operating Budget | Chair Kuntz |
| 5. | Investment Performance Update | Chair Kuntz,
CapTrust Advisors, LLC |
| 6. | Concluding Remarks and Adjournment | Chair Kuntz |

**STATE UNIVERSITY SYSTEM OF FLORIDA
FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.**

November 9, 2017

SUBJECT: Meeting Minutes from November 3, 2016

PROPOSED FOUNDATION ACTION

Approval of Minutes of Meeting held on November 3, 2016.

AUTHORITY FOR BOARD OF GOVERNORS FOUNDATION, INC. ACTION

Florida Board of Governors Foundation, Inc. by-laws

BACKGROUND INFORMATION

Foundation members will review and approve the minutes of the meeting held on November 3, 2016 at Florida Atlantic University.

Supporting Documentation Included: Minutes: November 3, 2016

Facilitators/Presenters: Chair Tom Kuntz

MINUTES
FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.
FLORIDA ATLANTIC UNIVERSITY
BOCA RATON, FLORIDA
NOVEMBER 3, 2016

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

1. Call to Order

Mr. Kuntz convened the meeting of the Foundation at 11:04 a.m. Members present were ; Dick Beard; Dean Colson; Dan Doyle; Jake Hebert; H. Wayne Huizenga, Jr.; Darlene Jordan; Ned C. Lautenbach; Alan Levine; Wendy Link; Ed Morton; Pam Stewart; Norman Tripp; Gary Tyson; and Fernando Valverde.

2. Approval of Committee Meeting Minutes from November 5, 2015

Mr. Lautenbach moved the adoption of the November 5, 2015 meeting minutes as presented. Mr. Tripp seconded the motion, and members of the Foundation concurred.

3. Election of 2017 Foundation Officers

Mr. Tripp moved the adoption of Mr. Kuntz as Chair, Mr. Lautenbach as Vice-Chair, Ms. Vikki Shirley as Secretary, and Mr. Tim Jones as Treasurer. Ms. Link seconded the motion, and members of the Foundation concurred.

4. Approve 2017 Operating Budget

Mr. Colson moved the adoption of the 2017 operating budget as presented. Mr. Doyle seconded the motion, and members of the Foundation concurred.

5. Investment Performance Update

In 2014 the Foundation adopted an Investment Policy Statement and subsequently engaged CapTrust as the investment manager for the foundation's \$5 million endowment for first generation scholarships.

Pursuant to our investment policy statement, our investment manager is supposed to meet with us annually to review the portfolio structure, strategy and investment performance.

Today, we have Mr. Shane Ward CapTrust here to give us an update.

Mr. Ward provided an update on the Board's investment. With the recent increase in the market, earnings have met the targets and earnings now exceed the original investment.

Mr. Kuntz stated the investment management agreement with CapTrust was for two years and he thanked them for the services they have provided to us. The agreement with CapTrust officially expired in September, 2015, but they have continued providing management services for the Foundation. CapTrust has offered to extend those services, pro-bono, for another two years if the Board concurs.

Mr. Colson moved to approve the extension of the investment management agreement with CapTrust for two years. Mr. Tripp seconded the motion, and members of the Foundation concurred.

6. Concluding Remarks and Adjournment

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

Tim Jones, Treasurer

Tom Kuntz, Chair

**STATE UNIVERSITY SYSTEM OF FLORIDA
FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.**

November 9, 2017

SUBJECT: Election of 2018 Foundation Officers

PROPOSED FOUNDATION ACTION

Election of 2018 Officers: Chairperson; Vice Chairperson; Secretary; Treasurer

AUTHORITY FOR BOARD OF GOVERNORS FOUNDATION, INC. ACTION

Florida Board of Governors Foundation, Inc. by-laws

BACKGROUND INFORMATION

The foundation operates on a calendar year basis and elects officers each year to serve for a one year term. This election takes place at the last meeting of the calendar year for the officers that will serve for the next calendar year.

The foundation by-laws outline the following qualifications for membership:

The members of the Florida Board of Governors shall be members of the Foundation Board. In addition, other persons shall be eligible for active membership in this corporation who have been duly elected by a majority of all the members of the Corporation at any annual or special meeting of the members.

In the past the Chair, Vice Chair and the Corporate Secretary for the Florida Board of Governors have been elected to the Chairperson, Vice Chairperson and Secretary, respectively, of the foundation. Additionally, the Treasurer has been elected by a majority of the foundation's board members.

2017 Officers were:

Chairperson – Tom Kuntz
Secretary – Vikki Shirley

Vice Chairperson – Ned Lautenbach
Treasurer – Tim Jones

Supporting Documentation Included: 1. Foundation Articles of Incorporation
2. Foundation By-laws

Facilitators/Presenters: Chair Tom Kuntz

AMENDED AND RESTATED

ARTICLES OF INCORPORATION

OF

**FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.
(formerly known as FLORIDA BOARD OF REGENTS FOUNDATION, INC.)
A FLORIDA CORPORATION NOT FOR PROFIT**

These Amended and Restated Articles of Incorporation, which did not require member approval pursuant to Article IX of the Corporation's original Articles of Incorporation and Florida law, were approved by a majority of the Board of Directors on April 30, 2003.

ARTICLE I

NAME AND ADDRESS

The name of this Corporation shall be: **FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.** The principal office of the Corporation is located at 325 West Gaines Street, Tallahassee, Florida 32399, and the mailing address is 325 West Gaines Street, Tallahassee, Florida 32399.

ARTICLE II

CORPORATE EXISTENCE

The Corporation shall have perpetual existence.

ARTICLE III

CORPORATE PURPOSES

The Corporation shall be a nonprofit, nonsectarian organization formed and operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, which purposes shall be to encourage, solicit, receive and administer gifts

and bequests of property and funds for scientific, educational and charitable purposes, all for the advancement of the State University System of Florida and its objectives; and to that end to take and hold, for any of said purposes, funds and property of all kinds, subject only to any limitations or conditions imposed by law or in the instrument under which received; to buy, sell, lease, convey and dispose of any such property and to invest and reinvest any proceeds and other funds, and to deal with and expend the principal and income for any of said purposes; and, in general, to exercise any, and all powers which a corporation not for profit organized under the laws of Florida for the foregoing purposes can be authorized to exercise. The Corporation shall not carry on any activities not permitted to be carried on by a corporation exempt from federal income tax pursuant to Section 501(c)(3) of the Internal Revenue Code and to which deductible contributions may be made under Sections 170, 2055, or 2522 of the Internal Revenue Code, as applicable. No part of the assets or the net earnings of the Corporation shall inure to the benefit of any officer, director, member, or any other person. No substantial part of the activities of the Corporation shall be dedicated to attempting to influence legislation by propaganda or otherwise. The Corporation shall not participate or intervene in any political campaign on behalf of any candidate for public office.

During any period that the Corporation may be found to be a private foundation, as defined by Section 509(a) of the Internal Revenue Code, the Corporation shall: (1) distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942(a); (2) not engage or be involved in any act of self-dealing, as defined in Section 4941(d), so as to give rise to any liability for the tax imposed by Section 4941(a); (3) not retain any excess business holdings as defined in Section 4943(c), so as to give rise to any liability for the tax imposed by Section 4943(a); (4) not make any investments which

would jeopardize the carrying out of any of its exempt purposes, within the meaning of Section 4944, so as to give rise to any liability for the tax imposed by Section 4944(a); and (5) not make any taxable expenditures, as defined in Section 4945(d), so as to give rise to any liability imposed by Section 4945(a). Unless otherwise indicated, as used in this Article III and hereinafter, all section references are to the Internal Revenue Code of 1986, as amended, including any corresponding provisions of any subsequently enacted federal tax laws.

ARTICLE IV

CORPORATE POWERS

The Corporation shall have and exercise all powers accorded corporations not for profit under the laws of the State of Florida which are not in conflict with the Corporation's exempt purposes as provided in Article III above.

ARTICLE V

CAPITAL STOCK

The Corporation shall not have capital stock.

ARTICLE VI

MEMBERS

The Corporation shall have no voting members. The Board of Directors may authorize the establishment of nonvoting membership from time to time. The designation of one or more classes of membership, the qualifications and rights of the members of each class, and the manner of their admission to membership shall be regulated by the Bylaws of the Corporation.

ARTICLE VII

BOARD OF DIRECTORS

The powers of the Corporation shall be exercised by or under the authority of, and the affairs of the Corporation shall be managed under the direction of, a Board of Directors, the number of which may be either increased or decreased from time to time as regulated by the Bylaws but shall consist of not fewer than nine. The manner and method of election of the Board of Directors shall be as stated in the Bylaws of the Corporation. Where not inconsistent with Chapter 617, Florida Statutes, and the express provisions of these Articles of Incorporation, the Board of Directors shall have all the rights, powers, and privileges prescribed by law of directors of corporations for profit.

The Board of Directors of the Corporation shall consist of the seventeen (17) members of the Florida Board of Governors, as set forth below, who shall hold office for such terms as provided in the Bylaws of the Corporation and until their successors have been elected and qualified or until their earlier resignation, removal from office, inability to act, or death:

<u>Director</u>	<u>Address</u>
Pamela “Pam” Bilbrey	325 West Gaines Street Tallahassee, FL 32399
Dr. Castell V. Bryant	325 West Gaines Street Tallahassee, FL 32399
John Dasburg	325 West Gaines Street Tallahassee, Florida 32399
Miguel De Grandy	325 West Gaines Street Tallahassee, Florida 32399
Rolland Heiser	325 West Gaines Street Tallahassee, Florida 32399
Gerri Moll	325 West Gaines Street Tallahassee, Florida 32399

Joan Wellhouse Newton	325 West Gaines Street Tallahassee, Florida 32399
Ava L. Parker	325 West Gaines Street Tallahassee, Florida 32399
Thomas F. Petway, III Chairman	325 West Gaines Street Tallahassee, Florida 32399
Carolyn K. Roberts Vice Chairman	325 West Gaines Street Tallahassee, Florida 32399
Chris Sullivan	325 West Gaines Street Tallahassee, Florida 32399
John W. Temple	325 West Gaines Street Tallahassee, Florida 32399
Steven Uhlfelder	325 West Gaines Street Tallahassee, Florida 32399
Zachariah P. Zachariah	325 West Gaines Street Tallahassee, Florida 32399
Jim Horne	325 West Gaines Street Tallahassee, Florida 32399
Dr. Richard W. Briggs	325 West Gaines Street Tallahassee, Florida 32399
Pablo E. Paez	325 West Gaines Street Tallahassee, Florida 32399

ARTICLE VIII

AMENDMENTS

These Articles of Incorporation may be amended by the affirmative vote of at least three-fifths of the members of the Board of Directors present at any regular or special meeting provided proper notice of the changes to be made has been given and a quorum is present, or without a meeting if a consent in writing, signed by the number of Directors whose votes would be necessary to authorize such amendment at a meeting, is filed in the minutes of the Corporation. Within ten days after obtaining such authorization by written consent, notice summarizing the action shall be given to those Directors who have not consented in writing.

ARTICLE IX

DISSOLUTION

Upon dissolution, all of the Corporation's assets remaining after payment of all costs and expenses of such dissolution shall be distributed to the Florida Board of Governors or its successor in interest, to be used exclusively for the purposes set forth in Article III above. None of the assets shall be distributed to any officer, director, or member of the Corporation, or any other person or organization not described in the preceding sentence.

ARTICLE X

REGISTERED OFFICE AND REGISTERED AGENT

The street address of the Registered Office of the Corporation is 325 West Gaines Street, Tallahassee, Florida 32399, and the name of the Registered Agent at such address is **THOMAS F. PETWAY, III.**

IN WITNESS WHEREOF, I have executed these Articles of Incorporation of **FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.**, on this 30th day of April, 2003.

THOMAS F. PETWAY, III
Chairman

STATE OF FLORIDA
COUNTY OF LEON

The foregoing instrument was acknowledged before me this ____ day of _____, 2003, by **THOMAS F. PETWAY, III**, as Chairman of **FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.**, a Florida corporation not-for-profit, () who is personally known to me, or () who has produced _____ [type of identification] as identification.

Signature of Notary Public
Notary Stamp/Seal:



**Florida Board of Governors Foundation, Inc.
By-Laws**

Location of Offices

The principal office of the Board of Governors Foundation, Inc. shall be maintained in Tallahassee, Florida.

Annual Meeting

The annual meeting of the active members of this Corporation shall be held on the call of the Chairperson.

This meeting shall be presided over by the Chairperson of the Directors, and in case of the absence of the Chairperson by the Vice-chair of the Board of Directors.

The principal item of business at this meeting shall be the election of the officers of the Corporation and the adoption of the annual budget.

Following the election of officers and the adoption of the budget, other business as may come before the body may be transacted.

At the meeting, a majority of the active members shall constitute a quorum and a majority of those present may transact any business before the body.

Qualifications for Membership

The members of the Florida Board of Governors shall be members of the Foundation Board. In addition, other persons shall be eligible for active membership in this corporation who have been duly elected by a majority of all the members of the Corporation at any annual or special meeting of the members.

Board of Directors

The duties of the Board of Directors shall be as follows:

1. To discharge faithfully all the duties imposed upon it by the Charter of this Corporation and to see that all other provision of said charter are properly executed.
2. To meet upon the call of (1) the Chairperson of the Board, or (2) any three members of the Board.
3. To select a bank or banks or other depositories for the deposit of the funds and securities in the banks or other depositories designated, and to cause said bank or banks or other depositories to pay out said funds and deliver said securities only upon checks, vouchers, or other orders signed either by the Chairperson, the Treasurer, Vice-Chair or the Secretary of this Corporation.



4. If specifically approved by the Board, require the Treasurer and such other persons as receive, collect, or otherwise handle funds of this Corporation a good and sufficient bond for the faithful performance of their duties in connection therewith.
5. To cause an audit of the books of the Treasurer to be made as soon as practicable after the close of the fiscal year of the Corporation and to have it reported to the Chairperson of this Corporation at once and to the Board of Directors at their next meeting thereafter; provided that in case of vacancy in the office of the Treasurer, such audit shall be made and reported immediately.
6. To appoint and employ such individuals as may be necessary to carry on the activities of this Foundation.

Duties of Officers

Chairperson – The duties of the Chairperson shall be as follows:

1. To preside at all meetings of the Board of Directors.
2. To join with the Secretary in signing the name of this Corporation to all papers, documents and writings requiring the signature of this Corporation, except as herein otherwise provided.
3. To see that the orders of the Board of Directors are carried out promptly or to advise said Board if its orders are not carried out.
4. To hold office until a successor is appointed and enters upon the discharge of the duties of the office.

Vice-Chairperson – The duties of the Vice-Chair shall be as follows:

1. To perform the duties of the Chair during the absence or incapacity of that officer.
2. To hold office until a successor is appointed and enters upon the discharge of the duties of the office.

Secretary – The duties of the Secretary shall be as follows:

1. To attend meetings of the Corporation and all meeting of the Board of Directors.
2. To keep accurate minutes of the proceedings of all afore-said meetings and preserve same in a book of such nature as to serve as a permanent record.
3. To keep on record a copy of the Charter of this Corporation and a copy of the By-Laws.
4. To join with the Chair in signing the name of this Corporation to all papers, documents and writing requiring the signature of this Corporation, except as herein otherwise provided.
5. To keep the seal of this Corporation and affix same to such official documents, records and papers as may be required.
6. To carry on such of the general correspondence of this Corporation as may be assigned by the Chairman of the Board of Directors.
7. To keep an accurate list of all active, associate, sustaining and honorary members of this Corporation.
8. To hold office until a successor is appointed and enters upon the discharge of the duties of the office.
9. To present written reports as necessary.



Treasurer – The duties of the Treasurer shall be as follows:

1. To receive and have the care and custody of all the funds and securities of this Corporation and to deposit same in the name of this Corporation and to deposit same in the name of this Corporation in such bank, or banks, or other depositories as may be selected by the Board of Directors.
2. To sign all checks, vouchers, or other orders drawn upon the bank or banks or other depositories in which the funds and securities of this Corporation are deposited, except that other officers as specified elsewhere in these by-laws may sign such checks, vouchers or other orders in the stead of the Treasurer.
3. If specifically required by the Board, give such bond for the faithful performance of the duties of the office may require.
4. To account to the successor in office for all funds and securities which were listed on the books at the time of the last audit and all funds and securities which have come to the Treasurer since the last audit of the books of the office and deliver over to the successor such funds and securities which remain on hand upon the appointment and qualification of said successor.

Compensation of Officials

The directors and officers of this Corporation shall not receive any compensation from this Corporation for their services as director or officer; provided, however, that they may, upon order by the Board of Directors, be reimbursed from the funds of the Corporation for any traveling expenses or other expenditures incurred by them in the proper performance of their duties.

Filling Vacancies

Whenever a vacancy occurs in any office or on the Board of Directors of this Corporation, it shall be filled by appointment made by the Chairperson of the Board of Directors immediately upon notice of such vacancy.

The newly appointed member or officer shall act during the remainder of the unexpired term of the predecessor.

Seal

The seal of this Corporation shall be in the form of a circle and shall bear, among other things, the name of the Corporation and the date of its incorporation.

Amending By-Laws

These By-Laws may be amended only at a regular or special meeting for this purpose, written notice shall be given to each active member of this Corporation at least five days before the date set for the meeting, and such notice shall indicate the provision sought to be amended and the nature of the amendment proposed to be adopted.

**STATE UNIVERSITY SYSTEM OF FLORIDA
FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.**

November 9, 2017

SUBJECT: 2018 Operating Budget

PROPOSED FOUNDATION ACTION

Approve the 2018 operating budget for the Board Foundation.

AUTHORITY FOR BOARD OF GOVERNORS FOUNDATION, INC. ACTION

Florida Board of Governors Foundation, Inc. By-laws

BACKGROUND INFORMATION

The Foundation operates on a calendar year basis pursuant to an approved operating budget. The approval of an impending year's proposed budget takes place at the last meeting of the current calendar year. The proposed budget represents a continuation of educational initiatives and activities of the Foundation.

During the 2017 year the Foundation has been very active in supporting activities of the Chancellor, the Board, system meetings, and most notably providing funds to the universities in support of student scholarships.

The 2017 budget adopted by the Foundation is on track. For revenues, the state was able to provide the state match for the Johnson Foundation gift as outlined in statute. By the end of the calendar year, the foundation will distribute over \$1 million for Johnson scholarships. Thru the investments earned on the Helios Scholarships, and managed by CapTrust, the Foundation was able to distribute \$200,000 for first generation scholarships.

The 2018 budget proposed is consistent with previous year's budgets. Expenditures are expected to be approximately the same as 2017.

Supporting Documentation Included:

1. 2017 Operating Budget and Year-to-Date Expenditures
2. Proposed 2018 Operating Budget

Facilitators/Presenters: Chair Tom Kuntz



Florida Board of Governors Foundation, Inc.
2017 Operating Budget
as of September 30, 2017

-----Budget Adopted for 2017-----					Actual Revenues / Expenditures September	Over (Under) Budget
	General Account	Theodore & Vivian Johnson Grant Account	Helios First Generation Account	Total All Accounts		
<u>REVENUES</u>						
Johnson Donation	\$0	\$450,000	\$0	\$450,000	\$554,641	\$104,641
Johnson Donation State Match		\$1,200,000	\$0	\$1,200,000	\$0	(\$1,200,000)
Contributions	\$275,000	\$0	\$0	\$275,000	\$201,256	(\$73,744)
Interest Earned	\$4,300	\$2,600	\$200,000	\$206,900	\$9,090	(\$197,810)
Total Revenues	<u>\$279,300</u>	<u>\$1,652,600</u>	<u>\$200,000</u>	<u>\$2,131,900</u>	\$764,987	(\$1,366,913)
<u>EXPENSES</u>						
Administration	\$5,000	\$0	\$0	\$5,000	\$5,241	\$241
Emoluments	\$265,000	\$0	\$0	\$265,000	\$246,142	(\$18,858)
Scholarships/ Awards	\$0	\$1,600,000	\$125,000	\$1,725,000	\$700,148	(\$1,024,852)
Meetings	\$13,000	\$0	\$0	\$13,000	\$3,230	(\$9,770)
Miscellaneous	\$2,500	\$0	\$0	\$2,500	\$720	(\$1,780)
Total Expenses	<u>\$285,500</u>	<u>\$1,600,000</u>	<u>\$125,000</u>	<u>\$2,010,500</u>	\$955,482	(\$1,055,018)
Net Increase/(Decrease)	(\$6,200)	\$52,600	\$75,000	\$121,400	(\$190,495)	
Fund Balance, Beginning 1/1/2016 (actual)	\$769,269	\$163,039	\$4,992,487	\$5,924,795	\$5,924,795	
Fund Balance, Ending	<u>\$763,069</u>	<u>\$215,639</u>	<u>\$5,067,487</u>	<u>\$6,046,195</u>	\$5,734,301	



**Florida Board of Governors Foundation, Inc.
Proposed 2018 Operating Budget**

	General Account	Theodore & Vivian Johnson Account	Helios First Generation Account	Total All Accounts
<u>REVENUES</u>				
Johnson Donation	\$0	\$450,000	\$0	\$450,000
Johnson Donation State Match	\$0	\$225,000	\$0	\$225,000
Contributions	\$275,000	\$0	\$0	\$275,000
Interest/Investment Earnings	\$7,675	\$4,000	\$200,000	\$211,675
Total Revenues	<u>\$282,675</u>	<u>\$679,000</u>	<u>\$200,000</u>	<u>\$1,161,675</u>
<u>EXPENSES</u>				
Administration	\$5,300	\$0	\$0	\$5,300
Emoluments	\$265,000	\$0	\$0	\$265,000
Scholarships/Awards	\$0	\$650,000	\$200,000	\$850,000
Meetings	\$13,000	\$0	\$0	\$13,000
Miscellaneous	\$3,500	\$0	\$0	\$3,500
Total Expenses	<u>\$286,800</u>	<u>\$650,000</u>	<u>\$200,000</u>	<u>\$1,136,800</u>
Net Increase/(Decrease)	(\$4,125)	\$29,000	\$0	\$24,875
Fund Balance, Beginning 1/1/2018 (estimated)	\$770,000	\$162,000	\$5,300,000	\$6,232,000
Fund Balance, Ending	<u>\$765,875</u>	<u>\$191,000</u>	<u>\$5,300,000</u>	<u>\$6,256,875</u>

**STATE UNIVERSITY SYSTEM OF FLORIDA
FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.**

November 9, 2017

SUBJECT: Investment Performance Update

PROPOSED FOUNDATION ACTION

For information and selection of an investment manager.

AUTHORITY FOR BOARD OF GOVERNORS FOUNDATION, INC. ACTION

Florida Board of Governors Foundation, Inc. by-laws

BACKGROUND INFORMATION

In June, 2014 the Foundation adopted an Investment Policy Statement (IPS) and subsequently engaged CapTrust as the investment manager. CapTrust provided this service at no charge to the Foundation. The Foundation invested the \$5 million donation for Helios Scholarships with Schwab in March, 2015.

In accordance with our agreement, CapTrust will provide an update on investment portfolio. Representatives will be there to make a presentation.

Supporting Documentation Included: Investment Policy Statement

Facilitators/Presenters: Mr. John Frady, CapTrust



**Florida Board of Governors
Foundation, Inc.**

Investment Policy Statement

June 19, 2014

The Florida Board of Governors Foundation, Inc. is a nonprofit, nonsectarian organization formed and operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. The Foundation's purpose is to encourage, solicit, receive and administer gifts and bequests of property for scientific, educational and charitable purposes, all for the advancement of the State University System of Florida.

I. SCOPE OF THIS INVESTMENT POLICY

This investment policy statement has been established by the Florida Board of Governors Foundation, Inc. to govern the investment management of the Helios Education Foundation endowment. The purpose of the endowment is to distribute scholarship funds to the state universities in the State University System to support first generation students. The intent of the Policy is to comply with the requirements of the Florida Uniform Prudent Management of Institutional Funds Act, section 617.2104, Florida Statutes, to ensure prudent management of the assets in order to serve the best interests of students who rely on the distributions from the endowment to assist them with defraying the cost of attaining a postsecondary degree.

II. BOARD MEMBERS' ROLE

- a. The members of the Board of Governors shall be members of the Foundation Board.
- b. The Board shall select a bank or other depositories for the deposit of the funds and securities in the bank or other depositories designated, and to cause said bank or other depositories to pay out said funds and deliver said securities only upon checks, vouchers, or other orders signed either by the Chairperson, Vice-Chair, Treasurer, or the Secretary of this Corporation.
- c. The Board shall project the Foundation's financial needs and communicate those needs to the Investment manager on a timely basis.
- d. The Board shall determine the Foundation's risk tolerance and investment horizon.
- e. The Board shall establish reasonable and consistent investment objectives, policies and guidelines that will direct the investment of the Foundation's assets.
- f. The Board shall prudently and diligently select qualified investment professionals and evaluate their progress towards stated goals.
- g. The Board shall develop and enact proper control procedures: For example, replacing Investment Manager(s) due to fundamental change in investment management process, or failure to comply with established guidelines.

- h. The Board shall review this Investment Policy Statement at least once per year. Changes to this Investment Policy Statement can be made by affirmation of a majority of the Board.

III. INVESTMENT OBJECTIVE

- a. The funds are to be invested with the objective of preserving the long-term, real purchasing power of assets while providing a relatively predictable and growing stream of annual distributions in support of scholarships for first generation students attending a state university.
- b. For the purpose of making distributions, the Board shall refer to the Endowment Gift Agreement among the Helios Education Foundation and the Board of Governors Foundation, Inc..

IV. INVESTMENT PRINCIPLES

- a. Investments shall be made solely in the interest of the beneficiaries of the endowment.
- b. The endowment funds shall be invested with care, skill, prudence and diligence.
- c. Investment of the endowment funds shall be diversified as to minimize the risk of losses.

V. INVESTMENT POLICIES

- a. Asset Allocation Policy –
 - i. The Board recognizes that the strategic allocation of portfolio assets across broadly defined financial asset and sub-asset categories with varying degrees of risk, return, and return correlation will be the most significant determinant of long-term investment returns and asset value stability.
 - ii. The Board recognizes that actual returns and return volatility may vary from expectations and return objectives across short periods of time.
 - iii. The investment manager shall make reasonable efforts to preserve the endowment corpus, understanding that losses may occur in individual securities. However, the investment manager shall make reasonable efforts to control risk.
 - iv. Endowment fund assets will be managed as a balanced portfolio composed of two major components: an equity portion and a fixed income portion. The equity investments will be to maximize the long-term real growth of portfolio assets, while the fixed income investments will be to generate current income, provide for a stable

periodic return, and provide some protection against a prolonged decline in the market value of portfolio equity investments.

- v. Cash investments, under normal circumstances, will only be considered as temporary portfolio holdings, and will be used for fund liquidity needs or to facilitate a planned program of dollar-cost averaging into investments in either or both of the equity and fixed income asset classes.

b. Asset Allocation –

- i. Assets will, under normal circumstances, be allocated across broad asset and sub-asset classes in accordance with the following guidelines, with a fluctuation of up to 10 percent:

Class	Asset Allocation	Allowable Range
Equity	60%	50-70%
Fixed Income	40%	30-50%
Cash	0%	0-10%

VI. SELECTION OF INVESTMENT MANAGER(S)

The Board's selection of an investment manager(s) must be based on due diligence procedures. A qualifying investment manager must be a registered investment advisor under the Investment Advisers Act of 1940, or a bank or insurance company. The Board will require that each investment manager provide, in writing, an acknowledgment of fiduciary responsibility to the Board.

VII. EVALUATION OF PERFORMANCE

- a. The Board will monitor the investment performance against the portfolio stated investment objectives and as set forth below. Annually, the Board will formally assess the portfolio and the performance of the investments as follows:
 - i. The portfolio's composite investment performance (net of fees) will be judged against the following standards:
 - 1. Long-term real return objective.
 - 2. Total return to exceed the performance of a policy index based upon the strategic asset allocation of the endowment fund to various asset classes such as:
 - a. S&P 500
 - b. Russell 3000
 - c. Barclay's Capital U.S. Aggregate Bond Index
 - d. Citigroup 3-month T-bill Index
- b. The performance of professional investment managers hired on behalf of the portfolio will be judged against the following standards:

- i. A market-based index appropriately selected or tailored to the manager's agreed-upon investment objective and the normal investment characteristics of the manager's portfolio.
 - ii. The performance of other investment managers having similar investment objectives.
- c. Investment reports shall be provided by the investment manager on at least a quarterly basis or as more frequently requested by the Board. Each investment manager is expected to be available to meet with the Board at least once per year to review the portfolio structure, strategy, and investment performance.

VIII. SPENDING POLICY

- a. Scholarship disbursements from the endowment will be distributed annually during July. The value of the endowment includes: dividends, realized and unrealized gains. The annual distribution from the endowment fund will be set at 4% of the average market value of the previous 3 years' year-end evaluations. The portfolio value is net of investment management fees. This spending plan will be reviewed annually and recommendations for changes shall be considered by the Board. In no event shall the distribution touch the corpus without the consent of the Helios Education Foundation.
- b. No stocks generally considered speculative in nature shall be purchased. In addition, no short sales, hedging, and margin purchases shall be made.

IX. ADOPTION

The Board adopted this Investment Policy Statement on the 19th day of June, 2014.



FLORIDA BOARD OF GOVERNORS FOUNDATION

PERFORMANCE REVIEW SEPTEMBER 30, 2017

John Frady
Vice President, Financial Advisor



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IMPORTANT DISCLOSURES

This report has been compiled from sources believed to be reliable but are not guaranteed to be accurate or complete.

This material has been prepared solely for information purposes and is not a solicitation. Performance reports contain returns that are net of fees. Any depiction of account value/performance is not warranted to be accurate or complete. Please refer to your official monthly/quarterly custodial statements for verification. Past performance does not guarantee future results. CAPTRUST Financial Advisors does not render legal, accounting, or tax advice.

Please contact your CAPTRUST Financial Advisor if your Investment Objectives or your personal or financial situation has changed or if you want to place reasonable restrictions on the management of your investment account(s) or portfolio. You may call direct at 919.870.6822 or 800.216.0645 or email compliance@captrustadvisors.com.

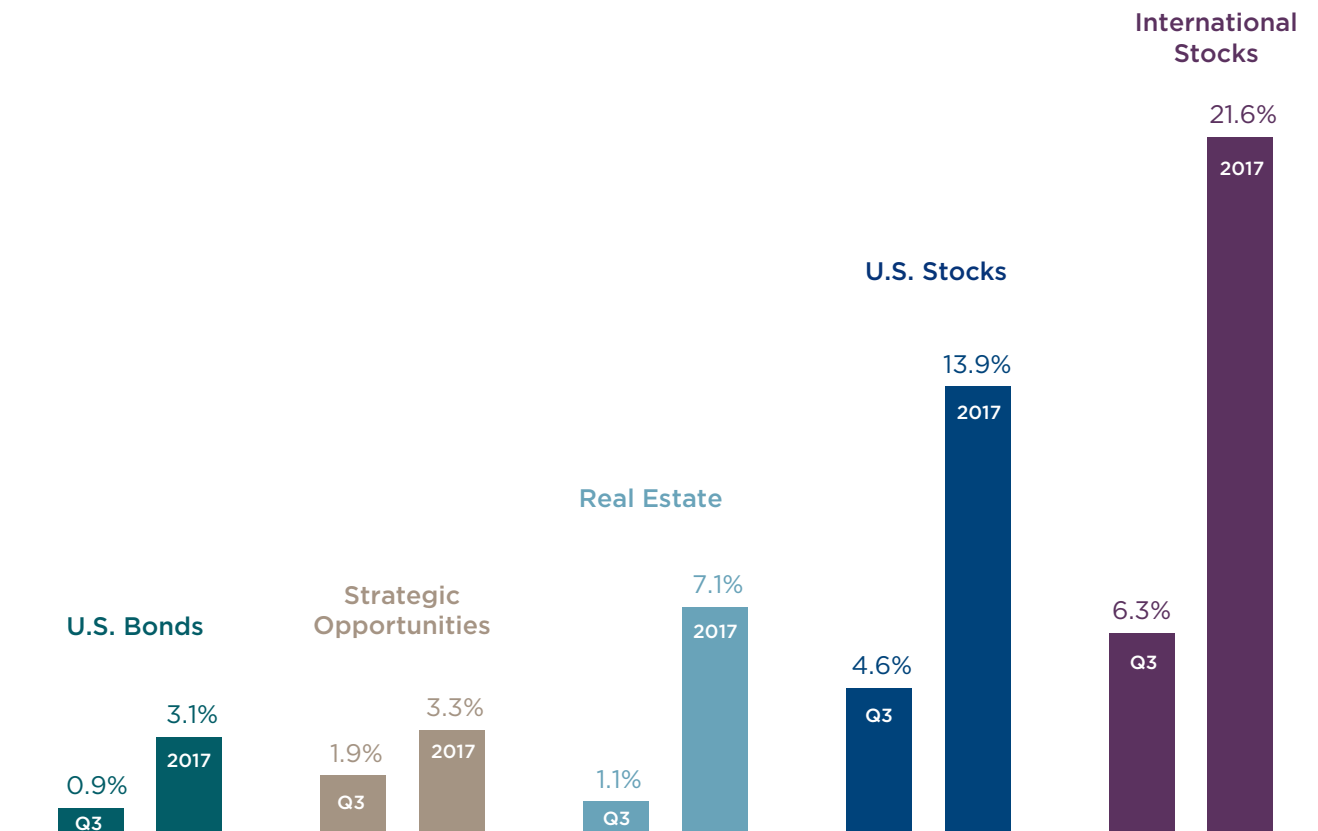
MARKET COMMENTARY

Period Ending 9.30.17 | Q3 17

STOCKS PERFORMING WELL THIS YEAR

All asset classes moved higher in the third quarter and remain in positive territory for the year. Remarkably, both U.S. and international stocks have notched gains each month of 2017, leading them to double-digit gains for the year so far. Meanwhile, other asset classes have posted modest but positive returns.

- U.S. stocks continued their rally into record territory this quarter, driven by positive corporate earnings reports and contained inflation.
- Both developed and emerging market international stocks surged in the third quarter on the uptick in global growth. Emerging market stocks remain this year's top performer, aided by a stable Chinese economy and a weaker U.S. dollar.
- Bonds fell modestly in September as interest rates rose. Nonetheless, they inched higher this quarter and have managed a small gain for the year.
- Although fundamentals remain solid, higher interest rates put pressure on public real estate this quarter.
- Strategic opportunities posted a gain in the third quarter but continue to lag most other asset classes this year.



Asset class returns are represented by the following indexes: U.S. stocks (Russell 3000 Index), international stocks (MSCI All-Country World ex. U.S. Index), U.S. bonds (Bloomberg Barclays U.S. Aggregate Bond Index), real estate (Dow Jones U.S. Real Estate Index), and strategic opportunities (HFRX Absolute Return Index).

MARKET COMMENTARY

Period Ending 9.30.17 | Q3 17

ECONOMIC OUTLOOK

The global economic picture typically consists of favorable attributes (tailwinds) and challenges (headwinds). Here, we provide our perspective on both and offer our view on which side has the upper hand.

TAILWINDS

Global economic growth continues

- The global economy is growing steadily; one measure, the JPMorgan Global Manufacturing Purchasing Managers Index, has ascended to near all-time highs.
- International developed and emerging economies could outpace the U.S. over the next several years.

**Consumer and business confidence remain robust**

- Mortgage borrowing rates remain very attractive at 4%.
- The impact of hurricanes Harvey and Irma will be short-lived, but auto sales and construction spending have picked up.
- Home prices are appreciating at meaningful rates; the Case-Shiller 20-City Composite Home Price Index rose 6% over the last 12 months and 17% over the last three years.

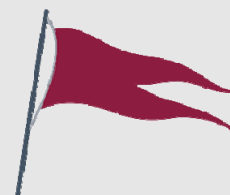
Earnings growth momentum expands

- Year-over-year earnings growth for the S&P 500 accelerated to a three-year high.
- Increasing short-term rates boost interest income for savers, which will drive further consumption.

HEADWINDS

Skilled labor in short supply

- The Fed reports strong demand for skilled labor.
- The supply of qualified applicants has been low, which could slow growth but increase wages.

**Gasoline prices have snapped higher**

- Recent hurricanes have caused gas prices to increase.
- Prices should settle lower as supply rebalances, but this could dampen spending in the near term.

Global monetary policy reversing course

- The Fed has begun raising (re-normalizing) short-term rates.
- Other central banks have begun to send signals that portend an end to easy money policies and very low interest rates.

Geopolitical risks are rising

- Tensions with North Korea remain unresolved and could escalate.
- Despite European elections earlier in 2017 that largely went against populist candidates, recent voting in Catalonia shows the populist mentality that arose with Brexit and the U.S. presidential election still has energy.

Overall, the global economic backdrop continues to strengthen. Given current valuations, international stocks are more attractively priced than U.S. stocks.

MARKET COMMENTARY

Period Ending 9.30.17 | Q3 17

INDICATORS OF STOCK MARKET TOPS

While the U.S. stock market has not corrected by more than 10% in more than a year, intra-year drawdowns of 10% or more are normal for the S&P 500. Given the duration of the current bull market and the low volatility we have experienced in recent months, it is natural to wonder when the next sell-off will occur. Below, we highlight signals that have historically been present in times of market exuberance to see if they apply to today's markets.

	CRITERIA	2000	2007	CURRENT	COMMENTS
1	High Valuations (e.g. Shiller CAPE ratio)	✓	✓	✓	The Shiller CAPE ratio is elevated but does not suggest an imminent bear market.
2	Heavy inflows into equity market funds	✓	✓	X	Net inflows into domestic equity mutual funds and ETFs have only recently started to rise. Inflows into bond funds remain robust.
3	Big pick-up in mergers and acquisitions activity	✓	✓	X	While M&A activity picked up meaningfully in 2015, both deal volume and deal value faded in 2016. Deal volume remains far from robust this year.
4	Initial public offering activity	✓	✓	X	Despite some high-profile new issues in 2017, deal volume and assets raised remain far below the pace exhibited in 2015.
5	Rising real interest rates	✓	✓	X	Inflation expectations have turned lower over the last three months.
6	Widening credit spreads	✓	✓	X	High-yield and investment grade credit spreads remain tight.

MARKET COMMENTARY

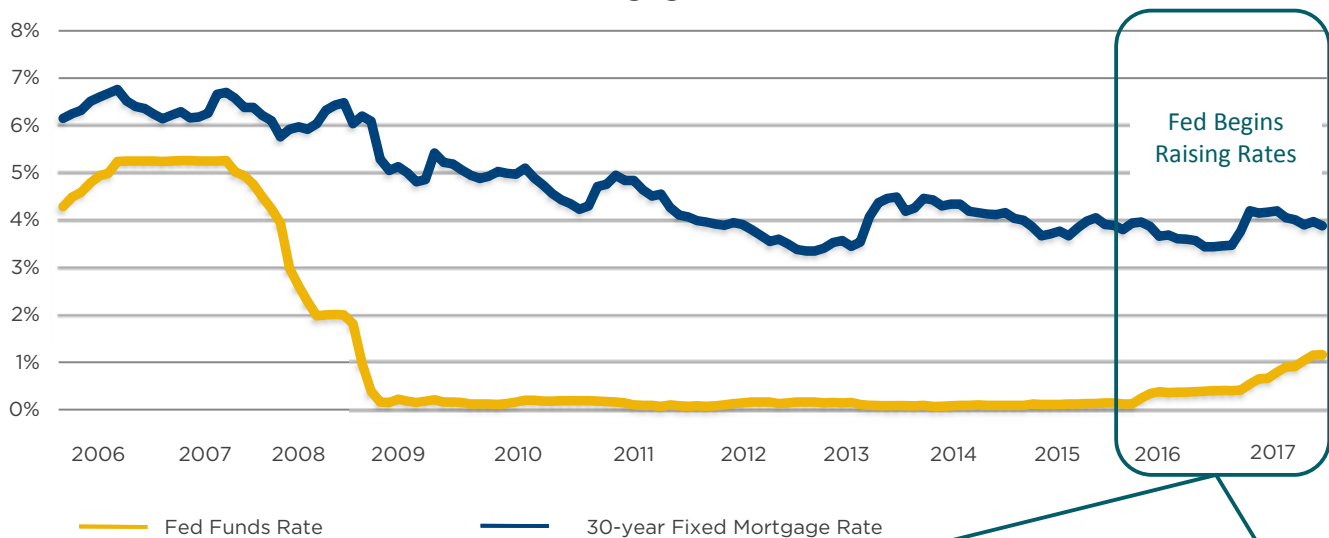
Period Ending 9.30.17 | Q3 17

A SHIFT IN MONETARY POLICY

The Fed began raising short-term interest rates at the end of 2015 to remove the extraordinary measures they implemented to combat the recession. They have raised the fed funds rate twice this year, and the market expects one more rate hike before year end.

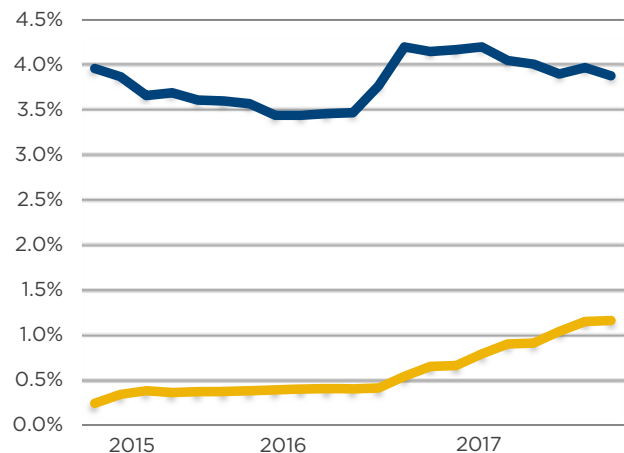
When the fed funds rate moves higher, banks raise the rates they charge on short-term loans. This increase trickles through to longer maturity loans. So far, despite the Fed's rate hikes, intermediate- and long-term rates have remained stable.

Fed Funds and Mortgage Rates: 2007 - Present



IMPACT OF HIGHER RATES SO FAR

- Higher short-term rates have increased the interest earned in cash accounts.
- Mortgage rates and core bond portfolios have not been negatively impacted because intermediate- and long-term rates remain stable.



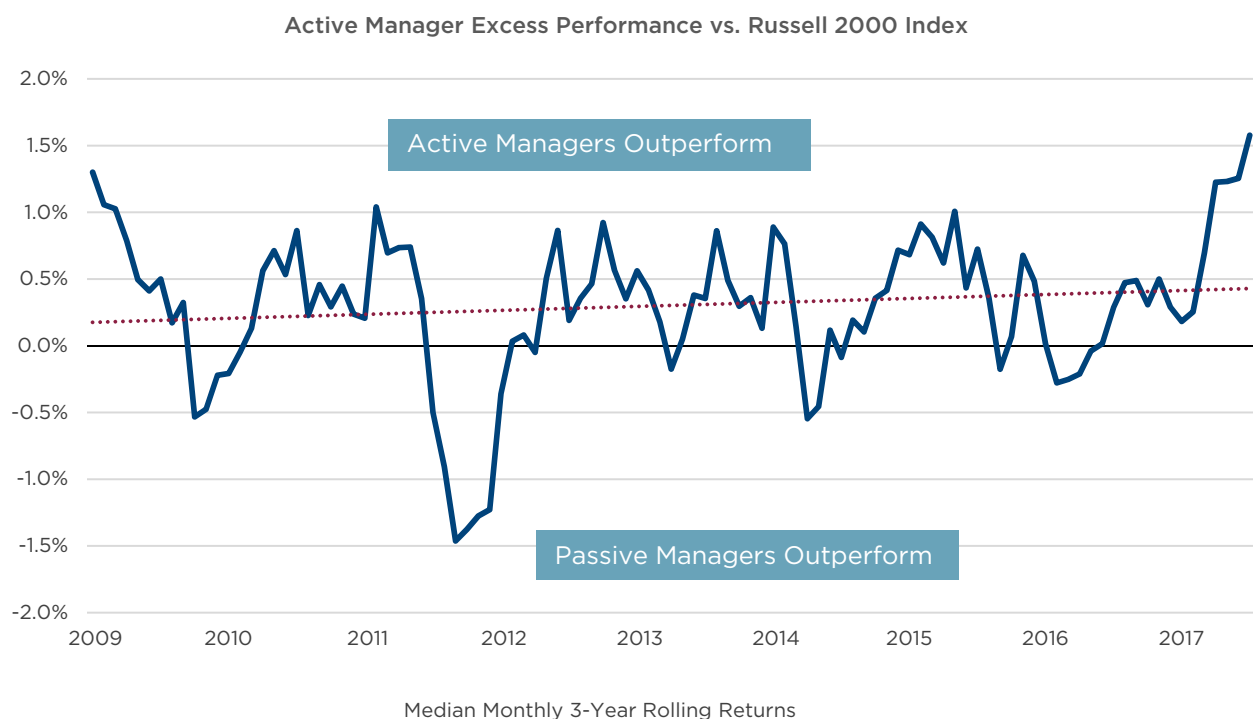
Source: FRED

INVESTMENT CONCEPT

Period Ending 9.30.17 | Q3 17

REPORTS OF ACTIVE MANAGEMENT'S DEATH ARE GREATLY EXAGGERATED

Since the financial crisis, passive equity funds that track benchmarks have outperformed actively managed equity funds that attempt to beat benchmarks. Active U.S. large-cap equity managers, in particular, have struggled to keep pace with the S&P 500 Index. Their underperformance has led to outflows as clients have become frustrated with subpar performance and higher fees. Despite this well-publicized underperformance, reports of active management's death are premature, and there remains a strong case for active U.S. equity management.



- While active U.S. large-cap managers have struggled, active small-cap managers have outperformed the Russell 2000 Index.
- Since the financial crisis, small-cap managers have out-performed the index net of manager fees; that out-performance has accelerated recently.
- Smaller companies' market valuations tend to be driven more by company-specific factors rather than macroeconomic trends.
- Smaller company stocks are covered by fewer analysts, providing greater opportunities for active managers to add alpha.

Sources: Morningstar Direct; Investopedia; Nationwide, "Benefits of Small Capitalization Investing"; Principal Global Equities, "Active Management Can Add Big Value in Small-Cap Equities"

ENDOWMENT & FOUNDATION—INDUSTRY UPDATE

Period Ending 9.30.17 | Q3 17

WILL SPENDING TODAY BRING A BRIGHTER TOMORROW?

Investment assets often represent both a source of funds to support current mission-related activities and a capital reserve to sustain the organization in the future. Organizational commitment to a defined, prudent spending policy can balance those two priorities.

COMMON SPENDING POLICIES	
SIMPLE	Spend a predefined percentage of assets from the annual market value
INFLATION-BASED	Grow the previous years' spending annually by an inflation factor such as CPI or a mission-specific benchmark
MOVING AVERAGE	Spend a predefined percentage of assets based on calculation of a moving average; 12 or 20 quarters are commonly used periods
CORRIDOR	Establish ceilings and floors that constrain the outcomes of simple, inflation-based, or moving average policies
HYBRID	Hybrid spending policies combine two or more calculation methodologies such as simple and inflation-based

UPMIFA BACKGROUND	
<p>UPMIFA* provides guidelines for investment decisions and portfolio spending for charitable and nonprofit organizations. Spending-specific considerations include:</p> <ul style="list-style-type: none"> • The duration and preservation of the endowment fund • The purposes of the institution and the endowment fund • General economic conditions • The possible effect of inflation or deflation • The expected total return from income and the appreciation of investments • Other resources of the institution • The investment policy of the institution 	

* UPMIFA is the Uniform Prudent Management of Institutional Funds Act.

ENDOWMENT & FOUNDATION—INDUSTRY UPDATE

Period Ending 9.30.17 | Q3 17

WILL SPENDING TODAY BRING A BRIGHTER TOMORROW?

Each spending policy's characteristics support different objectives. Selecting a policy that aligns with organizational goals can help promote successful mission outcomes and program stability.

PRIORITY	NORMAL CAPITAL MARKET ENVIRONMENT			POOR MARKET CONDITIONS	
	MAXIMIZE SHORT-TERM SPENDING	MINIMIZE SPENDING VOLATILITY	PRESERVE/INCREASE ASSETS	MINIMIZE SPENDING DECLINE	PRESERVE PORTFOLIO ASSETS
SIMPLE	●	▼	■	▼	●
INFLATION-BASED	■	●	▼	●	▼
MOVING AVERAGE	■	■	■	■	■
CORRIDOR	▼	■	●	■	■
HYBRID	■	■	■	■	■

●	Best Match
■	Fair Alignment
▼	Least Suited

Nonprofit organizations use a range of spending policies. The most appropriate policy for you will vary depending on organizational objectives, sources of capital, and spending needs. Regardless, you should occasionally revisit your policy to ensure that it remains consistent with organizational objectives. And, as always, document both your policy and review.

ASSET CLASS RETURNS

Period Ending 9.30.17 | Q3 17

2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	YTD 2017
Real Estate 31.49%	Inter-national Equities 17.11%	Real Estate 35.92%	Inter-national Equities 17.12%	Fixed Income 5.24%	Inter-national Equities 42.14%	Real Estate 28.48%	Real Estate 8.69%	Real Estate 17.77%	Small-Cap Stocks 38.82%	Real Estate 30.38%	Strategic Opportunities 2.86%	Small-Cap Stocks 21.31%	Inter-national Equities 21.61%
Inter-national Equities 21.36%	Mid-Cap Stocks 12.65%	Inter-national Equities 27.16%	Fixed Income 6.97%	Cash 1.51%	Mid-Cap Stocks 40.48%	Small-Cap Stocks 26.85%	Fixed Income 7.84%	Inter-national Equities 17.39%	Mid-Cap Stocks 34.76%	Large-Cap Stocks 13.24%	Real Estate 2.14%	Mid-Cap Stocks 13.80%	Large-Cap Stocks 14.71%
Mid-Cap Stocks 20.22%	Real Estate 12.13%	Small-Cap Stocks 18.37%	Strategic Opportunities 6.68%	Strategic Opportunities -13.09%	Real Estate 28.61%	Mid-Cap Stocks 25.48%	Large-Cap Stocks 1.50%	Mid-Cap Stocks 17.28%	Large-Cap Stocks 33.11%	Mid-Cap Stocks 13.22%	Large-Cap Stocks 0.92%	Large-Cap Stocks 12.05%	Mid-Cap Stocks 11.74%
Small-Cap Stocks 18.33%	Large-Cap Stocks 6.27%	Large-Cap Stocks 15.46%	Large-Cap Stocks 5.77%	Small-Cap Stocks -33.79%	Large-Cap Stocks 28.43%	Large-Cap Stocks 16.10%	Cash 0.10%	Large-Cap Stocks 16.42%	Inter-national Equities 15.78%	Fixed Income 5.97%	Fixed Income 0.55%	Real Estate 7.56%	Small-Cap Stocks 10.94%
Large-Cap Stocks 11.40%	Small-Cap Stocks 4.55%	Mid-Cap Stocks 15.26%	Mid-Cap Stocks 5.60%	Large-Cap Stocks -37.60%	Small-Cap Stocks 27.17%	Inter-national Equities 11.60%	Mid-Cap Stocks -1.55%	Small-Cap Stocks 16.35%	Strategic Opportunities 3.58%	Small-Cap Stocks 4.89%	Cash 0.05%	Inter-national Equities 5.01%	Real Estate 7.09%
Fixed Income 4.34%	Cash 3.35%	Strategic Opportunities 7.43%	Cash 4.71%	Real Estate -37.97%	Fixed Income 5.93%	Fixed Income 6.54%	Strategic Opportunities -3.71%	Fixed Income 4.22%	Real Estate 2.47%	Strategic Opportunities 0.79%	Mid-Cap Stocks -2.44%	Fixed Income 2.65%	Fixed Income 3.14%
Strategic Opportunities 3.20%	Fixed Income 2.43%	Cash 5.08%	Small-Cap Stocks -1.57%	Mid-Cap Stocks -41.46%	Cash 0.21%	Cash 0.13%	Small-Cap Stocks -4.18%	Strategic Opportunities 0.88%	Cash 0.07%	Cash 0.03%	Small-Cap Stocks -4.41%	Cash 0.33%	Strategic Opportunities 3.08%
Cash 1.44%	Strategic Opportunities -0.02%	Fixed Income 4.33%	Real Estate -16.82%	Inter-national Equities -45.25%	Strategic Opportunities -3.58%	Strategic Opportunities -0.12%	Inter-national Equities -13.33%	Cash 0.11%	Fixed Income -2.02%	Inter-national Equities -3.44%	Inter-national Equities -5.25%	Strategic Opportunities 0.31%	Cash 0.57%

Source: Markov Processes, Inc., Bloomberg, Mobius

Large-Cap Stocks (Russell 1000 Index)

The Russell 1000 Index tracks the performance of 1,000 of the largest public companies in the U.S. It includes more than 90% of the total market capitalization of all listed U.S. stocks.

Mid-Cap Stocks (Russell Mid-Cap Index)

The Russell Mid-Cap Index is a market-capitalization-weighted index representing the smallest 800 companies in the Russell 1000 Index.

Small-Cap Stocks (Russell 2000 Index)

The Russell 2000 Index tracks the performance of approximately 2,000 small-cap companies contained in the Russell 3000 Index, which is made up of 3,000 of the biggest U.S. stocks.

International Equities (MSCI ACWI Ex-US Index)

The MSCI ACWI Ex-US Index tracks large- and mid-cap stocks from 22 of 23 developed market countries (excluding the U.S.) and 24 emerging markets countries. This index covers approximately 85% of the global equity opportunity set outside the United States.

Fixed Income (Bloomberg Barclays U.S. Aggregate Bond Index)

The Bloomberg Barclays U.S. Aggregate Bond Index is a market capitalization-weighted index that tracks the majority of U.S.-traded investment grade bonds. The index includes Treasuries, agency bonds, mortgage-backed bonds, corporate bonds, and a small amount of foreign bonds traded in United States.

Real Estate (Dow Jones US Real Estate Index)

The Dow Jones US Real Estate Index tracks the performance of publicly traded real estate equity. It is comprised of companies whose charter is the equity ownership and operation of commercial real estate.

Strategic Opportunities (HFRX Absolute Return Index)

The HFRX Absolute Return Index measures the overall returns of hedge funds. Since hedge funds explore unique investment strategies and seek to generate absolute returns rather than focus on beating a benchmark, the HFRX is representative of all hedge fund strategies.

Cash (BofA Merrill Lynch 3-Month Treasury Bill Index)

The BofA Merrill Lynch 3-Month Treasury Bill Index tracks the performance of the U.S. dollar denominated U.S. Treasury Bills publicly issued in the U.S. domestic market with a remaining term to maturity of less than 3 months.

The information contained in this report is from sources believed to be reliable, but not warranted by CAPTRUST Financial Advisors to be accurate or complete.

INDEX PERFORMANCE

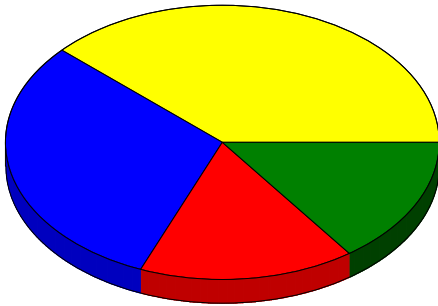
Period Ending 9.30.17 | Q3 17

INDICES	Q3 2017	YTD 2017	1 YEAR	3 YEAR	5 YEAR	10 YEAR
Domestic Fixed Income						
3 month T-Bill	0.26%	0.57%	0.66%	0.32%	0.22%	0.47%
Barclays Capital 1-3 year Gov't	0.24%	0.72%	0.27%	0.78%	0.65%	1.79%
Barclays Capital Interm Gov't	0.34%	1.55%	-0.66%	1.58%	1.01%	3.08%
Barclays Capital Interm Credit	0.99%	3.55%	1.58%	2.98%	2.60%	4.76%
Barclays Capital Interm Govt/Cred	0.60%	2.34%	0.23%	2.13%	1.61%	3.64%
Barclays Capital Aggregate Bond	0.85%	3.14%	0.07%	2.71%	2.06%	4.27%
Domestic Equity						
Standard & Poor's 500	4.48%	14.24%	18.61%	10.81%	14.22%	7.44%
Dow Jones Industrial Average	5.58%	15.45%	25.45%	12.35%	13.57%	7.72%
Wilshire 5000 Total Market	4.59%	13.72%	18.89%	10.96%	14.27%	7.61%
Wilshire US REIT	0.61%	2.44%	0.10%	9.65%	9.51%	5.55%
Russell 1000 - Large Cap	4.48%	14.17%	18.54%	10.63%	14.27%	7.55%
Russell 1000 Growth - Large Cap	5.90%	20.72%	21.94%	12.69%	15.26%	9.08%
Russell 1000 Value - Large Cap	3.11%	7.92%	15.12%	8.53%	13.20%	5.92%
Russell Midcap	3.47%	11.74%	15.32%	9.54%	14.26%	8.08%
Russell Midcap Growth	5.28%	17.29%	17.82%	9.96%	14.18%	8.20%
Russell Midcap Value	2.14%	7.43%	13.37%	9.19%	14.33%	7.85%
Russell 2000 - Small Cap	5.67%	10.94%	20.74%	12.18%	13.79%	7.85%
Russell 2000 Growth - Small Cap	6.22%	16.81%	20.98%	12.17%	14.28%	8.47%
Russell 2000 Value - Small Cap	5.11%	5.68%	20.55%	12.12%	13.27%	7.14%
International Equity						
MSCI World	4.84%	16.01%	18.17%	7.69%	10.99%	4.22%
MSCI EAFE	5.40%	19.96%	19.10%	5.04%	8.38%	1.34%
MSCI ACWI ex US	6.16%	21.13%	19.61%	4.70%	6.97%	1.28%
MSCI EM	7.89%	27.78%	22.46%	4.90%	3.99%	1.32%
Blended Benchmarks						
25% S&P 500 / 5% MSCI EAFE / 70% Barclays Agg	1.98%	6.76%	5.66%	4.85%	5.42%	4.92%
30% S&P 500 / 10% MSCI EAFE / 60% Barclays Agg	2.39%	8.15%	7.54%	5.38%	6.34%	4.93%
35% S&P 500 / 15% MSCI EAFE / 50% Barclays Agg	2.80%	9.55%	9.42%	5.90%	7.27%	4.94%
40% S&P 500 / 20% MSCI EAFE / 40% Barclays Agg	3.21%	10.94%	11.29%	6.42%	8.19%	4.95%
45% S&P 500 / 25% MSCI EAFE / 30% Barclays Agg	3.62%	12.34%	13.17%	6.94%	9.11%	4.96%

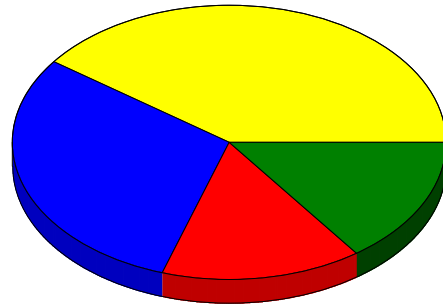
Florida Board of Governors Foundation, Inc. Combined Portfolio Review





Portfolio Allocation as of September 30, 2017

Actual Portfolio Allocation



Target Portfolio Allocation



Portfolio	Actual (\$)	Actual (%)	Target (\$)	Target (%)	Difference (\$)	Difference (%)
 Sawgrass - IFI	2,093,853	38.27%	2,188,775	40.00%	(94,922)	-1.73%
 Vanguard 500 - LCE	1,673,223	30.58%	1,641,581	30.00%	31,641	0.58%
 Great Lakes - SMID	882,515	16.13%	820,791	15.00%	61,724	1.13%
 Vanguard Total - IE	822,348	15.03%	820,791	15.00%	1,557	0.03%
Total Fund	\$5,471,938	100.00%	\$5,471,938	100.00%	\$0	0.00%

All dollar values are shown in actual dollars.

Florida Board of Governors Foundation, Inc.

Combined Portfolio Review

Executive Summary as of September 30, 2017

Account Reconciliation

	09/30/2017	2018	04/30/2015
	QTR	Fiscal YTD	Incept
Beginning Value	5,308,259	5,308,259	4,967,284
Net Flows	0	0	-199,980
Investment G/L	163,680	163,680	704,634
Ending Value	5,471,938	5,471,938	5,471,938

Investment Policy

Index	Weight
BBgBarc Interm Gov't/Credit Index	40.00
S&P 500	30.00
MSCI AC Wrld X US Fr	15.00
Russell 2500	15.00

Trailing Returns Through September 30, 2017

	1 Yr	2 Yr	3 Yr	4 Yr	5 Yr	6 Yr	7 Yr	8 Yr	9 Yr	10 Yr	04/30/2015 Incept
Account	11.00	10.02									5.69
Policy	11.06	10.40									5.87
Diff	-0.06	-0.38									-0.18

Fiscal Year Returns Ending June

	QTR	2018 YTD	2017	2016	2015	2014	2013	2012	2011	2010	2009
Account	3.08	3.08	11.20	0.70							
Policy	3.22	3.22	11.07	1.01							
Diff	-0.14	-0.14	0.13	-0.31							

Returns In Up Markets

	1 Yr	3 Yr	5 Yr	10 Yr
Account	11.0			
Policy	11.1			
Ratio	99.5			

Returns In Down Markets

	1 Yr	3 Yr	5 Yr	10 Yr
Account				
Policy				
Ratio				

Fiscal year ends in June.

Returns for periods exceeding one year are annualized. Returns are net time weighted return.

Please see Appendix for page explanations.

Florida Board of Governors Foundation, Inc. Combined Portfolio Review

Risk Measures

1 Year	Fund	Policy	Diff
Negative Periods	1.00	1.00	0.00
Positive Periods	11.00	11.00	0.00
Batting Average	50.00	50.00	0.00
Worst Qtr	1.10	1.08	0.02
Best Qtr	3.81	3.86	-0.05
Range	2.71	2.77	-0.06
Worst 4 Qtrs	11.00	11.06	-0.06
Standard Deviation	2.93	3.02	-0.09
Beta	0.00	0.00	0.00
Alpha	0.00	0.00	0.00
R-Squared	0.00	0.00	0.00
Sharpe Ratio	0.00	0.00	0.00
Treynor Ratio	0.00	0.00	0.00
Tracking Error	0.28	0.00	0.28
Information Ratio	-0.21	0.00	-0.21

3 Years	Fund	Policy	Diff
Negative Periods	n/a	n/a	n/a
Positive Periods	n/a	n/a	n/a
Batting Average	n/a	n/a	n/a
Worst Qtr	n/a	n/a	n/a
Best Qtr	n/a	n/a	n/a
Range	n/a	n/a	n/a
Worst 4 Qtrs	n/a	n/a	n/a
Standard Deviation	n/a	n/a	n/a
Beta	0.00	0.00	0.00
Alpha	0.00	0.00	0.00
R-Squared	0.00	0.00	0.00
Sharpe Ratio	0.00	0.00	0.00
Treynor Ratio	0.00	0.00	0.00
Tracking Error	0.00	0.00	0.00
Information Ratio	0.00	0.00	0.00

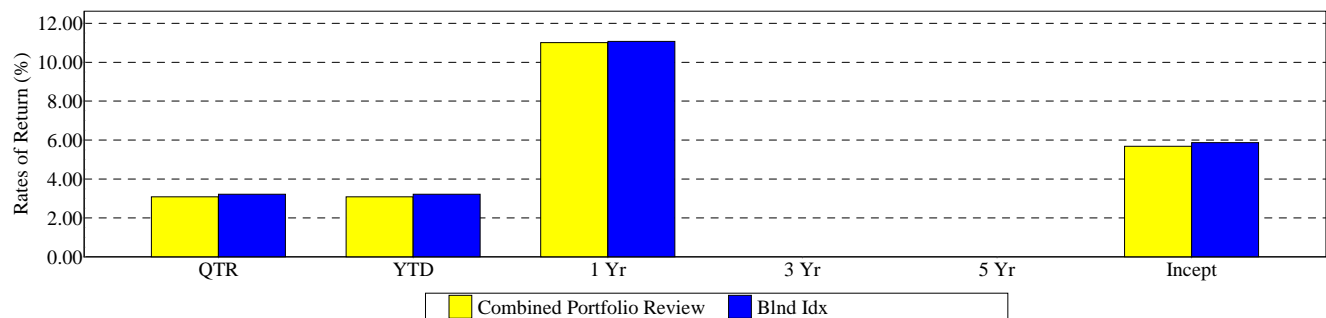
5 Years	Fund	Policy	Diff
Negative Periods	n/a	n/a	n/a
Positive Periods	n/a	n/a	n/a
Batting Average	n/a	n/a	n/a
Worst Qtr	n/a	n/a	n/a
Best Qtr	n/a	n/a	n/a
Range	n/a	n/a	n/a
Worst 4 Qtrs	n/a	n/a	n/a
Standard Deviation	n/a	n/a	n/a
Beta	0.00	0.00	0.00
Alpha	0.00	0.00	0.00
R-Squared	0.00	0.00	0.00
Sharpe Ratio	0.00	0.00	0.00
Treynor Ratio	0.00	0.00	0.00
Tracking Error	0.00	0.00	0.00
Information Ratio	0.00	0.00	0.00

Since Inception	Fund	Policy	Diff
Negative Periods	7.00	7.00	0.00
Positive Periods	22.00	22.00	0.00
Batting Average	40.00	60.00	-20.00
Worst Qtr	-4.63	-4.98	0.35
Best Qtr	3.81	3.86	-0.05
Range	8.44	8.84	-0.40
Worst 4 Qtrs	0.70	1.01	-0.31
Standard Deviation	6.06	6.32	-0.25
Beta	0.00	0.00	0.00
Alpha	0.00	0.00	0.00
R-Squared	0.00	0.00	0.00
Sharpe Ratio	0.00	0.00	0.00
Treynor Ratio	0.00	0.00	0.00
Tracking Error	0.54	0.00	0.54
Information Ratio	-0.36	0.00	-0.36

Please see Appendix for page explanations.

Florida Board of Governors Foundation, Inc. Combined Portfolio Review

Performance Summary Through September 30, 2017



	QTR	YTD	1 Yr	3 Yr	5 Yr	Incept	Inception Date	Current Assets
Net Time Weighted Return	3.08	3.08	11.00			5.69	04/30/2015	\$5,471,938
Blnd Idx	3.22	3.22	11.06			5.87		

(40% BBgBarc Interm Gov't/Credit Index, 30% S&P 500, 15% MSCI AC Wrld X US Fr, 15% Russell 2500, established 04/2015)

Vanguard 500 Index - Large Cap Equity

Net Time Weighted Return	4.48	4.48	18.65			10.48	04/30/2015	\$1,673,223
S&P 500	4.48	4.48	18.61			10.48		
%-tile	37	37	33			5		

(100.00% S&P 500; established 04/2015)

Great Lakes - Small/Mid Cap Equity

Net Time Weighted Return	3.59	3.59	15.92			6.96	04/30/2015	\$882,515
Russell 2500	4.74	4.74	17.79			8.82		
%-tile	87	87	82			77		

(100.00% Russell 2500; established 04/2015)

Vanguard Total International Stock - International Equity

Net Time Weighted Return	5.95	5.95	19.27			4.58	04/30/2015	\$822,348
MSCI AC Wrld X US Fr	6.17	6.17	19.61			3.96		
%-tile	42	42	40			49		

(100.00% MSCI AC Wrld X US Fr; established 04/2015)

Sawgrass - Intermediate Fixed Income

Net Time Weighted Return	0.73	0.73	0.76			1.92	04/30/2015	\$2,093,853
BBgB Int Gov't/Cred	0.60	0.60	0.23			1.69		
%-tile	74	74	48			60		

(100.00% BBgB Int Gov't/Cred; established 04/2015)

Fiscal Year ends in June. Returns for periods exceeding one year are annualized.

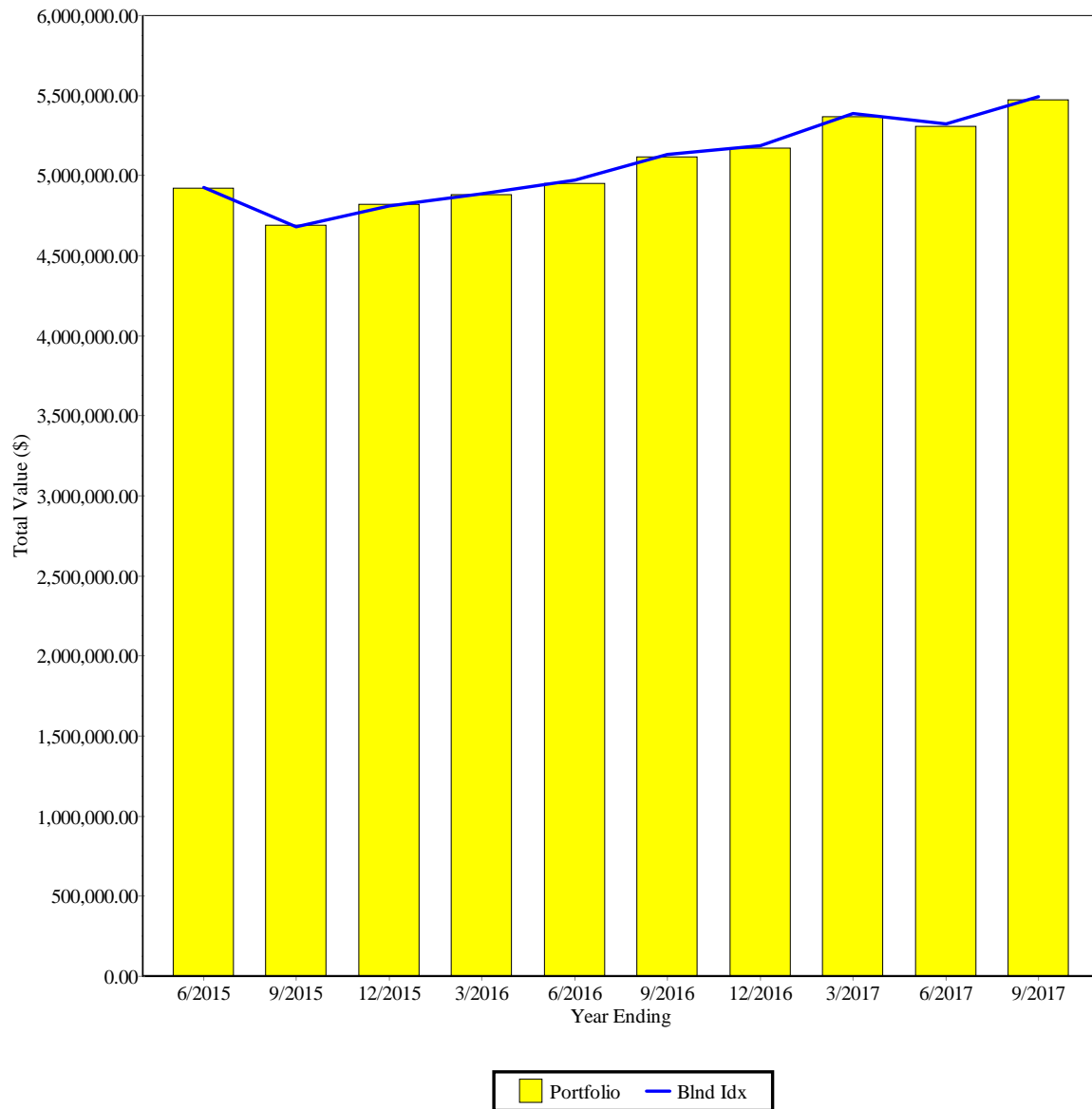
Shaded areas represent where the investment objective was achieved either by:

1) The investment return versus the index; 2) The investment return universe ranking (The lower the number the better the ranking).

Florida Board of Governors Foundation, Inc.

Combined Portfolio Review

Objective Comparison



The inception date is April 30, 2015.
All dollar values are shown in actual dollars.

Florida Board of Governors Foundation, Inc.
Combined Portfolio Review
 Quarterly Comparison Analysis (\$)

Period Ending	Portfolio	Policy	Diff
Jun 30 2015	4,919,065	4,919,065	0
Sep 30 2015	4,691,298	4,673,899	17,399
Dec 31 2015	4,819,441	4,807,077	12,364
Mar 31 2016	4,880,129	4,879,738	391
Jun 30 2016	4,953,322	4,968,526	-15,203
Sep 30 2016	5,115,214	5,128,840	-13,625
Dec 31 2016	5,171,615	5,184,451	-12,836
Mar 31 2017	5,368,773	5,384,516	-15,743
Jun 30 2017	5,308,259	5,318,617	-10,358
Sep 30 2017	5,471,938	5,489,877	-17,938

Please see Appendix for page explanations.
 All dollar values are shown in actual dollars.

Florida Board of Governors Foundation, Inc.
Combined Portfolio Review
 Quarterly Comparison Analysis (%)

Period Ending	Portfolio	Policy	Diff
Jun 30 2015	-0.97	-0.87	-0.10
Sep 30 2015	-4.63	-4.98	0.35
Dec 31 2015	2.73	2.85	-0.12
Mar 31 2016	1.26	1.51	-0.25
Jun 30 2016	1.50	1.82	-0.32
Sep 30 2016	3.27	3.23	0.04
Dec 31 2016	1.10	1.08	0.02
Mar 31 2017	3.81	3.86	-0.05
Jun 30 2017	2.60	2.49	0.11
Sep 30 2017	3.08	3.22	-0.14

Please see Appendix for page explanations.
 Returns for periods exceeding one year are annualized.

Florida Board of Governors Foundation, Inc.
Combined Portfolio Review
Market Values and Cash Flows

Period Ending	Beginning Value	Net Flows	Unrealized Gain/Loss	Ending Value	Return (%)
Jun 30 2015	N/A	5,000,000	-80,935	4,919,065	-0.97
Sep 30 2015	4,919,065	0	-227,767	4,691,298	-4.63
Dec 31 2015	4,691,298	0	128,143	4,819,441	2.73
Mar 31 2016	4,819,441	0	60,687	4,880,129	1.26
Jun 30 2016	4,880,129	0	73,194	4,953,322	1.50
Sep 30 2016	4,953,322	0	161,892	5,115,214	3.27
Dec 31 2016	5,115,214	0	56,400	5,171,615	1.10
Mar 31 2017	5,171,615	0	197,158	5,368,773	3.81
Jun 30 2017	5,368,773	-199,980	139,466	5,308,259	2.60
Sep 30 2017	5,308,259	0	163,680	5,471,938	3.08

Please see Appendix for page explanations.

All dollar values are shown in actual dollars.

Returns for periods exceeding one year are annualized.

Florida Board of Governors Foundation, Inc.
Vanguard 500 Index - Large Cap Equity
 Executive Summary as of September 30, 2017

Account Reconciliation

	09/30/2017	2018	04/30/2015
	QTR	Fiscal YTD	Incept
Beginning Value	1,601,549	1,601,549	1,479,333
Net Flows	0	0	-199,980
Investment G/L	71,674	71,674	393,870
Ending Value	1,673,223	1,673,223	1,673,223

Investment Policy

Index	Weight
S&P 500	100.00

Trailing Returns Through September 30, 2017

	1 Yr	2 Yr	3 Yr	4 Yr	5 Yr	6 Yr	7 Yr	8 Yr	9 Yr	10 Yr	04/30/2015 Incept
Account	18.65	17.01									10.48
Policy	18.61	17.01									10.48
Diff	0.04	0.00									0.00

Fiscal Year Returns Ending June

	QTR	2018 YTD	2017	2016	2015	2014	2013	2012	2011	2010	2009
Account	4.48	4.48	17.93	3.95							
Policy	4.48	4.48	17.90	3.99							
Diff	-0.01	-0.01	0.04	-0.04							

Returns In Up Markets

	1 Yr	3 Yr	5 Yr	10 Yr
Account	18.7			
Policy	18.6			
Ratio	100.2			

Returns In Down Markets

	1 Yr	3 Yr	5 Yr	10 Yr
Account				
Policy				
Ratio				

Fiscal year ends in June.

Returns for periods exceeding one year are annualized. Returns are net time weighted return.

Please see Appendix for page explanations.

Florida Board of Governors Foundation, Inc. Vanguard 500 Index - Large Cap Equity

Risk Measures

1 Year	Fund	Policy	Diff
Negative Periods	1.00	1.00	0.00
Positive Periods	11.00	11.00	0.00
Batting Average	25.00	75.00	-50.00
Worst Qtr	3.14	3.09	0.06
Best Qtr	6.05	6.07	-0.01
Range	2.91	2.98	-0.07
Worst 4 Qtrs	18.65	18.61	0.04
Standard Deviation	5.22	5.23	-0.01
Beta	1.00	1.00	0.00
Alpha	0.06	0.00	0.06
R-Squared	99.98	100.00	-0.02
Sharpe Ratio	3.45	3.44	0.01
Treynor Ratio	18.03	17.97	0.07
Tracking Error	0.06	0.00	0.06
Information Ratio	0.54	0.00	0.54

3 Years	Fund	Policy	Diff
Negative Periods	n/a	10.00	n/a
Positive Periods	n/a	26.00	n/a
Batting Average	n/a	n/a	n/a
Worst Qtr	n/a	-6.44	n/a
Best Qtr	n/a	7.04	n/a
Range	n/a	13.48	n/a
Worst 4 Qtrs	n/a	-0.61	n/a
Standard Deviation	n/a	9.93	n/a
Beta	n/a	1.00	n/a
Alpha	n/a	0.00	n/a
R-Squared	n/a	100.00	n/a
Sharpe Ratio	n/a	1.06	n/a
Treynor Ratio	n/a	10.52	n/a
Tracking Error	n/a	0.00	n/a
Information Ratio	n/a	0.00	n/a

5 Years	Fund	Policy	Diff
Negative Periods	n/a	16.00	n/a
Positive Periods	n/a	44.00	n/a
Batting Average	n/a	n/a	n/a
Worst Qtr	n/a	-6.44	n/a
Best Qtr	n/a	10.61	n/a
Range	n/a	17.04	n/a
Worst 4 Qtrs	n/a	-0.61	n/a
Standard Deviation	n/a	9.47	n/a
Beta	n/a	1.00	n/a
Alpha	n/a	0.00	n/a
R-Squared	n/a	100.00	n/a
Sharpe Ratio	n/a	1.48	n/a
Treynor Ratio	n/a	14.03	n/a
Tracking Error	n/a	0.00	n/a
Information Ratio	n/a	0.00	n/a

Since Inception	Fund	Policy	Diff
Negative Periods	7.00	7.00	0.00
Positive Periods	22.00	22.00	0.00
Batting Average	20.00	80.00	-60.00
Worst Qtr	-6.45	-6.44	-0.01
Best Qtr	7.04	7.04	-0.01
Range	13.49	13.48	0.01
Worst 4 Qtrs	3.95	3.99	-0.04
Standard Deviation	10.04	10.05	0.00
Beta	1.00	1.00	0.00
Alpha	0.00	0.00	0.00
R-Squared	100.00	100.00	0.00
Sharpe Ratio	1.01	1.01	0.00
Treynor Ratio	10.13	10.13	0.00
Tracking Error	0.04	0.00	0.04
Information Ratio	-0.02	0.00	-0.02

Please see Appendix for page explanations.

Florida Board of Governors Foundation, Inc.
Vanguard 500 Index - Large Cap Equity
 Quarterly Comparison Analysis (%)

Period Ending	Portfolio	Policy	Diff
Jun 30 2015	-0.67	-0.67	0.01
Sep 30 2015	-6.45	-6.44	-0.01
Dec 31 2015	7.04	7.04	-0.01
Mar 31 2016	1.34	1.35	-0.01
Jun 30 2016	2.45	2.46	-0.01
Sep 30 2016	3.84	3.85	-0.01
Dec 31 2016	3.82	3.82	0.00
Mar 31 2017	6.05	6.07	-0.01
Jun 30 2017	3.14	3.09	0.06
Sep 30 2017	4.48	4.48	-0.01

Please see Appendix for page explanations.
 Returns for periods exceeding one year are annualized.

Florida Board of Governors Foundation, Inc.
Vanguard 500 Index - Large Cap Equity
 Market Values and Cash Flows

Period Ending	Beginning Value	Net Flows	Unrealized Gain/Loss	Ending Value	Return (%)
Jun 30 2015	N/A	1,500,000	-30,507	1,469,493	-0.67
Sep 30 2015	1,469,493	0	-94,790	1,374,703	-6.45
Dec 31 2015	1,374,703	0	96,726	1,471,429	7.04
Mar 31 2016	1,471,429	0	19,677	1,491,106	1.34
Jun 30 2016	1,491,106	0	36,470	1,527,576	2.45
Sep 30 2016	1,527,576	0	58,723	1,586,299	3.84
Dec 31 2016	1,586,299	0	60,616	1,646,915	3.82
Mar 31 2017	1,646,915	0	99,685	1,746,600	6.05
Jun 30 2017	1,746,600	-199,980	54,929	1,601,549	3.14
Sep 30 2017	1,601,549	0	71,674	1,673,223	4.48

Please see Appendix for page explanations.

All dollar values are shown in actual dollars.

Returns for periods exceeding one year are annualized.

Florida Board of Governors Foundation, Inc.
Great Lakes - Small/Mid Cap Equity
 Executive Summary as of September 30, 2017

Account Reconciliation

	09/30/2017	2018	04/30/2015
	QTR	Fiscal YTD	Incept
Beginning Value	851,933	851,933	750,000
Net Flows	0	0	0
Investment G/L	30,582	30,582	132,515
Ending Value	882,515	882,515	882,515

Investment Policy

Index	Weight
Russell 2500	100.00

Trailing Returns Through September 30, 2017

	1 Yr	2 Yr	3 Yr	4 Yr	5 Yr	6 Yr	7 Yr	8 Yr	9 Yr	10 Yr	04/30/2015 Incept
Account	15.92	13.02									6.96
Policy	17.79	16.10									8.82
Diff	-1.87	-3.08									-1.85

Fiscal Year Returns Ending June

	QTR	2018 YTD	2017	2016	2015	2014	2013	2012	2011	2010	2009
Account	3.59	3.59	19.30	-5.41							
Policy	4.74	4.74	19.84	-3.67							
Diff	-1.15	-1.15	-0.54	-1.74							

Returns In Up Markets

	1 Yr	3 Yr	5 Yr	10 Yr
Account	15.9			
Policy	17.8			
Ratio	89.5			

Returns In Down Markets

	1 Yr	3 Yr	5 Yr	10 Yr
Account				
Policy				
Ratio				

Fiscal year ends in June.

Returns for periods exceeding one year are annualized. Returns are net time weighted return.

Please see Appendix for page explanations.

Florida Board of Governors Foundation, Inc. Great Lakes - Small/Mid Cap Equity

Risk Measures

1 Year	Fund	Policy	Diff
Negative Periods	5.00	4.00	1.00
Positive Periods	7.00	8.00	-1.00
Batting Average	25.00	75.00	-50.00
Worst Qtr	2.61	2.13	0.48
Best Qtr	6.01	6.12	-0.12
Range	3.39	3.99	-0.60
Worst 4 Qtrs	15.92	17.79	-1.87
Standard Deviation	9.25	10.33	-1.08
Beta	0.88	1.00	-0.12
Alpha	0.27	0.00	0.27
R-Squared	96.16	100.00	-3.84
Sharpe Ratio	1.65	1.66	-0.01
Treynor Ratio	17.40	17.15	0.25
Tracking Error	2.21	0.00	2.21
Information Ratio	-0.79	0.00	-0.79

3 Years	Fund	Policy	Diff
Negative Periods	n/a	13.00	n/a
Positive Periods	n/a	23.00	n/a
Batting Average	n/a	n/a	n/a
Worst Qtr	n/a	-10.30	n/a
Best Qtr	n/a	6.77	n/a
Range	n/a	17.06	n/a
Worst 4 Qtrs	n/a	0.38	n/a
Standard Deviation	n/a	12.22	n/a
Beta	n/a	1.00	n/a
Alpha	n/a	0.00	n/a
R-Squared	n/a	100.00	n/a
Sharpe Ratio	n/a	0.84	n/a
Treynor Ratio	n/a	10.32	n/a
Tracking Error	n/a	0.00	n/a
Information Ratio	n/a	0.00	n/a

5 Years	Fund	Policy	Diff
Negative Periods	n/a	21.00	n/a
Positive Periods	n/a	39.00	n/a
Batting Average	n/a	n/a	n/a
Worst Qtr	n/a	-10.30	n/a
Best Qtr	n/a	12.85	n/a
Range	n/a	23.15	n/a
Worst 4 Qtrs	n/a	0.38	n/a
Standard Deviation	n/a	12.10	n/a
Beta	n/a	1.00	n/a
Alpha	n/a	0.00	n/a
R-Squared	n/a	100.00	n/a
Sharpe Ratio	n/a	1.13	n/a
Treynor Ratio	n/a	13.67	n/a
Tracking Error	n/a	0.00	n/a
Information Ratio	n/a	0.00	n/a

Since Inception	Fund	Policy	Diff
Negative Periods	12.00	11.00	1.00
Positive Periods	17.00	18.00	-1.00
Batting Average	30.00	70.00	-40.00
Worst Qtr	-8.49	-10.30	1.81
Best Qtr	6.61	6.56	0.05
Range	15.10	16.86	-1.76
Worst 4 Qtrs	-5.41	-3.67	-1.74
Standard Deviation	11.95	12.76	-0.81
Beta	0.92	1.00	-0.08
Alpha	-1.11	0.00	-1.11
R-Squared	96.45	100.00	-3.55
Sharpe Ratio	0.55	0.66	-0.11
Treynor Ratio	7.19	8.46	-1.28
Tracking Error	2.47	0.00	2.47
Information Ratio	-0.75	0.00	-0.75

Please see Appendix for page explanations.

Florida Board of Governors Foundation, Inc.
Great Lakes - Small/Mid Cap Equity
Quarterly Comparison Analysis (%)

Period Ending	Portfolio	Policy	Diff
Jun 30 2015	0.66	1.43	-0.77
Sep 30 2015	-8.49	-10.30	1.81
Dec 31 2015	2.39	3.28	-0.89
Mar 31 2016	0.35	0.39	-0.04
Jun 30 2016	0.60	3.57	-2.98
Sep 30 2016	6.61	6.56	0.05
Dec 31 2016	6.01	6.12	-0.12
Mar 31 2017	2.61	3.76	-1.14
Jun 30 2017	2.88	2.13	0.74
Sep 30 2017	3.59	4.74	-1.15

Please see Appendix for page explanations.
Returns for periods exceeding one year are annualized.

Florida Board of Governors Foundation, Inc.
Great Lakes - Small/Mid Cap Equity
Market Values and Cash Flows

Period Ending	Beginning Value	Net Flows	Unrealized Gain/Loss	Ending Value	Return (%)
Jun 30 2015	N/A	750,000	4,954	754,954	0.66
Sep 30 2015	754,954	0	-64,092	690,863	-8.49
Dec 31 2015	690,863	0	16,496	707,359	2.39
Mar 31 2016	707,359	0	2,489	709,848	0.35
Jun 30 2016	709,848	0	4,235	714,083	0.60
Sep 30 2016	714,083	0	47,212	761,295	6.61
Dec 31 2016	761,295	0	45,733	807,028	6.01
Mar 31 2017	807,028	0	21,093	828,120	2.61
Jun 30 2017	828,120	0	23,813	851,933	2.88
Sep 30 2017	851,933	0	30,582	882,515	3.59

Please see Appendix for page explanations.

All dollar values are shown in actual dollars.

Returns for periods exceeding one year are annualized.

Florida Board of Governors Foundation, Inc.

Vanguard Total International Stock - International Equity

Executive Summary as of September 30, 2017

Account Reconciliation

	09/30/2017	2018	04/30/2015
	QTR	Fiscal YTD	Incept
Beginning Value	776,156	776,156	737,951
Net Flows	0	0	0
Investment G/L	46,192	46,192	84,396
Ending Value	822,348	822,348	822,348

Investment Policy

Index	Weight
MSCI AC Wrld X US Fr	100.00

Trailing Returns Through September 30, 2017

	1 Yr	2 Yr	3 Yr	4 Yr	5 Yr	6 Yr	7 Yr	8 Yr	9 Yr	10 Yr	04/30/2015 Incept
Account	19.27	14.36									4.58
Policy	19.61	14.32									3.96
Diff	-0.34	0.05									0.62

Fiscal Year Returns Ending June

	QTR	2018 YTD	2017	2016	2015	2014	2013	2012	2011	2010	2009
Account	5.95	5.95	20.05	-9.11							
Policy	6.17	6.17	20.44	-10.24							
Diff	-0.22	-0.22	-0.39	1.13							

Returns In Up Markets

	1 Yr	3 Yr	5 Yr	10 Yr
Account	21.6			
Policy	21.1			
Ratio	102.3			

Returns In Down Markets

	1 Yr	3 Yr	5 Yr	10 Yr
Account	-1.9			
Policy	-1.3			
Ratio	154.4			

Fiscal year ends in June.

Returns for periods exceeding one year are annualized. Returns are net time weighted return.

Please see Appendix for page explanations.

Florida Board of Governors Foundation, Inc.

Vanguard Total International Stock - International Equity

Risk Measures

1 Year	Fund	Policy	Diff
Negative Periods	2.00	2.00	0.00
Positive Periods	10.00	10.00	0.00
Batting Average	50.00	50.00	0.00
Worst Qtr	-1.93	-1.25	-0.68
Best Qtr	8.47	7.86	0.61
Range	10.40	9.11	1.29
Worst 4 Qtrs	19.27	19.61	-0.34
Standard Deviation	6.34	6.35	-0.01
Beta	0.99	1.00	-0.01
Alpha	-0.08	0.00	-0.08
R-Squared	97.86	100.00	-2.14
Sharpe Ratio	2.94	2.99	-0.05
Treynor Ratio	18.85	18.97	-0.11
Tracking Error	0.93	0.00	0.93
Information Ratio	-0.32	0.00	-0.32

3 Years	Fund	Policy	Diff
Negative Periods	n/a	17.00	n/a
Positive Periods	n/a	19.00	n/a
Batting Average	n/a	n/a	n/a
Worst Qtr	n/a	-12.17	n/a
Best Qtr	n/a	7.86	n/a
Range	n/a	20.03	n/a
Worst 4 Qtrs	n/a	-12.17	n/a
Standard Deviation	n/a	12.08	n/a
Beta	n/a	1.00	n/a
Alpha	n/a	0.00	n/a
R-Squared	n/a	100.00	n/a
Sharpe Ratio	n/a	0.37	n/a
Treynor Ratio	n/a	4.41	n/a
Tracking Error	n/a	0.00	n/a
Information Ratio	n/a	0.00	n/a

5 Years	Fund	Policy	Diff
Negative Periods	n/a	24.00	n/a
Positive Periods	n/a	36.00	n/a
Batting Average	n/a	n/a	n/a
Worst Qtr	n/a	-12.17	n/a
Best Qtr	n/a	10.09	n/a
Range	n/a	22.27	n/a
Worst 4 Qtrs	n/a	-12.17	n/a
Standard Deviation	n/a	11.45	n/a
Beta	n/a	1.00	n/a
Alpha	n/a	0.00	n/a
R-Squared	n/a	100.00	n/a
Sharpe Ratio	n/a	0.59	n/a
Treynor Ratio	n/a	6.78	n/a
Tracking Error	n/a	0.00	n/a
Information Ratio	n/a	0.00	n/a

Since Inception	Fund	Policy	Diff
Negative Periods	13.00	13.00	0.00
Positive Periods	16.00	16.00	0.00
Batting Average	60.00	40.00	20.00
Worst Qtr	-11.61	-12.17	0.57
Best Qtr	8.47	7.86	0.61
Range	20.08	20.03	0.05
Worst 4 Qtrs	-9.11	-10.24	1.13
Standard Deviation	11.46	12.36	-0.90
Beta	0.92	1.00	-0.08
Alpha	0.84	0.00	0.84
R-Squared	98.26	100.00	-1.74
Sharpe Ratio	0.37	0.29	0.08
Treynor Ratio	4.60	3.60	1.00
Tracking Error	1.81	0.00	1.81
Information Ratio	0.26	0.00	0.26

Please see Appendix for page explanations.

Florida Board of Governors Foundation, Inc.
Vanguard Total International Stock - International Equity
 Quarterly Comparison Analysis (%)

Period Ending	Portfolio	Policy	Diff
Jun 30 2015	-3.61	-4.31	0.69
Sep 30 2015	-11.61	-12.17	0.57
Dec 31 2015	2.74	3.25	-0.51
Mar 31 2016	-0.17	-0.37	0.20
Jun 30 2016	0.26	-0.65	0.90
Sep 30 2016	6.65	6.91	-0.26
Dec 31 2016	-1.93	-1.25	-0.68
Mar 31 2017	8.47	7.86	0.61
Jun 30 2017	5.82	5.78	0.05
Sep 30 2017	5.95	6.17	-0.22

Please see Appendix for page explanations.
 Returns for periods exceeding one year are annualized.

Florida Board of Governors Foundation, Inc.
Vanguard Total International Stock - International Equity
Market Values and Cash Flows

Period Ending	Beginning Value	Net Flows	Unrealized Gain/Loss	Ending Value	Return (%)
Jun 30 2015	N/A	750,000	-38,704	711,296	-3.61
Sep 30 2015	711,296	0	-82,547	628,749	-11.61
Dec 31 2015	628,749	0	17,237	645,986	2.74
Mar 31 2016	645,986	0	-1,122	644,864	-0.17
Jun 30 2016	644,864	0	1,652	646,516	0.26
Sep 30 2016	646,516	0	42,989	689,505	6.65
Dec 31 2016	689,505	0	-13,331	676,175	-1.93
Mar 31 2017	676,175	0	57,274	733,448	8.47
Jun 30 2017	733,448	0	42,707	776,156	5.82
Sep 30 2017	776,156	0	46,192	822,348	5.95

Please see Appendix for page explanations.

All dollar values are shown in actual dollars.

Returns for periods exceeding one year are annualized.

Florida Board of Governors Foundation, Inc.
Sawgrass - Intermediate Fixed Income
Executive Summary as of September 30, 2017

Account Reconciliation

	09/30/2017	2018	04/30/2015
	QTR	Fiscal YTD	Incept
Beginning Value	2,078,622	2,078,622	2,000,000
Net Flows	0	0	0
Investment G/L	15,232	15,232	93,853
Ending Value	2,093,853	2,093,853	2,093,853

Investment Policy

Index	Weight
BBgBarc Interm Gov't/Credit Index	100.00

Trailing Returns Through September 30, 2017

	1 Yr	2 Yr	3 Yr	4 Yr	5 Yr	6 Yr	7 Yr	8 Yr	9 Yr	10 Yr	04/30/2015 Incept
Account	0.76	2.40									1.92
Policy	0.23	1.86									1.69
Diff	0.53	0.54									0.23

Fiscal Year Returns Ending June

	QTR	2018 YTD	2017	2016	2015	2014	2013	2012	2011	2010	2009
Account	0.73	0.73	0.65	4.13							
Policy	0.60	0.60	-0.21	4.33							
Diff	0.13	0.13	0.87	-0.21							

Returns In Up Markets

	1 Yr	3 Yr	5 Yr	10 Yr
Account	2.6			
Policy	2.3			
Ratio	109.5			

Returns In Down Markets

	1 Yr	3 Yr	5 Yr	10 Yr
Account	-1.8			
Policy	-2.1			
Ratio	85.3			

Fiscal year ends in June.

Returns for periods exceeding one year are annualized. Returns are net time weighted return.

Please see Appendix for page explanations.

Florida Board of Governors Foundation, Inc.

Sawgrass - Intermediate Fixed Income

Risk Measures

1 Year	Fund	Policy	Diff
Negative Periods	4.00	4.00	0.00
Positive Periods	8.00	8.00	0.00
Batting Average	75.00	25.00	50.00
Worst Qtr	-1.76	-2.07	0.30
Best Qtr	0.94	0.94	-0.01
Range	2.70	3.01	-0.31
Worst 4 Qtrs	0.76	0.23	0.53
Standard Deviation	2.01	2.21	-0.20
Beta	0.90	1.00	-0.10
Alpha	0.49	0.00	0.49
R-Squared	98.87	100.00	-1.13
Sharpe Ratio	0.06	-0.19	0.24
Treynor Ratio	0.13	-0.42	0.54
Tracking Error	0.30	0.00	0.30
Information Ratio	1.75	0.00	1.75

3 Years	Fund	Policy	Diff
Negative Periods	n/a	14.00	n/a
Positive Periods	n/a	22.00	n/a
Batting Average	n/a	n/a	n/a
Worst Qtr	n/a	-2.07	n/a
Best Qtr	n/a	2.45	n/a
Range	n/a	4.51	n/a
Worst 4 Qtrs	n/a	0.23	n/a
Standard Deviation	n/a	2.14	n/a
Beta	n/a	1.00	n/a
Alpha	n/a	0.00	n/a
R-Squared	n/a	100.00	n/a
Sharpe Ratio	n/a	0.86	n/a
Treynor Ratio	n/a	1.84	n/a
Tracking Error	n/a	0.00	n/a
Information Ratio	n/a	0.00	n/a

5 Years	Fund	Policy	Diff
Negative Periods	n/a	25.00	n/a
Positive Periods	n/a	35.00	n/a
Batting Average	n/a	n/a	n/a
Worst Qtr	n/a	-2.07	n/a
Best Qtr	n/a	2.45	n/a
Range	n/a	4.51	n/a
Worst 4 Qtrs	n/a	-0.50	n/a
Standard Deviation	n/a	2.10	n/a
Beta	n/a	1.00	n/a
Alpha	n/a	0.00	n/a
R-Squared	n/a	100.00	n/a
Sharpe Ratio	n/a	0.68	n/a
Treynor Ratio	n/a	1.42	n/a
Tracking Error	n/a	0.00	n/a
Information Ratio	n/a	0.00	n/a

Since Inception	Fund	Policy	Diff
Negative Periods	8.00	11.00	-3.00
Positive Periods	21.00	18.00	3.00
Batting Average	50.00	50.00	0.00
Worst Qtr	-1.76	-2.07	0.30
Best Qtr	1.99	2.45	-0.46
Range	3.75	4.51	-0.76
Worst 4 Qtrs	0.65	-0.21	0.87
Standard Deviation	1.75	2.03	-0.28
Beta	0.81	1.00	-0.19
Alpha	0.47	0.00	0.47
R-Squared	89.28	100.00	-10.72
Sharpe Ratio	0.89	0.65	0.24
Treynor Ratio	1.93	1.33	0.59
Tracking Error	0.69	0.00	0.69
Information Ratio	0.32	0.00	0.32

Please see Appendix for page explanations.

Florida Board of Governors Foundation, Inc.
Sawgrass - Intermediate Fixed Income
Quarterly Comparison Analysis (%)

Period Ending	Portfolio	Policy	Diff
Jun 30 2015	-0.83	-0.59	-0.25
Sep 30 2015	0.69	0.95	-0.26
Dec 31 2015	-0.12	-0.69	0.57
Mar 31 2016	1.99	2.45	-0.46
Jun 30 2016	1.52	1.59	-0.07
Sep 30 2016	0.63	0.16	0.47
Dec 31 2016	-1.76	-2.07	0.30
Mar 31 2017	0.94	0.78	0.15
Jun 30 2017	0.87	0.94	-0.07
Sep 30 2017	0.73	0.60	0.13

Please see Appendix for page explanations.
Returns for periods exceeding one year are annualized.

Florida Board of Governors Foundation, Inc.
Sawgrass - Intermediate Fixed Income
 Market Values and Cash Flows

Period Ending	Beginning Value	Net Flows	Unrealized Gain/Loss	Ending Value	Return (%)
Jun 30 2015	N/A	2,000,000	-16,678	1,983,322	-0.83
Sep 30 2015	1,983,322	0	13,661	1,996,983	0.69
Dec 31 2015	1,996,983	0	-2,316	1,994,667	-0.12
Mar 31 2016	1,994,667	0	39,644	2,034,310	1.99
Jun 30 2016	2,034,310	0	30,837	2,065,148	1.52
Sep 30 2016	2,065,148	0	12,968	2,078,116	0.63
Dec 31 2016	2,078,116	0	-36,618	2,041,498	-1.76
Mar 31 2017	2,041,498	0	19,107	2,060,604	0.94
Jun 30 2017	2,060,604	0	18,017	2,078,622	0.87
Sep 30 2017	2,078,622	0	15,232	2,093,853	0.73

Please see Appendix for page explanations.

All dollar values are shown in actual dollars.

Returns for periods exceeding one year are annualized.



REPORT EXPLANATIONS

Executive Summary

The Executive Summary provides an overview of the fund's performance. It shows the performance in dollars, percent, and relative to the investment policy. These statistics are provided over different time periods including up and down markets. All rates of return are annualized if the period for which they are calculated exceeds one year.

Account Reconciliation: This section shows the performance of the account in dollars, during the most recent quarter, the calendar year, and since the inception date. The Beginning Value is the value at the start of each period. The Ending Value shows the value as of the date of the report. Net contributions are the total contributions less the total withdrawals during the period. The Investment G/L is the gain or loss resulting from the investments. It is the difference between the beginning and ending values that cannot be explained by the net contributions. Positive investment G/L figures represent a profit, and negative values represent a loss.

Investment Policy: This section defines the benchmark against which the fund is being compared. Generally, this is the most important objective for a fund to achieve. The performance of the fund relative to this measure over longer periods of time, such as market cycles, is the strongest indicator of the success or failure of the investment strategy. This objective should be reasonable, and the performance of the fund should be measured against the investment policy after adjusting for risk.

Trailing Returns: This section shows the cumulative time weighted returns over the last 1 year, 2 years, and so on up through 10 years if available, as well as since the inception date. A positive difference indicates the fund has exceeded the policy's returns. The investor would prefer that this difference be positive for all time periods; however, it is more important for it to be positive for the longer periods rather than the shorter periods.

Calendar Year Returns: This section gauges the consistency of performance over one year time periods. Each calendar year of performance represents the return from January 1st through December 31st. Watch out for a trend of declining relative performance in recent periods.

Time Weighted Return: This statistic demonstrates a measure of the compound rate of growth in a portfolio. Because this method eliminates the distorting effects created by the size and timing of cash flows, it is used to compare the returns of investment managers.

Dollar Weighted Return: This demonstrates the rate of return for an asset or portfolio of assets. It is calculated by finding the rate of return that will set the present values of all cash flows and terminal values equal to the value of the initial investment. The dollar weighted rate of return incorporates the size and timing of cash flows and is equivalent to the internal rate of return (IRR).

Returns In Up/Down Markets: This section shows how the fund performed in both up and down markets. The methodology utilized segregates the performance for each time period into the quarters in which the market, as defined by the policy, was positive and negative. Quarters with negative policy returns are treated as down markets, and quarters with positive policy returns are treated as up markets. Thus, in a 3 year or 12 quarter period, there might be 4 down quarters and 8 up quarters. Up market returns are calculated for the fund and the policy based on the up quarters. Down market returns are calculated for the fund and the policy based on the down quarters. The ratio of the fund's return in up markets to that of the policy is the up market capture ratio. The ratio of the fund's return in down markets to that of the policy is the down market capture ratio. Ideally, the fund would have a greater up market capture ratio and a smaller down market capture ratio.



Risk Measures

The evaluation of a fund's performance should extend beyond return to encompass measures of risk. The next two pages illustrate the level of risk to which the fund has been exposed, and whether the return has been commensurate with the risk taken. All measures are calculated for the fund and the policy as well as the difference between the two. Up to four time periods are evaluated depending on the age of the fund.

Of Negative Qtrs/# Of Positive Qtrs: Number of negative quarters shows the number of quarters in which the return was less than zero. The number of positive quarters is the number of quarterly returns which were greater or equal to zero.

Batting Average: The batting average is a measure of consistency. It shows the percent of the quarters the fund has beaten the policy and the percent of the quarters the policy has outperformed the fund. A high average for the fund (e.g. over 50) is desirable, indicating the fund has beaten the policy frequently.

Worst Quarter/Best Quarter/Range: The worst quarter is the lowest quarterly return experienced during the period, a measure of downside risk. The best quarter is the highest quarterly return, and the range is the difference of the high and low, and indicates dispersion.

Standard Deviation: Standard deviation measures the total volatility of the fund, by measuring dispersion. Higher standard deviation indicates higher risk. If the quarterly or monthly returns are all the same the standard deviation will be zero. The more they vary from one another, the higher the standard deviation. Thus, it measures uncertainty, which is a measure of risk.

Alpha/Beta/R-Squared: If the policy is appropriate, then the alpha should be positive, the beta close to one, and the r-squared should be high. Beta measures risk relative to the policy. A beta of 1 suggests risk equivalent to the policy. Higher betas indicate higher relative risk. A beta of 1.2 indicates 20% more risk than the policy. The alpha measures the return adjusted for beta. A higher alpha indicates a higher risk adjusted return. R-squared measures the relationship between the policy and the fund. A high r squared means the returns of the fund can largely be explained by movements of the policy. A higher r-squared indicates a more reliable alpha and beta. R-squared may range from 0 to 100. Beta, alpha and r-squared are derived from regression analysis using the fund and policy returns as the dependent and independent variables respectively. Roughly, one would expect the fund's performance to equal the return of the policy multiplied by the beta plus the alpha.

Sharpe Ratio/Treynor Ratio: The Sharpe and Treynor ratios are similar. The Sharpe ratio is the excess return per unit of total risk as measured by standard deviation. The Treynor ratio is the excess return per unit of market risk as measured by beta. Both of these should be compared against the corresponding value for the policy. Higher numbers are better, indicating more return for the level of risk that was experienced.

Tracking Error/Information Ratio: Tracking error is a measure of how closely a portfolio follows the index to which it is benchmarked, or a measure of the deviation from the benchmark. Dividing portfolio return by portfolio tracking error gives the information ratio, which is a risk adjusted performance metric.



Quarterly Comparison Analysis (\$)

This report shows the performance, in dollars, of the fund relative to the objectives. The purpose is to show a hypothetical value that reflects what the account would be worth if it had instead invested in each objective.

The column titled "Portfolio" shows the actual values in the portfolio at the end of the quarter. The amount shown for the first date is the same for each objective as that of the fund. This is the amount assumed to be invested in each objective. All other values for the objectives are based on reinvesting the preceding amount, earning the return of the objective, and adjusting for contributions or withdrawals to the fund.

A positive difference between the fund and an objective represents the additional dollars that are in the fund that would not be available if the fund had actually experienced the return of the objective. A negative difference may be thought of as the cost incurred in experiencing the actual performance instead of the objective performance.

The report will show results since the inception of the fund, or quarterly results over the last five years, whichever is less.

Quarterly Comparison Analysis (%)

This page compares the returns of the portfolio to the returns of the investment policy and to the other investment objectives quarter by quarter for the last five years. The last row shows the returns since inception.

The purpose of this page is to indicate how closely the portfolio has tracked its objectives, particularly the investment policy. If the quarterly differences are small, then the portfolio has tracked the objectives closely. Wide discrepancies suggest that the portfolio is being invested in a fashion which does not resemble the underlying objective. It is not likely a portfolio invested in stocks and/or bonds will track a fixed (e.g. 10%) rate of return, or inflation very closely. However, a portfolio invested in securities should be able to track an index comprised of similar securities.

This page also provides a measure of the portfolio's ability to meet its objectives frequently. If the portfolio often outperforms the objective, then the difference column will have a preponderance of positive values.

If the investment policy or the objectives have changed over time, the heading at the top of each column will only reflect the current policy and objectives, even though the quarterly returns include the alterations.

Market Values and Cash Flows

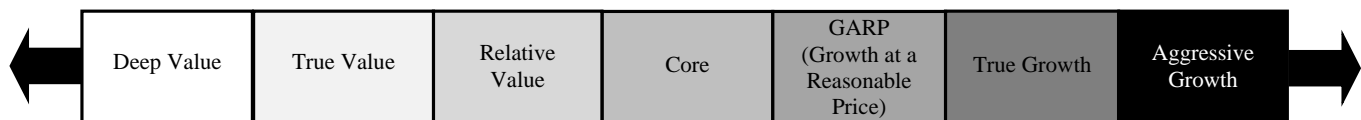
This page summarizes the market values, cash flows, unrealized net gain or loss and returns for the fund. Net flows refer to the contributions less the withdrawals from the fund. This page illustrates the change in market value through time, and suggests whether changes were due to contributions, withdrawals, or unrealized investment profits.



EQUITY INVESTMENT STYLES

In an attempt to achieve diversification, investors may invest in a variety of asset classes. Different asset classes, such as small, mid, large and all capitalization, offer vastly different levels of risk and potential rewards, but so does investment style diversification. Growth and Value investments tend to go in and out of favor in a cyclical pattern. Dividing your portfolio among asset classes that do not respond to the same market environments the same way at the same time has the potential to help minimize the effects of market volatility, as well as help to maximize the chances of increased returns over time. Ideally, when investments in one class are performing poorly, the assets in another class are doing well. The gains in the latter would potentially offset the losses in the former, minimizing the overall effect on your portfolio. Note that one can diversify away much of the risks of holding a single investment, but one cannot diversify away the risks of simply being invested in the market.

Equity investment managers will typically fall into a particular "Style" category, purchasing stocks with either growth or value characteristics. Understanding the intricacies of the particular equity styles allows you to combine investment managers with complementary styles more efficiently. Or, if you select a single investment style, knowledge of the style categories may help you plan for the ups and downs associated with a particular style. Below are descriptions of the different investment styles.



The Core Style

The philosophy behind a core investment style is to have no bias towards growth or value, only the quality of the position. Typically a core portfolio searches to buy shares in companies that an investment manager believes would perform well in all market environments. As a result, they tend to contain a mixture of both growth and value shares.

The Value Style

A simple way to describe value investing is that it is an approach that seeks to buy companies that offer the best value for the money. Value managers look for companies with prices that are believed to be undervalued relative to the market. Undiscovered companies or stocks that have price movements that do not correspond to the company's long-term fundamentals are generally considered to be value investments.

Relative value: investment will employ a value-oriented strategy that is "diluted" in nature in comparison with the true value style. Relative value managers tend to outperform their deeper value peers during periods when growth is outperforming value, however tend to trail during market conditions that favor a deeper value posture. Relative value managers have a definite value emphasis, but often have some growth overlays in security selection.

True value: investment style exhibits characteristics similar to those of the Russell 1000 Value Index. We often times refer to true value as a "plain vanilla" value investment approach. This type of portfolio will hold many of the same positions as the Russell 1000 Value Index, or positions whose characteristics in aggregate are similar to the overall characteristics of the Index.

Deep value: investing is the extreme of the value-oriented styles. A deep value strategy will avoid stocks that are the latest market fad. A deep value manager will typically invest in companies or industries that are out of favor, with the anticipation that the tides will turn and the investment will pay off. Deep value managers tend to demonstrate performance volatility, as they usually outperform their less value-biased peers during periods when value is outperforming growth. The reverse takes place when growth is outperforming, the deeper value styles will generally underperform their relative and true value peers.



The Growth Style

Investment managers who chose to implement a growth style search for companies that are growing their earnings at a rapid pace. The companies are expected to grow faster than the stock market average. A growth investor tends to aim for big gains over the long term and must be willing to withstand the ups and downs of the growth oriented market.

Growth at a Reasonable Price ("GARP") investing combines the search for sustainable earnings growth with an emphasis on valuation. GARP investing reflects the desire to find companies that could be undervalued, but have solid sustainable growth potential. A GARP investment has historically been favored when the economy begins to slow because the consistent earnings of high quality companies become increasingly attractive. GARP investment managers maintain, generally speaking, that over long periods of time, stocks go up for one reason - underlying earnings growth.

True Growth: A true growth portfolio will typically display characteristics similar to those of the Russell 1000 Growth Index. A manager who employs a true growth management style will purchase many of the same companies that are in the Russell 1000 Growth Index, or a portfolio of holdings whose characteristics are similar to those of the Index. They seek to purchase only companies that remain faithful to the category of a "growth" investment style.

Aggressive Growth: Investment managers that seek the highest of earnings growth, regardless of valuation, are considered aggressive growth managers. They seek aggressive and sometimes emerging growth stocks, and are often dramatically overweight traditional growth-oriented sectors like Technology, for example.

Which is the best style? Many investors buy into a particular investment style that experienced above- average performance results after those performance results were achieved, only to sell out of that particular style when it begins to suffer a more difficult performance run. We maintain that it is prudent for investors not only to seek out investment managers who have demonstrated consistency as it relates to people, philosophy/process and performance, but also to choose managers in whom they can maintain conviction over the long term, so as to avoid the untimely cost of switching styles. We believe that understanding the uniqueness of each investment style is key to staying the course.

Source: Wells Fargo Advisors, LLC