STATE UNIVERSITY SYSTEM of FLORIDA

Board of Governors

Agenda and Meeting Materials
January 24-25, 2018

Room 208
Turnbull Conference Center
Florida State University
555 West Pensacola Street
Tallahassee, FL 32301

STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors

SCHEDULE OF ACTIVITIES
Turnbull Conference Center
Florida State University
555 West Pensacola Street
Tallahassee, FL 32301
January 24-25, 2018

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NEW MEMBER ORIENTATION
Room 215
January 24, 2018

1:00 – 2:30 p.m.   **New Member Orientation**
New Members: Cerio, J. Patel, Zachariah

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BOARD OF GOVERNORS MEETINGS
Room 208

By Telephone Conference Call
Dial-in Number: 888-670-3525
Board Member Code: 8893354522#
Listen-Only Code: 4122150353#

Wednesday, January 24, 2018

3:00 – 4:30 p.m.   **Strategic Planning Committee**
  or upon   Chair: Ms. Darlene Jordan; Vice Chair: Mr. Ed Morton
  Adjournment of   Members: Cerio, Frost, Huizenga, Kuntz, Levine, Link, Tyson,
Previous Meetings   Zachariah

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

5:30 – 6:15 p.m.   **Welcome Reception**

Thursday, January 25, 2018

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. Ed Morton; Vice Chair: Ms. Darlene Jordan
 Adjournment of   Members: Cerio, Huizenga, Kitson, J. Patel, K. Patel, Stewart, Tripp,
 Previous Meetings   Tyson, Zachariah

9:30 – 10:30 a.m.   **Audit and Compliance Committee**
 or upon   Chair: Ms. Wendy Link; Vice Chair: Mr. H. Wayne Huizenga, Jr.
 Adjournment of   Members: Frost, Levine, Morton, J. Patel, Valverde
 Previous Meetings

10:30 – 10:45 a.m.   **Break**

10:45 – 11:00 a.m.   **Nomination and Governance Committee**
 or upon   Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Syd Kitson
 Adjournment of   Members: Levine, Tripp
 Previous Meetings

11:00 a.m. –   **Board of Governors – Regular Meeting**
 1:00 p.m.   Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Syd Kitson
 or upon   All Board members
 Adjournment of
 Previous Meetings

1:00 p.m.   **Lunch will be provided**

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

**CONSTITUTION
OF THE
STATE OF FLORIDA**

AS REVISED IN 1968 AND SUBSEQUENTLY AMENDED

ARTICLE IX

EDUCATION

SECTION 7. State University System.--

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

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

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

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

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

STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

AGENDA
Strategic Planning Committee
Room 208
Turnbull Conference Center
Florida State University
555 West Pensacola Street
Tallahassee Florida 32301
January 24, 2018
3:00 p.m. – 4:30 p.m.
or
Upon Adjournment of Previous Meetings

Chair: Ms. Darlene Jordan; Vice Chair: Mr. Ed Morton
Members: Cerio, Frost, Huizenga, Kuntz, Levine, Link, Tyson, Zachariah

1. **Call to Order and Opening Remarks**   **Governor Darlene Jordan**

2. **Minutes of Committee Meeting**   **Governor Jordan**
    Minutes, November 8, 2017

3. **Baccalaureate Follow-Up Study: Employment**   **Dr. Christy England**
    and Education Outcomes One, Five, and Ten Years   *Associate Vice Chancellor*
    After Graduation   *Academic Research and Policy*

4. **Changes to the Annual Accountability Report and the**   **Dr. Jan Ignash**
    University Work Plans: The New "Accountability Plan"   *Vice Chancellor for*
                            Academic and Student Affairs

5. **University of Florida Strategic Plan**   **Dr. W. Kent Fuchs**
                            President, University of Florida

6. **Florida Gulf Coast University Strategic Plan**   **Dr. Michael V. Martin**
                            President, Florida Gulf Coast University

7. **Concluding Remarks and Adjournment**   **Governor Jordan**

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
January 24, 2018

SUBJECT: Approval of Minutes of Committee Meeting held November 8, 2017

PROPOSED COMMITTEE ACTION

Consider approval of the minutes of the Strategic Planning Committee's November 8, 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 November 8, 2017 meeting at the University of Central Florida.

Supporting Documentation Included: Minutes: November 8, 2017

Facilitators/Presenters: Governor Darlene Jordan

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
STRATEGIC PLANNING COMMITTEE
UNIVERSITY OF CENTRAL FLORIDA
ORLANDO, FLORIDA
November 8, 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 3:53 p.m. on November 8, 2017 with the following members present: Governors Jordan, Cerio, Frost (by telephone), Lautenbach, Levine, Link, Tyson, and Zachariah. Other Board members in attendance were Governors Kuntz, Huizenga, Kitson, Jay Patel, Kishane Patel, Stewart, Tripp, and Valverde.

2.   Approval of August 30, 2017 Committee Meeting Minutes

Governor Morton called for a motion to approve the minutes from the Committee's August 30, 2017 meeting. A motion was made by Governor Jordan, seconded by Governor Link, and the motion carried unanimously.

3.   Updated State University System Educational Sites Survey Inventory

Chair Morton said that the Committee's next item, for information, was to review an updated State University System Educational Sites Survey Inventory. He then called on Vice Chancellor Ignash to provide a brief explanation of the updated Inventory. Dr. Ignash said that per Board Regulation 8.009 an inventory is kept for the classification of educational sites according to four types: Types One, Two, and Three Campuses; and Special Purpose Centers. She said that the typology was based on the number of full-time-equivalent students at the sites and the range of instructional activity offered. Dr. Ignash said that Special Purpose Centers provide clearly defined programs and services, reflecting a relatively permanent commitment to the site by the university for the foreseeable future. She said that eleven sites were being added in order to keep the Board's Inventory accurate.

Governor Morton thanked Dr. Ignash for her explanation and asked members if they had any questions or observations. He said that the Board should be gratified to know that the System is keeping an accurate inventory of its educational sites across Florida because it allows the Board to stay apprised of each site's enrollment and its associated activities. Chair Morton said that the Inventory is an example of the Board's building tools in order to make strategic decisions based on good data.

4.   Strategic Plans Supplemental Information
            University of West Florida
            University of Central Florida
            Florida Agricultural and Mechanical University
            Florida State University

Chair Morton advised the Committee that the next item on its agenda, for information purposes only, was to review supplemental information provided by the University of West Florida (UWF), the University of Central Florida (UCF), Florida Agricultural and Mechanical University (FAMU), and Florida State University (FSU) indicating how metrics and projected outcomes in their Strategic Plans will further the Board of Governors 2025 Strategic Plan goals. He reminded the Committee that per Board Regulation 1.001(3)(c), the Strategic Plans were considered for approval at the Committee's August 2017 meeting, at which there was a consensus that the Plans lacked sufficient information as to how strategies and projected outcomes will further the Board' goals. Governor Morton said that the four universities were asked to return in order to provide this supplemental information.

Chair Morton explained that the universities used two templates developed by Board staff in order to provide further information. He said that the first template provided a simple cross-walk between the Board's system-wide goals for teaching, research and service in the areas of excellence, productivity, and strategic priorities; and the second template provided the actual numeric or percentage goals for those performance indicators found in the Board's Plan. He then recognized UWF President Saunders to provide a brief statement as to how and why UWF's Strategic Plan aligns with the Board's 2025 Strategic Plan.

President Saunders said that UWF's strategic directions closely align with those of the Board, and will allow UWF to contribute to the success of the State University System in the coming years. She said the Board's meeting materials contained several UWF documents demonstrating the alignment between UWF's 2017-22 Strategic Plan and the Board's Strategic Plan. Dr. Saunders said that UWF's Strategic Plan was built on the cornerstones of teaching, research, and service.

President Saunders drew the Committee's attention to another document entitled *Alignment of UWF 2017-22 Strategic Plan with the Florida Board of Governors 2025 System Strategic Plan*. She said that the document placed UWF 2020 and 2025 target goals alongside Board of Governors 2025 goals. As an example, Dr. Saunders indicated that, for the four-year graduation rate metric, UWF anticipates reaching 33% in 2020 and 50% in 2025, matching the Board's goal for those years. She said that UWF already has several systems and processes in place to help achieve these goals and is constantly strengthening and refining its approaches to improve in this area.

With regard to the metric for Bachelor's degrees without credit hours, President Saunders noted that the Board's Strategic Plan has a 2025 goal of 80%, and she indicated that UWF's Plan expects to exceed that goal by 2020. As another example, Dr. Saunders said that the Board's Strategic Plan has an academic progress rate goal of 90% by 2025 and that UWF plans to employ tactics to ensure meeting this goal by 2025. She indicated that the University has a team of staff and administrators meeting regularly to monitor key indicators, develop strategies, implement those strategies, and ensure that UWF continues to make progress toward meeting the Board's goals and performance metrics. In conclusion, President Saunders said that UWF was laser-focused on this task.

Governor Morton thanked President Saunders for her presentation and asked if Committee members had questions or observations. He began the discussion by saying that when Board members who run businesses look eight years into the future they typically set interim goals and develop tactics that will improve the prospects of achieving final goals. He noted that UWF's 2020 goals appeared to be somewhat interim goals that the Committee could measure to determine whether the University was headed in the right direction, and that it was an appropriate tactic to take. Chair Morton said that a few of the metrics between 2020 and 2025 almost appear to be stretch rather than realistic goals. He asked, as an example, whether UWF's improving a 2020 four-year graduation rate of 30% to 50% in 2025 is achievable. President Saunders said she thought that UWF could meet that goal.

Governor Morton asked if he missed in UWF's Strategic Plan a commitment to academic counseling. President Saunders responded by saying that, although academic counseling is not a specific metric, student support is a key initiative for the coming year and one of the strategies that UWF will employ to meet its strategic goals. Chair Morton noted that certain research sites indicate a significant correlation between academic counseling and four-year graduation rates as well as a reduction in mental health issues on college campuses. He said that improving academic counseling is an area at which the entire State University System should be looking.

Governor Huizenga expressed a concern about regularly measuring progress in order to know whether progress is being made. He said that his comments were addressed to

all four presidents who were to give presentations. President Saunders agreed and said that UWF's Board of Trustees analyzes data to ensure that progress is measured as the University creates it yearly Work Plan. There being no further observations or questions, Governor Morton called on President Hitt to present the University of Central Florida's supplemental information.

President Hitt turned the Committee's attention to documents that demonstrated alignment with all Board of Governors goals, and to another demonstrating the alignment of the University's preeminence goals. He then indicated that he would be happy to answer any questions. Chair Morton said that UCF's 2021 metrics would serve as a mid-term appraisal as to whether UCF is making the progress necessary to reach 2025 Board goals. President Hitt agreed and said that UCF monitors goals continually. Chair Morton thanked President Hitt for the University's provision of materials and then called on President Robinson to present FAMU's supplemental information.

President Robinson said the documents provided by the University demonstrate alignment with Board goals as well as where FAMU expects to be in five years. As examples, he said that FAMU expects to significantly increase successful performance on licensure examinations, its four- and six-year graduation rates, the percentage of bachelor's degrees awarded without excess credit hours, the number of bachelor's degrees awarded in Programs of Strategic Emphasis, and the engagement of students in meaningful research.

President Robinson indicated that intrusive academic advising was a key strategy for FAMU, because it had an impact on several performance indicators. He noted that FAMU has a goal of increasing the number of baccalaureate degree recipients who go on to employment or to further education. In conclusion, President Robinson noted that several companies come to the FAMU campus in order to conduct seminars that prepare FAMU students for the world of work.

Governor Link asked about the strategies that FAMU would employ to increase performance on licensure examinations. Dr. Robinson said he was pleased to note that licensure passage rates for pharmacy had increased from approximately 60% to 82%. He said that FAMU's provost has required each program with licensure examinations to develop an action plan that included increased monitoring, the use of dashboards to track progress on key performance indicators, and increased accountability for program leadership. He said that the University has launched searches for permanent deans who will be made aware of performance expectations. Dr. Robinson said that it was necessary for faculty associated with programs requiring licensure to ensure proper alignment with the most recent accreditation standards and to employ best practices in the classroom. In addition, he said that it was critically important to review entrance

requirements such as grade point averages and previous coursework that would assist in predicting the likelihood of success.

Governor Morton asked if the supplemental information contained interim metrics that would assist the Board in understanding whether the University was on-track toward meeting its 2025 goals. President Robinson said that 2022 was a key year for making that determination and that the yearly goals found in the University's Work Plan served as progress indicators on a yearly basis. Chair Morton said he trusted that the Board's staff would work with FAMU to keep the Board apprised of FAMU's progress. Dr. Robinson agreed. Governor Morton thanked President Robinson for the provision of FAMU's supplemental information and then called on President Thrasher to present FSU's supplemental information.

President Thrasher began by noting that the State University System was becoming one of the best systems in the United States. He said that FSU students graduate successfully and then launch into excellent jobs. Mr. Thrasher said that in developing the University's Strategic Plan consideration was given to the Board's 2025 Strategic Plan and to mapping FSU's plan with the Board's goals in order to ensure alignment. He said that FSU will build on its strengths and enhance its plan for top 25 status and the continuance of Preeminent University status. With respect to measuring progress, President Thrasher said that he has assigned each of FSU's vice presidents responsibility for parts of the University's Strategic Plan and that they will be reporting to him on a weekly basis. In addition, he said that FSU's Board of Trustees is requiring a progress report at each of its meetings. Governor Morton said that he appreciated FSU's inclusion of interim metrics as well as the information regarding assignment of reporting responsibilities.

President Thrasher noted that FSU's graduation and retention rates remain among the best in the United States and that graduation gaps between diversity groups have been virtually eliminated. He said that the Bill and Melinda Gates Foundation identified FSU as one of three universities in the United States to be chosen to report on student success strategies. In conclusion, Mr. Thrasher said that FSU enjoyed a 30% increase in online FTE enrollment from the previous academic year.

Chair Morton thanked all four presidents for the supplemental information. He said the Committee should be grateful for each university's thoughtfulness in ensuring alignment between their strategic plans and the Board's 2025 Strategic Plan. Governor Morton said that this would collectively achieve two critical outcomes, the first being to understand whether the System is on-track to achieve its 2025 goals, and the second being to understand what each university can contribute toward meeting those goals.

5.   Florida Gulf Coast University Legislative Budget Request

Chair Morton advised the Committee that its last item was to consider for approval a Florida Gulf Coast University (FGCU) Legislative Budget Request (LBR). He said that if the request was approved by the Committee it would be forwarded to the Budget and Finance Committee for consideration to approve. He then called on FGCU President Martin to present the University's LBR.

President Martin said the request emanated from two events, the first being the presentation of a larger request approved by the FGCU Board of Trustees, and the second being communication between the University and the Board of Governors with respect to political realities. He said that, historically, FGCU found itself caught in the peculiar circumstance of its growth occurring at a time when there was no state funding for growth. He said that as a result the University ended up disadvantaged relative to funding per student FTE as compared to its sister institutions. President Martin said that, rather than focusing on that issue, the University contemplated what it could achieve if additional funds were received. He said the University Board of Trustees considered a series of Legislative Budget Requests over the next several years that would bring parity for FGCU and assist in meeting its performance outcomes. Dr. Martin said he believed the LBR was consistent with the Board of Governors overall goals with respect to teaching, research, and service.

President Martin said the request totaled approximately $13.7 million dollars that would support five different initiatives: improving student success, with a specific emphasis on improving four-year graduation rates; expanding academic programs unique to FGCU's service area; attracting students who meet higher enrollment requirements by, among other strategies, creating an honors college; increasing community outreach and engagement activities; and stimulating additional research, particularly in areas that are uniquely relevant to FGCU's service area. President Martin said that FGCU's potential is enormous. He said that the University has begun an intensive examination as to how it does business in order to gain specific efficiencies that he expects will immediately result in a $500,000 savings.

Governor Link asked President Martin to expand on what sets FGCU apart from other SUS institutions, all of which would appreciate receiving additional funding. President Martin said that, at twenty years of age, FGCU was just beginning to launch itself in ways that older SUS institutions have already done. He also noted that FGCU had grown quickly over those years, would eventually grow to approximately 20,000 students, and that this would take more resources. In addition, he said that funding was needed to employ strategies that will make students want to come to and stay at FGCU. Finally, he said that resources were needed to create and expand academic and research programs that would bring national recognition to the University.

Governor Kuntz asked about FGCU's enrollment growth and its associated funding. Dr. Martin said that much of FGCU's growth occurred at the beginning of the Great Recession, at which point enrollment growth was not being funded. He said that if FGCU was at the SUS average funding per student, the University would have an additional $32 million dollars. Governor Kitson said that if the additional funding was received, results would be expected. President Martin pointed to a number of programs, including nursing, engineering, and hospitality management that were already recognized as particularly strong and that could be expanded with additional funding.

Governor Kuntz complimented FGCU on its plan. He noted that FGCU was a young institution and that its strategies and goals were appropriate. He said that what concerned him was the extent to which a particularly SUS institution was being singled out as "this year's university" to especially support. He said, for example, that Florida International University and the University of North Florida have their own unique disadvantages. He noted that last year New College was "this year's university." He cautioned the Board that its role was not to pick favorites. Governor Lautenbach said he didn't think that FGCU could improve on several performance indicators without additional funding.

Governor Tripp said that the SUS playing field is not level and he appreciated FGCU's defense of the request so that it could compete with other universities. He then asked whether FGCU's enrollments would decline as admission requirements increased. President Martin said he believed that enrollments would actually increase as admission requirements increased. Governor Morton agreed with Governor Tripp that the playing field was not level.

Governor Huizenga said he believed that President Martin had inherited the deeds of FGCU's prior administration. He said that he was not supportive of the notion that additional funds are required in order to meet challenges. He said, further, that he was unclear as to the supplemental information's last page that indicated a $32 million dollar Legislative Budget Request. Dr. Martin said that the $32 million dollar LBR was approved by FGCU's Board of Trustees but that he was bringing a smaller request to the Board of Governors. He emphasized that the LBR was less about investing in the University and more about investing in the region. Governor Levine said he had confidence in President Martin and in FGCU. In observing the history of the Board of Governors, he said that its low point was when it was parochial relative to particular institutions. He said he favored an approach whereby each university's articulation of needs could be compared one to another at the same time in order to determine where dollars can be best invested. Governor Levine said he believed such a process would be well-received by legislators and that it would shield the Board from perceptions of parochialism. Governor Link agreed.

Governor Morton entertained a motion to recommend the Florida Gulf Coast University Legislative Budget Request to the Budget and Finance Committee. A motion was made by Governor Lautenbach, seconded by Governor Frost, and the motion passed seven to two with Governors Morton, Jordan, Cerio, Frost, Lautenbach, Tyson, and Zachariah voting in favor and Governors Levine and Link voting not in favor.

6.   Concluding Remarks and Adjournment

There being no further business to come before the Committee, the meeting was adjourned at 5:12 p.m.

Edward Morton, Chair

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

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
January 24, 2018

SUBJECT: Baccalaureate Follow-Up Study: Employment and Education Outcomes One, Five, and Ten Years After Graduation

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PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

This is the fourth report to the Board of Governors on the employment and education outcomes of baccalaureate degree recipients. The three prior studies focused on outcomes one year following graduation. This study builds on the prior studies by looking at employment and education outcomes five and ten years after graduation and comparing those outcomes to the year one outcomes. The study addresses the following questions:

1. Do graduates get jobs?
2. Do graduates earn additional credentials?
3. Do graduates pursue further education?
4. Do graduates work while pursuing additional education?
5. What are the salaries of graduates over time?

Board staff will share highlights from the study and indicate next steps for continuing to provide this information to policy makers, parents and prospective students.

Supporting Documentation Included: Baccalaureate Follow-up Study: Employment and Education Outcomes One, Five, and Ten Years after Graduation

Facilitators/Presenters: Dr. Christy England

STATE UNIVERSITY SYSTEM of FLORIDA

Board of Governors

Baccalaureate Follow-Up Study: Employment and Education Outcomes One, Five, and Ten Years After Graduation

January 2018

EXECUTIVE SUMMARY

Students, parents, educators, and policy-makers need information regarding the employment and education outcomes of bachelor's degree recipients over time. This report - Baccalaureate Follow-Up Study: Employment and Education Outcomes One, Five, and Ten Years After Graduation - is the fourth report on outcomes for the State University System (SUS) of Florida. What makes this report different from the first three reports is the extended horizon over which outcomes are assessed. Previous studies only looked at outcomes one year after the completion of a baccalaureate degree. This report looks one, five, and ten years beyond completion.

To assess employment and education outcomes over time, this study utilized records from various graduating classes. Due to the limited availability of historical employment data, it was not possible to track outcomes over time for the same group of graduates (see Appendix A). However, the same objective can be achieved by analyzing the outcomes of graduates from different graduating classes. Therefore, Year 1 outcomes are reported for the classes of 2012, 2013, 2014, and 2015. Year 5 outcomes are reported for the classes of 2008, 2009, and 2010. Year 10 outcomes are reported for the Class of 2005.

Records for 423,699 graduates were available to match with national and state employment and education databases. The major national employment databases that were used in this study included data from up to 41 states, the District of Columbia, Puerto Rico, and federal employment data from the United States Office of Personnel Management (OPM). The national education database included records for approximately 3,700 colleges and universities nationwide. The matches yielded employment and/or educational outcomes for 353,940 graduates – or 84% of graduates with records available for matching. The graduates for whom outcomes were known are referred to as "graduates in the study." The status of the remaining 16% of graduates (n=69,759) is "unknown," particularly since the employment databases do not include individuals who are self-employed, who work for organizations that do not participate in the unemployment insurance programs, or who are otherwise gainfully employed. See Appendix A for additional details regarding the data sources.

Records for the 353,940 graduates with known outcomes were used to answer the following five research questions.

1. DO GRADUATES GET JOBS?

Yes, the majority of graduates in the study worked one, five, and ten years after completing a baccalaureate degree at a state university. In Year 1, just over 90% of graduates worked after completing a baccalaureate degree. In Year 5, approximately

93% of graduates worked. In Year 10, the percentage of graduates found working increased to 97%.

2. DO GRADUATES EARN ADDITIONAL CREDENTIALS?

Yes, SUS graduates go on to earn additional credentials after completing a baccalaureate degree. By the fifth year after graduation, 30% of graduates in the study had earned at least one additional credential. By the tenth year following the completion of a baccalaureate degree, 44% of graduates had completed at least one additional credential.

3. DO GRADUATES PURSUE FURTHER EDUCATION?

The answer to this question is also yes, particularly in the first and fifth years after completing a baccalaureate degree. During the first year following graduation, just over 30% of graduates in the study pursued additional education. In the fifth year after graduation, 22% of graduates were pursuing additional education. By the tenth year following the completion of a baccalaureate degree only 11% of graduates were pursuing additional education.

4. DO GRADUATES WORK WHILE PURSUING ADDITIONAL EDUCATION?

SUS graduates also worked while pursuing additional education, particularly during the first and fifth years following the completion of a baccalaureate degree. Over time, the proportion working while enrolled declined. In Year 1, nearly 25% of graduates in the study worked while pursuing additional education. In Year 5, approximately 15% worked while enrolled. By Year 10, only 8% of graduates worked while enrolled.

5. WHAT ARE THE SALARIES OF GRADUATES OVER TIME?

The starting salaries for recent graduates were strong and salaries increased substantially over time. The median annual wage for graduates in the first year following graduation was $36,600. The median in Year 5 was $47,500 for working graduates *without* an additional credential and $52,800 for working graduates *with* an additional credential. The median annual wage in Year 10 was $59,300 for working graduates *without* an additional credential and $67,500 for working graduates *with* an additional credential. The Year 10 median annual wage for working graduates *without* an additional credential represents a 62% increase over the Year 1 median. The Year 10 median annual wage for working graduates *with* an additional credential represents an 84% increase over the Year 1 median. While the median annual wages increased over time for working graduates in all fields of study, the increases were not equal across all fields of study.

BOARD *of* GOVERNORS **State University System of Florida**   2

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INTRODUCTION

This report presents the results of the Baccalaureate Follow-up Study: Employment and Education Outcomes One, Five, and Ten Years After Graduation. This is the fourth report on the employment and education outcomes of baccalaureate graduates of the State University System (SUS) published by the Board of Governors. The first three reports reported employment and education outcomes for baccalaureate graduates one year after graduation for the classes of 2012, 2014, and 2015. This study was expanded to look at employment and education outcomes not only one year after graduation, but also five and ten years after graduation. All of the baccalaureate follow-up studies were designed to complement existing reports of the Board of Governors and to inform the Board's efforts to meet the goals and objectives of the Board's *2025 System Strategic Plan*.

Each baccalaureate study was enhanced to provide better and more comprehensive information about the educational and employment outcomes of graduates. As a result, the outcomes in this report may not be directly comparable to the outcomes reported in the three previous studies. The major improvements to each study are described in Appendix A.

This new study was designed to better understand the employment and education outcomes of graduates over time. To this end, this study was designed to answer the following five research questions one, five, and ten years after graduation.

1) Do graduates get jobs?
2) Do graduates earn additional credentials?
3) Do graduates pursue further education?
4) Do graduates work while pursuing additional education?
5) What are the salaries of graduates over time?

The answers to these five research questions provide critical information to students, parents, educators, and policy-makers about the experiences of graduates after completing a baccalaureate degree from the SUS.

Graduates in the Study

To assess employment and education outcomes over time, this study utilized records for graduates from various graduating classes. Due to the limited availability of historical employment data, it was not possible to track outcomes over time for the same group of graduates. However, the same objective can be achieved by analyzing the outcomes of graduates from different graduating classes. Therefore, Year 1 outcomes are reported for the classes of 2012, 2013, 2014, and 2015. Year 5 outcomes are reported for the classes of 2008, 2009, and 2010. Year 10 outcomes are reported for the Class of 2005. Data for all classes included baccalaureate degree recipients from 11 of

BOARD *of* GOVERNORS **State University System of Florida**   5

the 12 SUS institutions. Florida Polytechnic University's first students enrolled in Fall 2014 and did not graduate in time to be included in this study.

The SUS institutions award degrees in 28 fields of study, based on the two-digit Classification of Instructional Program (CIP) category associated with the degrees awarded. The majority of the degrees awarded to graduates in this study were in the following fields: Biological Sciences, Business & Marketing, Communication & Journalism, Education, Engineering, English & Literature, Health Professions, Psychology, Security & Protective Services, Social Sciences, and Visual & Performing Arts. These eleven fields represent 82% of the graduates whose records were used for this study. Table 1 below provides the total numbers of degrees awarded by field of study for the eight graduating classes.

Table 1. Total Number of Graduates, All Outcome Years Combined, by Fields of Study

Field of Study	Number of Graduates	% of Total Graduates
Business & Marketing	91,162	22%
Social Sciences	44,731	11%
Health Professions	37,576	9%
Psychology	31,639	7%
Education	29,428	7%
Engineering	23,328	6%
Biological Sciences	22,899	5%
Communication & Journalism	22,064	5%
Security & Protective Services	16,221	4%
Visual & Performing Arts	15,092	4%
English & Literature	14,467	3%
Liberal Arts & Sciences	9,010	2%
Computer & Information Sciences	7,747	2%
Recreation & Fitness Studies	7,122	2%
History	7,041	2%
Public Administration	6,721	2%
Interdisciplinary Studies	5,394	1%
Family & Consumer Sciences	4,572	1%
Physical Sciences	4,562	1%
Agriculture	4,479	1%
Languages & Linguistics	2,889	1%
Engineering Technician	2,713	1%
Natural Resources	2,607	1%
Legal Studies	2,537	1%
Architecture	2,339	1%
Philosophy & Religious Studies	2,303	1%
Mathematics & Statistics	2,294	1%
Cultural Studies	762	<1%
Total	423,699	100%

Notes: Percentages may not sum to 100 due to rounding. Includes graduates whose degrees were granted in Academic Years 2005, 2008, 2009, 2010, 2012, 2013, 2014, and 2015.

Source: Board of Governors staff analysis of the State University Data System.

Since the overall employment and education outcomes only varied slightly from year to year, outcomes are reported for combined cohorts. For instance, Year 1 data are combined for four years' worth of graduates: the classes of 2012, 2013, 2014, and 2015.

Out of the 423,699 graduates with records available for matching, 84% were matched to at least one employment or education record in the national databases. One year after graduation, nearly 90% of the 230,686 graduates from four cohorts were found working, pursuing additional education, or both. Five years after graduation, approximately 80% of 150,501 graduates from three cohorts were found working and/or enrolled. After ten years, 75% of 42,512 graduates from the Class of 2005 were found. Figure 1 below shows the percent of graduates found by outcome year.

Figure 1. Percent of Graduates Found by Outcome Year
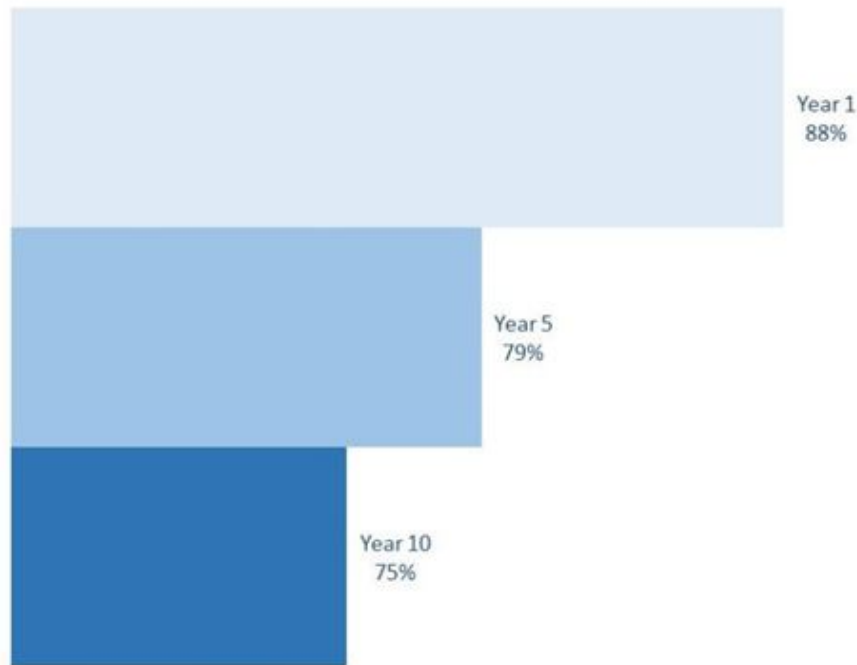
	# Graduates	# Found
Year 1 (Classes of 2012, 2013, 2014, 2015)	230,686	202,685
Year 5 (Classes of 2008, 2009, 2010)	150,501	119,574
Year 10 (Class of 2005)	42,512	31,681
Total	423,699	353,940

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program, the National Student Clearinghouse, and the State University Data System.

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The numbers and percentages of graduates who worked and/or pursued additional education (i.e., graduates found) for each outcome year are available in Tables A, B, C, and D in Appendix B. Data for the number and percent of graduates found for individual graduating classes are provided in Tables E, F, and G of Appendix B.

Outcomes for the remaining 69,759 graduates (16%) were not available from the existing databases, although some graduates were likely employed in jobs not captured in the data. It is likely that some graduates were employed in states that did not submit data to the national database. For instance, the primary national employment database included data for up to 41 states, the District of Columbia, and Puerto Rico.[1] It is also important to note that state and national employment databases do not include people who are self-employed, who work for organizations that do not participate in the unemployment insurance programs, and who have other types of employment described in more detail in Appendix A.

Since the purpose of this study was to report outcomes for baccalaureate degree recipients, the remaining sections of the report will focus on the 353,940 graduates whose outcomes are known. Additional details regarding limitations of the employment and education data sources are available in Appendix A. Throughout the remainder of this report, the term "graduates in the study" refers to the graduates from the various cohorts who worked and/or pursued additional education (i.e., who were found in the employment and/or education data sources).

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[1] While the state of Georgia is participating in WRIS 2, as described in Appendix A, employment data was only available for matching to records from the Class of 2015 for Year 1 of the outcome years.

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DO GRADUATES GET JOBS?

Yes – the majority of graduates in the study worked one, five, and ten years after completing a baccalaureate degree. In Year 1, just over 90% of graduates found were working. By Year 5, approximately 93% of graduates worked and in Year 10, the percentage of graduates found working was 97%.

By field of study, there is some variability in the percentage of graduates working during the first and fifth years following graduation. Overall, between 71% and 98% graduates worked one and five years after graduation. However, by the tenth year following graduation, between 90% and 99% of graduates worked across all fields. The number and percent of graduates in the study who worked one, five, and ten years after graduation are provided by field of study in Table 2 below.

Table 2. Number and Percent of Baccalaureate Graduates Who Worked, All Outcome Years, by Fields of Study*

Field of Study	Year 1 (Classes of 2012, 2013, 2014, 2015)		Year 5 (Classes of 2008, 2009, 2010)		Year 10 (Class of 2005)	
	# Working	% of Graduates Found	# Working	% of Graduates Found	# Working	% of Graduates Found
Agriculture	1,525	80%	1,260	87%	358	97%
Architecture	786	86%	666	94%	157	98%
Biological Sciences	10,175	79%	4,263	77%	1,018	96%
Business & Marketing	38,080	95%	25,580	97%	7,587	98%
Communication & Journalism	9,633	96%	5,671	96%	1,448	97%
Computer & Information Sciences	3,821	96%	1,577	96%	803	97%
Cultural Studies	287	84%	197	91%	30	94%
Education	12,591	97%	10,454	98%	2,602	98%
Engineering	10,495	92%	5,866	93%	1,743	98%
Engineering Technician	822	98%	1,158	97%	266	99%
English & Literature	5,852	92%	3,846	93%	1,225	96%
Family & Consumer Sciences	1,560	89%	1,345	95%	430	97%
Health Professions	19,285	92%	9,861	95%	2,522	98%
History	2,618	87%	2,019	92%	526	96%
Interdisciplinary Studies	3,431	91%	568	82%	128	98%
Languages & Linguistics	1,177	85%	658	90%	154	91%
Legal Studies	1,149	86%	651	93%	175	99%
Liberal Arts & Sciences	2,571	91%	3,067	92%	874	97%
Mathematics & Statistics	1,027	84%	482	88%	136	96%
Natural Resources	1,392	93%	550	92%	140	95%
Philosophy & Religious Studies	855	85%	529	86%	123	90%
Physical Sciences	1,755	76%	874	71%	237	94%
Psychology	14,881	88%	7,449	90%	2,035	95%
Public Administration	3,261	90%	1,753	96%	515	98%
Recreation & Fitness Studies	3,137	89%	1,939	93%	388	98%
Security & Protective Services	8,039	94%	4,228	95%	1,142	97%
Social Sciences	18,520	89%	11,550	92%	3,048	96%
Visual & Performing Arts	5,972	93%	3,555	94%	988	97%
Total	**184,697**	**91%**	**111,616**	**93%**	**30,798**	**97%**

*Includes graduates who worked and enrolled at the same time.

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program and the State University Data System.

As shown in Table 3, of the graduates who worked, the majority worked full-time. In Year 1, just over two-thirds of working graduates worked full-time. In Year 5, 84% of working graduates worked full-time. By Year 10, 88% of working graduates worked full-time. See Appendix A for a detailed explanation of full- and part-time status.

By field of study, the percent of working graduates who worked full-time varied considerably, although the variability decreased over time. In Year 1, the percent of working graduates who worked full-time ranged from 48% of Biological Sciences graduates to 86% of Computer & Information Sciences and Engineering Technician graduates. In Year 5, the percent ranged from 68% of Philosophy & Religious Studies graduates to 93% of Computer & Information Sciences graduates. Ten years after graduation the percent of working graduates who worked full-time only ranged from

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79% of Visual & Performing Arts graduates to 93% of Computer & Information Sciences and Engineering graduates. See Table 3 for details.

Table 3. Number and Percent of Working Baccalaureate Graduates Who Worked Full-Time, All Outcome Years, by Fields of Study*

Field of Study	Year 1 (Classes of 2012, 2013, 2014, 2015)		Year 5 (Classes of 2008, 2009, 2010)		Year 10 (Class of 2005)	
	# Working Full-Time	% of Working Graduates	# Working Full-Time	% of Working Graduates	# Working Full-Time	% of Working Graduates
Agriculture	829	54%	1,023	81%	315	88%
Architecture	485	62%	551	83%	142	90%
Biological Sciences	4,844	48%	3,288	77%	895	88%
Business & Marketing	30,138	79%	22,238	87%	6,788	89%
Communication & Journalism	6,687	69%	4,639	82%	1,224	85%
Computer & Information Sciences	3,287	86%	1,461	93%	743	93%
Cultural Studies	154	54%	146	74%	^	^
Education	10,161	81%	9,108	87%	2,313	89%
Engineering	8,789	84%	5,343	91%	1,626	93%
Engineering Technician	706	86%	1,038	90%	245	92%
English & Literature	3,461	59%	3,004	78%	1,004	82%
Family & Consumer Sciences	948	61%	1,095	81%	367	85%
Health Professions	14,529	75%	8,618	87%	2,237	89%
History	1,471	56%	1,630	81%	448	85%
Interdisciplinary Studies	2,179	64%	463	82%	113	88%
Languages & Linguistics	599	51%	487	74%	125	81%
Legal Studies	677	59%	519	80%	152	87%
Liberal Arts & Sciences	1,648	64%	2,412	79%	737	84%
Mathematics & Statistics	681	66%	385	80%	117	86%
Natural Resources	867	62%	426	77%	125	89%
Philosophy & Religious Studies	424	50%	361	68%	^	^
Physical Sciences	967	55%	672	77%	211	89%
Psychology	8,691	58%	5,819	78%	1,736	85%
Public Administration	2,210	68%	1,505	86%	448	87%
Recreation & Fitness Studies	1,819	58%	1,576	81%	326	84%
Security & Protective Services	5,691	71%	3,616	86%	1,010	88%
Social Sciences	11,293	61%	9,268	80%	2,612	86%
Visual & Performing Arts	3,112	52%	2,557	72%	780	79%
Total	**127,347**	**69%**	**93,248**	**84%**	**26,959**	**88%**

*Includes graduates who worked and enrolled at the same time.
^Number of graduates too small to report in accordance with privacy laws and regulations.

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program and the State University Data System.

DO GRADUATES EARN ADDITIONAL CREDENTIALS?

After earning a baccalaureate degree, SUS graduates do continue their education and earn additional credentials. By the fifth year after graduation, 30% of graduates in the study had earned at least one additional credential. By the tenth year following the completion of a baccalaureate degree, 44% of graduates had completed at least one additional credential.

As shown in Table 4, the proportion of graduates who earned additional credentials varied widely by field of study. In Year 5, only 15% of Engineering Technician graduates had earned at least one additional credential while 56% of Architecture graduates had earned at least one additional credential. In Year 10, only 30% of Security & Protective Services graduates had earned at least one additional credential while 69% of Public Administration and Mathematics & Statistics graduates had earned at least one additional credential.

Table 4. Number and Percent of Baccalaureate Graduates Who Earned Additional Credentials, Years 5 and 10, by Fields of Study

Field of Study	Year 5 (Classes of 2008, 2009, 2010)			Year 10 (Class of 2005)		
	# with Credential	# Graduates Found	% of Found	# with Credential	# Graduates Found	% of Found
Agriculture	731	1,444	51%	224	368	61%
Architecture	398	711	56%	104	160	65%
Biological Sciences	2,306	5,535	42%	704	1,065	66%
Business & Marketing	6,230	26,432	24%	2,669	7,707	35%
Communication & Journalism	1,146	5,910	19%	464	1,489	31%
Computer & Information Sciences	298	1,635	18%	262	828	32%
Cultural Studies	64	216	30%	^	^	^
Education	2,376	10,684	22%	1,105	2,657	42%
Engineering	2,068	6,299	33%	824	1,783	46%
Engineering Technician	184	1,195	15%	^	^	^
English & Literature	1,188	4,131	29%	514	1,272	40%
Family & Consumer Sciences	369	1,416	26%	208	442	47%
Health Professions	3,909	10,419	38%	1,317	2,578	51%
History	814	2,205	37%	282	550	51%
Interdisciplinary Studies	333	694	48%	71	131	54%
Languages & Linguistics	256	729	35%	93	170	55%
Legal Studies	275	698	39%	79	176	45%
Liberal Arts & Sciences	764	3,344	23%	323	901	36%
Mathematics & Statistics	235	548	43%	97	141	69%
Natural Resources	155	599	26%	^	^	^
Philosophy & Religious Studies	238	612	39%	70	137	51%
Physical Sciences	575	1,226	47%	169	252	67%
Psychology	3,339	8,231	41%	1,267	2,133	59%
Public Administration	962	1,818	53%	364	528	69%
Recreation & Fitness Studies	719	2,080	35%	176	394	45%
Security & Protective Services	954	4,434	22%	355	1,179	30%
Social Sciences	4,362	12,543	35%	1,603	3,175	50%
Visual & Performing Arts	867	3,786	23%	324	1,016	32%
Total	36,115	119,574	30%	13,782	31,681	44%

*Includes graduates who worked and enrolled at the same time.
^Number of graduates too small to report in accordance with privacy laws and regulations.

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program and the State University Data System.

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DO GRADUATES PURSUE FURTHER EDUCATION?

SUS graduates pursued additional education, primarily during the first and fifth years following the completion of a baccalaureate degree.[2,3] During the first year following graduation, just over 30% of graduates in the study pursued additional education. Nearly three out of four enrolled graduates also worked at the same time. By the fifth year, 22% of graduates pursued additional education with approximately two out of every three enrolled graduates also working while enrolled. However, only 11% of graduates pursued additional education during the tenth year following the completion of a baccalaureate degree – and nearly three out of four of these enrolled graduates worked while enrolled. The reduction in the percent of graduates enrolled is to be expected as graduates cease enrolling once additional credential(s) have been completed. The graduates who worked while enrolled are described in more detail in the next section.

As shown in Table 5 below, there was considerable variation in the proportion of graduates in the study who pursued additional education across the 28 fields of study for all outcome years. In Year 1, the proportion ranged from 13% of Engineering Technician graduates to 57% of Biological Sciences graduates. In Year 5, the proportion ranged from 12% of Engineering Technician graduates to 50% of Physical Sciences graduates. By Year 10, there was less variability but lower proportions of graduates enrolled. The proportions of graduates who pursued additional education in Year 10 ranged from less than 1% of Cultural Studies and Interdisciplinary Studies graduates to 25% of Languages & Linguistics graduates.

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[2] There are several limitations associated with the enrollment data. For instance, it is impossible to determine how many enrolled in graduate programs, a second baccalaureate program, a certificate program, or just a few courses. The data also does not specify whether individuals are enrolled on a full- or part-time basis. Refer to Appendix A for more information about the limitations of the national education database.

[3] The numbers of graduates enrolled reported in this section also include graduates who earned an additional credential in Year 5 or Year 10.

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Table 5. Number and Percent of Baccalaureate Graduates Enrolled in Further Education, All Outcome Years, by Fields of Study*

Field of Study	Year 1 (Classes of 2012, 2013, 2014, 2015)		Year 5 (Classes of 2008, 2009, 2010)~		Year 10 (Class of 2005)**	
	# Enrolled	% of Graduates Found	# Enrolled	% of Graduates Found	# Enrolled	% of Graduates Found
Agriculture	965	51%	468	32%	^	^
Architecture	438	48%	106	15%	^	^
Biological Sciences	7,385	57%	2,382	43%	137	13%
Business & Marketing	9,283	23%	3,578	14%	494	6%
Communication & Journalism	1,565	16%	876	15%	136	9%
Computer & Information Sciences	701	18%	213	13%	72	9%
Cultural Studies	145	43%	64	30%	^	^
Education	2,838	22%	1,709	16%	291	11%
Engineering	2,950	26%	1,279	20%	144	8%
Engineering Technician	106	13%	139	12%	25	9%
English & Literature	1,840	29%	968	23%	187	15%
Family & Consumer Sciences	689	39%	284	20%	59	13%
Health Professions	7,857	37%	2,641	25%	328	13%
History	1,157	39%	565	26%	74	13%
Interdisciplinary Studies	1,282	34%	249	36%	^	^
Languages & Linguistics	587	43%	234	32%	42	25%
Legal Studies	586	44%	146	21%	^	^
Liberal Arts & Sciences	863	30%	811	24%	103	11%
Mathematics & Statistics	529	43%	183	33%	^	^
Natural Resources	432	29%	181	30%	^	^
Philosophy & Religious Studies	428	42%	206	34%	^	^
Physical Sciences	1,231	53%	611	50%	43	17%
Psychology	7,616	45%	2,569	31%	343	16%
Public Administration	1,953	54%	328	18%	60	11%
Recreation & Fitness Studies	1,504	43%	446	21%	^	^
Security & Protective Services	2,908	34%	878	20%	151	13%
Social Sciences	7,834	38%	3,002	24%	436	14%
Visual & Performing Arts	1,400	22%	648	17%	94	9%
Total	67,072	33%	25,764	22%	3,403	11%

*Includes graduates who worked and enrolled at the same time.
~Includes graduates who also earned an additional credential in Year 5.
**Includes graduates who also earned an additional credential in Year 10.
^Number of graduates too small to report in accordance with privacy laws and regulations.

Sources: Board of Governors staff analysis of data from the National Student Clearinghouse and the State University Data System.

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DO GRADUATES WORK WHILE PURSUING ADDITIONAL EDUCATION?

SUS graduates worked while pursuing additional education, particularly during the first and fifth years following the completion of a baccalaureate degree. Over time, the proportion working while enrolled declined. In Year 1, nearly 25% of graduates worked while pursuing additional education. In Year 5, approximately 15% worked while enrolled. By Year 10, only 8% worked while enrolled. This is consistent with the increase in employment as graduates achieve educational goals.

As shown in Table 6, there was considerable variation in the proportion of graduates in the study who pursued additional education across the 28 fields of study and in all years following graduation. In Year 1, the proportion ranged from 11% of Engineering Technician graduates to 44% of Public Administration graduates. In Year 5, the proportion ranged from 9% of Biological Sciences, Computer & Information Sciences, and Engineering Technician graduates to 22% of Languages & Linguistics, Natural Resources, and Psychology graduates. By Year 10, there was somewhat less variability in the proportions of graduates who worked while pursuing additional education. The proportion of graduates who worked while enrolled in Year 10 ranged from less than 1% of Architecture, Cultural Studies, and Interdisciplinary Studies graduates to 15% of Languages & Linguistics graduates.

Table 6. Number and Percent of Baccalaureate Graduates Who Worked While Enrolled in Further Education, All Outcome Years, by Fields of Study

Field of Study	Year 1 (Classes of 2012, 2013, 2014, 2015)		Year 5 (Classes of 2008, 2009, 2010)~		Year 10 (Class of 2005)**	
	# Working While Enrolled	% of Graduates Found	# Working While Enrolled	% of Graduates Found	# Working While Enrolled	% of Graduates Found
Agriculture	595	31%	284	20%	^	^
Architecture	306	33%	61	9%	^	^
Biological Sciences	4,612	36%	1,110	20%	90	8%
Business & Marketing	7,217	18%	2,726	10%	374	5%
Communication & Journalism	1,188	12%	637	11%	95	6%
Computer & Information Sciences	546	14%	155	9%	47	6%
Cultural Studies	92	27%	45	21%	^	^
Education	2,417	19%	1,479	14%	236	9%
Engineering	2,090	18%	846	13%	104	6%
Engineering Technician	89	11%	102	9%	^	^
English & Literature	1,319	21%	683	17%	140	11%
Family & Consumer Sciences	489	28%	213	15%	47	11%
Health Professions	6,154	29%	2,083	20%	272	11%
History	771	26%	379	17%	50	9%
Interdisciplinary Studies	938	25%	123	18%	^	^
Languages & Linguistics	387	28%	163	22%	^	^
Legal Studies	405	30%	99	14%	^	^
Liberal Arts & Sciences	594	21%	534	16%	76	8%
Mathematics & Statistics	339	28%	117	21%	^	^
Natural Resources	334	22%	132	22%	^	^
Philosophy & Religious Studies	272	27%	123	20%	^	^
Physical Sciences	677	29%	259	21%	^	^
Psychology	5,607	33%	1,787	22%	245	11%
Public Administration	1,597	44%	263	14%	47	9%
Recreation & Fitness Studies	1,124	32%	305	15%	^	^
Security & Protective Services	2,393	28%	672	15%	114	10%
Social Sciences	5,585	27%	2,009	16%	309	10%
Visual & Performing Arts	947	15%	417	11%	66	6%
Total	49,084	24%	17,806	15%	2,520	8%

^Number of graduates too small to report in accordance with privacy laws and regulations.
~Includes graduates who also earned an additional credential in Year 5.
**Includes graduates who also earned an additional credential in Year 10.

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program, the National Student Clearinghouse, and the State University Data System.

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WHAT ARE THE SALARIES OF GRADUATES OVER TIME?

The starting salaries for graduates who worked full-time one year after completing a baccalaureate degree were strong. In addition, the salaries of graduates who worked full-time increased substantially by Years 5 and 10. As shown in Figure 2, the median annual wages for working graduates in Year 1 was $36,600.

Before proceeding to the Year 5 and Year 10 salaries, it is important to note that by Year 5 approximately 25% of graduates who worked full-time had earned an additional degree or certificate. By Year 10, 35% of graduates who worked full-time had completed at least one additional credential. The percent of working graduates with an additional credential varied somewhat by field of study. In Year 5, the percent ranged from 12% of Engineering Technician graduates to 48% of Public Administration graduates. In Year 10, the percent of working graduates with an additional credential ranged from 15% of Engineering Technician graduates to 53% of Biological Sciences and Public Administration graduates. Table H in Appendix B provides the percentages of graduates employed full-time with and without an additional credential in Years 5 and 10.

Since the possession of those credentials likely impacted the annual wages of graduates in Years 5 and 10, and since the numbers of graduates with additional credentials is significant, the median annual wages are reported separately for the working graduates with an additional credential and for working graduates who did not complete an additional credential. As shown in Figure 2, the median wages for working graduates *without* an additional credential was $47,500 in Year 5, while the median for working graduates *with* an additional credential was $52,800. In Year 10, the median wages for graduates *without* an additional credential was $59,300, while the median for graduates *with* an additional credential was $67,500. Detailed analyses of the annual median wages in all outcome years follow Figure 2.

Figure 2. Median Annual Wages for Baccalaureate Graduates Employed Full-Time One, Five, and Ten Years After Graduation^~
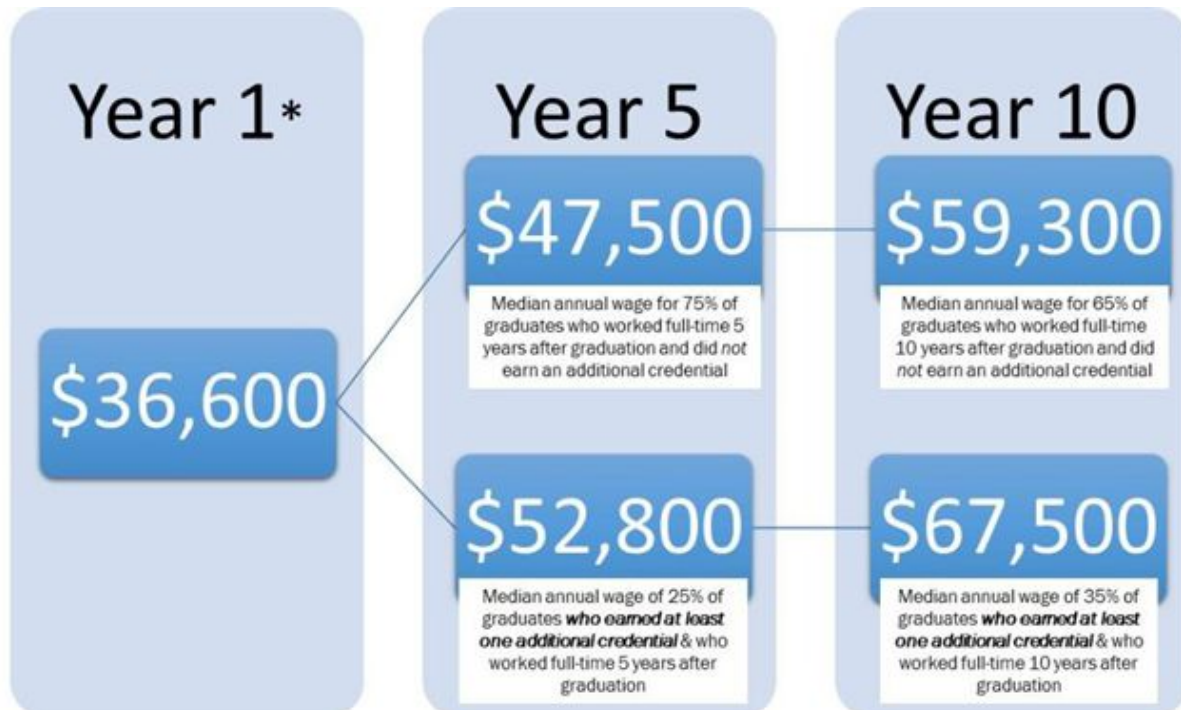
^Includes graduates who worked and enrolled at the same time.
~The percentages of graduates with a credential in this section are based on the percent of graduates working full-time. The percentages reported in previous sections is the percentage of all graduates found in the study.
*Does not include wages for the Class of 2015.

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program and the State University Data System.

Graduates Working Full-Time in Year 1

As noted above, the median annual wage for Year 1 working graduates was $36,600. Prior baccalaureate follow-up studies found considerable variation from one field to another in the median annual wages earned by working graduates one year after graduation. This study showed similar variation across the 28 fields of study. As shown in Table 7 the median annual wages in Year 1 ranged from $27,700 for Biological Sciences graduates to a median of $54,800 for Engineering graduates. In addition to the variation from one field to another, within any given field graduates should also expect some variation in wages. See Appendix C for a detailed analysis and explanation of this variation within fields.

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Table 7. Median Annual Wages for Baccalaureate Graduates Employed Full-Time One Year After Graduation, by Fields of Study (Classes of 2102, 2013, and 2014 Combined)*

Field of Study	Year 1	
	Median Annual Wage	# of Graduates Working FT
Agriculture	$32,200	619
Architecture	$35,900	368
Biological Sciences	$27,700	3,334
Business & Marketing	$38,900	22,527
Communication & Journalism	$31,800	4,761
Computer & Information Sciences	$49,900	2,210
Cultural Studies	$29,400	108
Education	$44,900	7,875
Engineering	$54,800	6,170
Engineering Technician	$49,200	581
English & Literature	$31,200	2,531
Family & Consumer Sciences	$29,800	711
Health Professions	$44,700	9,856
History	$30,400	1,152
Interdisciplinary Studies	$31,600	1,592
Languages & Linguistics	$30,400	373
Legal Studies	$32,000	502
Liberal Arts & Sciences	$35,500	1,228
Mathematics & Statistics	$41,400	460
Natural Resources	$31,700	613
Philosophy & Religious Studies	$29,200	314
Physical Sciences	$34,400	700
Psychology	$28,900	6,230
Public Administration	$32,600	1,566
Recreation & Fitness Studies	$29,400	1,334
Security & Protective Services	$32,100	4,126
Social Sciences	$31,900	8,398
Visual & Performing Arts	$29,100	2,310
Total	**$36,600**	**92,549**

*Includes graduates who worked and enrolled at the same time.

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program and the State University Data System.

Graduates without an Additional Credential: Years 5 and 10
The median annual earnings for baccalaureate graduates who did not earn an additional credential within 10 years of completing a baccalaureate degree are also significant. In the fifth year after graduation, 75% of working graduates did not have an additional credential. These working graduates without an additional credential earned a median annual wage of $47,500 in Year 5, which is 30% higher than the median annual wage earned in the first year after graduation. By Year 10, the percent of working graduates without an additional credential was 65%. The median annual wage in Year 10 was $59,300, which is 62% higher than the median annual wage earned in the first year after completing a baccalaureate degree.

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As shown in Table 8 below, the median annual wages for those working full-time and who earned an additional credential also varied by field of study in Year 5 and in Year 10. In Year 5, the median annual wage ranged from $36,600 for Philosophy & Religious Studies graduates to $69,500 for Engineering graduates. In Year 10, the median ranged from $47,000 for Languages & Linguistics graduates to $84,900 for Engineering graduates. In addition to the variation between fields, within any given field some variation in wages in Years 5 and 10 was found. See Appendix C for a detailed analysis and explanation of this variation.

Table 8. Median Annual Wages for Baccalaureate Graduates Employed Full-Time Without an Additional Credential, Five and Ten Years After Graduation, by Fields of Study*

Field of Study	Year 5 (Classes of 2008, 2009, 2010)		Year 10 (Class of 2005)	
	Median Annual Wage	# of Graduates Working FT	Median Annual Wage	# of Graduates Working FT
Agriculture	$46,500	594	$57,600	167
Architecture	$46,000	326	$60,600	80
Biological Sciences	$45,300	2,124	$58,900	422
Business & Marketing	$50,300	17,733	$65,000	4,954
Communication & Journalism	$43,000	3,920	$56,200	940
Computer & Information Sciences	$64,800	1,239	$76,600	558
Cultural Studies	$38,800	117	^	^
Education	$50,300	7,293	$56,700	1,488
Engineering	$69,500	3,992	$84,900	1,022
Engineering Technician	$64,200	911	$80,400	209
English & Literature	$41,000	2,329	$51,100	691
Family & Consumer Sciences	$42,300	847	$52,700	231
Health Professions	$53,200	5,695	$62,000	1,206
History	$42,200	1,140	$52,200	252
Interdisciplinary Studies	$45,100	287	^	^
Languages & Linguistics	$38,100	343	$47,000	71
Legal Studies	$42,300	340	$50,300	98
Liberal Arts & Sciences	$41,700	1,982	$52,100	521
Mathematics & Statistics	$51,200	251	$65,800	65
Natural Resources	$38,800	336	$48,600	91
Philosophy & Religious Studies	$36,600	262	$52,300	70
Physical Sciences	$46,200	413	$54,200	112
Psychology	$38,900	3,764	$47,100	917
Public Administration	$39,100	776	$47,700	212
Recreation & Fitness Studies	$43,100	1,121	$56,400	205
Security & Protective Services	$42,800	2,973	$53,200	769
Social Sciences	$42,600	6,577	$53,900	1,576
Visual & Performing Arts	$38,300	2,166	$48,500	608
Total	**$47,500**	**69,851**	**$59,300**	**17,611**

*Includes graduates who worked and enrolled at the same time.
^Number of graduates too small to report in accordance with privacy laws and regulations.

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program and the State University Data System.

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Though the overall increase in wages over time is positive, the increases were not equal across all fields of study. Education graduates without an additional credential realized the lowest increase in median annual wages over Year 1, in Years 5 and 10, relative to dollars and percent increase. In Year 5, the median annual wage for Education graduates without an additional credential increased by only $5,400 or 12% over Year 1. In Year 10, the median annual wage for Education graduates increased by only $11,800 or 26% over Year 1. At the other extreme, the median annual wage for Biological Sciences graduates without an additional credential increased the most in terms of dollars and percent in both Years 5 and 10. In Year 5, the median annual wage for Biological Sciences graduates increased by $17,600 or 64% over Year 1. In Year 10, the median annual wage for Biological Sciences graduates increased by $31,200 or 113% over Year 1. See Table I in Appendix B for more details.

Graduates with an Additional Credential: Years 5 and 10
The annual wages for working graduates who earned an additional credential within 10 years of completing a baccalaureate degree are even more impressive than the earnings of working graduates without an additional credential. In the fifth year after graduation, 25% of working graduates had earned an additional credential. These graduates earned a median annual wage of $52,800, which is 44% higher than the median annual wage earned in the first year after completing a baccalaureate degree. By Year 10, approximately 35% of working graduates had earned an additional credential. The median annual wage was $67,500, which is 84% higher than the median annual wage earned in the first year after completing a baccalaureate degree.

Table 9 shows that the median annual wages for working graduates with an additional credential also varied by field of study in the fifth and tenth years. In Year 5, the median annual wage ranged from $41,600 for Psychology graduates to $72,100 for Computer & Information Sciences graduates. In Year 10, the median ranged from $51,200 for Visual & Performing Arts graduates to $94,300 for Engineering graduates. Variation also exists within any given field for working graduates with an additional credential in Years 5 and 10. See Appendix C for a detailed analysis of this variation.

Table 9. Median Annual Wages for Baccalaureate Graduates Employed Full-Time With an Additional Credential, Five and Ten Years After Graduation, by Fields of Study*

Field of Study	Year 5 (Classes of 2008, 2009, 2010)		Year 10 (Class of 2005)	
	Median Annual Wage	# of Graduates Working FT	Median Annual Wage	# of Graduates Working FT
Agriculture	$57,500	429	$83,900	148
Architecture	$47,000	225	$66,100	62
Biological Sciences	$54,000	1,164	$86,800	473
Business & Marketing	$59,400	4,505	$76,200	1,834
Communication & Journalism	$48,600	719	$63,300	284
Computer & Information Sciences	$72,100	222	$91,000	185
Cultural Studies	^	^	^	^
Education	$51,700	1,815	$61,300	825
Engineering	$71,100	1,351	$94,300	604
Engineering Technician	$64,900	127	$91,800	36
English & Literature	$45,800	675	$55,900	313
Family & Consumer Sciences	$45,000	248	$61,700	136
Health Professions	$65,000	2,923	$75,400	1,031
History	$45,900	490	$55,700	196
Interdisciplinary Studies	$52,600	176	$61,400	49
Languages & Linguistics	$46,500	144	$55,000	54
Legal Studies	$48,500	179	$58,600	54
Liberal Arts & Sciences	$46,000	430	$56,200	216
Mathematics & Statistics	$56,700	134	$66,900	52
Natural Resources	^	^	$59,800	34
Philosophy & Religious Studies	$49,500	99	^	^
Physical Sciences	$52,100	259	$73,400	99
Psychology	$41,600	2,055	$55,800	819
Public Administration	$42,300	729	$52,000	236
Recreation & Fitness Studies	$53,700	455	$60,000	121
Security & Protective Services	$44,300	643	$57,600	241
Social Sciences	$48,000	2,691	$62,500	1,036
Visual & Performing Arts	$44,200	391	$51,200	172
Total	**$52,800**	**23,397**	**$67,500**	**9,348**

*Includes graduates who worked and enrolled at the same time.
^Number of graduates too small to report in accordance with privacy laws and regulations.

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program and the State University Data System.

Again, though the overall increase in wages over time was significant, the increases were not equal across all fields of study for working graduates with an additional credential. Education graduates with an additional credential realized the lowest increase in median annual wages over Year 1, in Years 5 and 10, relative to dollars and percent increase, as was the case for working Education graduates without an additional credential. In Year 5, the median annual wage for Education graduates with an additional credential increased by only $6,800 or 15% over Year 1. In Year 10, the median annual wage for Education graduates increased by only $16,400 or 37% over Year 1. At the other extreme, the median annual wage for Biological Sciences graduates

with an additional credential increased the most in terms dollars and percent in both Years 5 and 10, as was the case for working Biological Sciences graduates without an additional credential. In Year 5, the median annual wage for Biological Sciences graduates increased by $26,300 or 95% over Year 1. In Year 10, the median annual wage for Biological Sciences graduates increased by $59,100 or 213% over Year 1. See Table J in Appendix B for more details.

Graduates With and Without an Additional Credential: A Comparison of Years 5 and 10
As previously stated, the wages of working graduates with an additional credential were higher than the wages of those without an additional credential. In Year 5, the median annual wages for all working graduates with an additional credential ($52,800) was $5,300 higher than the median for those without ($47,500). In Year 10, the median annual wages for all working graduates with an additional credential ($67,500) was $8,200 higher than the median for those without ($59,300).

It is also important to note that the differences in median annual wages for working graduates with an additional credential compared to those without varied widely across the 28 fields of study, as shown in Table 10. In Year 5, the median annual wage for Engineering Technician graduates working full-time was the nearly same for graduates with an additional credential and those without. At the same time, the Year 5 median annual wage for Philosophy & Religious Studies graduates with a credential ($49,500) was $12,900 higher than the median for those without ($36,600). Similar differences were observed in the Year 10 median annual salaries for working graduates.

Table 10. Difference Between Median Annual Wages for Baccalaureate Graduates Employed Full-Time With and Without an Additional Credential, Five and Ten Years After Graduation, by Fields of Study*

Field of Study	Year 5 (Classes of 2008, 2009, 2010)			Year 10 (Class of 2005)		
	Median Annual Wage Without	Median Annual Wage With	Difference	Median Annual Wage Without	Median Annual Wage With	Difference
Agriculture	$46,500	$57,500	$11,000	$57,600	$83,900	$26,300
Architecture	$46,000	$47,000	$1,000	$60,600	$66,100	$5,500
Biological Sciences	$45,300	$54,000	$8,700	$58,900	$86,800	$27,900
Business & Marketing	$50,300	$59,400	$9,100	$65,000	$76,200	$11,200
Communication & Journalism	$43,000	$48,600	$5,600	$56,200	$63,300	$7,100
Computer & Information Sciences	$64,800	$72,100	$7,300	$76,600	$91,000	$14,400
Cultural Studies	^	^	^	^	^	^
Education	$50,300	$51,700	$1,400	$56,700	$61,300	$4,600
Engineering	$69,500	$71,100	$1,600	$84,900	$94,300	$9,400
Engineering Technician	$64,200	$64,900	$700	$80,400	$91,800	$11,400
English & Literature	$41,000	$45,800	$4,800	$51,100	$55,900	$4,800
Family & Consumer Sciences	$42,300	$45,000	$2,700	$52,700	$61,700	$9,000
Health Professions	$53,200	$65,000	$11,800	$62,000	$75,400	$13,400
History	$42,200	$45,900	$3,700	$52,200	$55,700	$3,500
Interdisciplinary Studies	$45,100	$52,600	$7,500	$61,100	$61,400	$300
Languages & Linguistics	$38,100	$46,500	$8,400	$47,000	$55,000	$8,000
Legal Studies	$42,300	$48,500	$6,200	$50,300	$58,600	$8,300
Liberal Arts & Sciences	$41,700	$46,000	$4,300	$52,100	$56,200	$4,100
Mathematics & Statistics	$51,200	$56,700	$5,500	$65,800	$66,900	$1,100
Natural Resources	^	^	^	$48,600	$59,800	$11,200
Philosophy & Religious Studies	$36,600	$49,500	$12,900	^	^	^
Physical Sciences	$46,200	$52,100	$5,900	$54,200	$73,400	$19,200
Psychology	$38,900	$41,600	$2,700	$47,100	$55,800	$8,700
Public Administration	$39,100	$42,300	$3,200	$47,700	$52,000	$4,300
Recreation & Fitness Studies	$43,100	$53,700	$10,600	$56,400	$60,000	$3,600
Security & Protective Services	$42,800	$44,300	$1,500	$53,200	$57,600	$4,400
Social Sciences	$42,600	$48,000	$5,400	$53,900	$62,500	$8,600
Visual & Performing Arts	$38,300	$44,200	$5,900	$48,500	$51,200	$2,700
Total	$47,500	$52,800	$5,300	$59,300	$67,500	$8,200

*Includes graduates who worked and enrolled at the same time.

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program and the State University Data System.

This information is important for future graduates to consider when deciding whether to pursue additional education for the purposes of advancing careers and increasing income. These data suggest that employers do not value degrees and certificates the same. While one employer may be willing to increase wages for someone who completes an advanced degree, another employer may choose not to do so for a variety of reasons. In addition, some graduates may have completed an additional credential for non-career related reasons. For working graduates in fields where additional credentials may not be as generously rewarded financially, the best way to change the outcome is to provide current SUS students and employers with comparative information on wages so both can make informed choices now and in the future.

CONCLUSION

The results of this study are positive for individuals who complete a baccalaureate degree from Florida's state universities and for the SUS as a whole. The majority of graduates were employed one, five, and ten years after graduation and with earnings that increase over time. A significant number of graduates continued to pursue additional education and many completed at least one additional credential. By the fifth year after completing a baccalaureate degree, 30% of graduates had earned at least one additional credential. By Year 10, 44% of graduates had completed at least one credential. Over time, the proportion who pursued additional education declined as graduates completed additional credentials, while the proportion of graduates who worked increased. This shift was particularly apparent in several fields of study, such as Agriculture, Biological Sciences, and Physical Sciences. This shift is appropriate since graduates do not need to enroll in further education once certain educational and employment goals are met.

Relative to salaries, SUS baccalaureate graduates do very well regardless of whether of additional credential(s) are earned or not. The Year 1 median annual wage was $36,600 and the Year 10 the median was $59,300 for working graduates *without* an additional credential and $67,500 for working graduates *with* an additional credential. Graduates in all fields of study earned increasingly higher wages in Years 5 and 10, although the increases were not equal across all fields of study.

Like the three previous baccalaureate follow-up studies, this study was designed to be replicated in order to provide critical information about the employment and education outcomes of SUS graduates over time. This study also complements the Board's other planning tools and can be used to inform system-wide strategic planning efforts. In addition, this information has implications for a broader audience that includes current and future SUS students, SUS alumni, SUS faculty and staff, employers, and policy makers.

APPENDIX A: TECHNICAL NOTES

1. Data Limitations

The current study was based on individual-level data for 423,699 graduates from the State University Data System (SUDS). These records were matched to records in the National Student Clearinghouse (NSC) and the Florida Education and Training Placement Information Program (FETPIP). These data sources have several limitations that impacted the methodology used for the current study and the way in which the findings were presented in this report.

National Student Clearinghouse

The NSC database included records from 3,700 colleges and universities nationwide. These institutions enrolled 98% of all students in public and private U.S. institutions in any given academic year. While this database is comprehensive, some SUS graduates may have pursued additional education at a college or university that does not report data to NSC or at a college or university outside the U.S. The number of graduates pursuing additional education at one of these types of institutions is likely minimal. However, it is impossible to say with certainty that a graduate not found in the NSC database was not enrolled.

Impact of NSC Data Limitations on the Current Study

Data provided by NSC does not include several key data elements that would further enhance the baccalaureate follow-up studies. First, the NSC data does not include the number of credit hours or other measures of enrollment intensity that would indicate whether individuals enroll full- or part-time. This information, if available, would be useful in understanding the extent to which graduates work while pursuing additional education. The NSC data also does not include the field of study, which would indicate whether students continue to study in the same field or in a different field. Finally, NSC data does not include the type of additional education SUS graduates pursued. Most graduates likely enrolled in advanced educational programs, although others may have enrolled in a certificate, associate's degree, or another baccalaureate degree program.

Since the current study included graduating classes that had previously been studied, it is important to note that there are several reasons why the education outcomes reported here may differ from the education outcomes previously reported for the classes of 2012, 2014, and 2015. First, institutions are permitted to submit corrections to NSC. Second, institutions are also permitted to submit historical data that might not have been submitted to NSC at the time the prior studies were conducted. Third, additional institutions may have opted to submit data to NSC since the prior studies were conducted. Finally, NSC staff regularly assess and revise the processes and protocols used to review and validate institutional and internal data files in order to improve the quality of the data. As a result of these types of changes to the NSC data, the number

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and percentages of SUS graduates from the classes of 2012, 2014, and 2015 who pursued additional education may differ somewhat from the numbers in previous studies.

Florida Education and Training Placement Information Program

The employment data for this study was provided by the Florida Education and Training Placement Information Program (FETPIP), housed with the Florida Department of Education. FETPIP, through an agreement with the Florida Department of Economic Opportunity (DEO), had access to Florida's Unemployment Insurance (UI) database and the national Wage Record Interchange System 2 (WRIS 2) for the purpose of providing "follow-up data on former students and program participants who have graduated, exited or completed a public education or training program within the State of Florida" (see Florida Statutes Section 1008.39). FETPIP also had access to federal employment data from the U.S. Office of Personnel Management (OPM).

Wage Record Interchange System 2

State participation in WRIS 2 is voluntary. The database used for this report contained employment data for up to 41 states, as well as the District of Columbia and Puerto Rico, depending on the timeframe used to determine the employment outcomes. Even though a state may have participated at the time this study was conducted, data may not have been submitted for the time period(s) required for the study. However, there were no significant impacts to the employment outcomes of the SUS graduates as a result of these variations in state participation or availability of data.

For the Class of 2012 Year 1 and the Class of 2008 Year 5 outcomes, data from the 29 states listed below, as well as the District of Columbia and Puerto Rico, was available.

> *Arkansas, Delaware, Florida, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New Jersey, New Mexico, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee, Texas, Utah, Wyoming*

For the Class of 2013 Year 1 and the Class of 2009 Year 5 outcomes, data from the 38 states listed below, as well as the District of Columbia and Puerto Rico, was available.

> *Alaska, Arizona, Arkansas, Connecticut, Delaware, Florida, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New Jersey, New Mexico, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, Washington, Wisconsin, Wyoming*

For the Class of 2014 Year 1, the Class of 2010 Year 5, and the Class of 2005 Year 10 outcomes, data from the 40 states listed below, as well as the District of Columbia and Puerto Rico, was available.

Alaska, Arizona, Arkansas, Connecticut, Delaware, Florida, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New Jersey, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, Wisconsin, Wyoming

For the Class of 2015 Year 1 outcomes, data from the 41 states listed below, as well as the District of Columbia and Puerto Rico, was available.

Alaska, Arizona, Arkansas, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New Jersey, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, Wisconsin, Wyoming

It is important to note that several states with significant populations had not submitted data to the WRIS 2 database at the time this study was conducted. Montana and New Hampshire were listed as participants in WRIS 2 at the time this study was conducted, however data from these states was not yet available. The following states did not participate in WRIS 2: Alabama, California, Colorado, Hawaii, Massachusetts, New York, and West Virginia.

The Florida UI database and the WRIS 2 database also do not contain information for all individuals who actually worked. Individuals not reported include those who: 1) are self-employed, 2) are employed in temporary positions not eligible for unemployment insurance, 3) are employed in states that do not participate in WRIS 2, 4) are employed by the military or federal government, or 5) do not have a valid Social Security number.

Jobs that are exempt or otherwise not covered by unemployment insurance also are not included in the Florida UI database and the WRIS 2 databases. These include self-employed nonagricultural workers, unpaid family workers, insurance agents paid solely by commission, and employees of religious organizations. Some state and local government workers - such as those who work at state colleges, universities, elementary and secondary schools - may also have been excluded.

In addition to the above limitations, at any given time the WRIS 2 database only contains three years of employment data. This is the primary reason that outcomes one,

five, and ten years after graduation cannot be obtained for a single graduating class, such as the Class of 2005. At the time this study was conducted, data for the Class of 2005 was only available for eight, nine, or ten years after graduation.

There are two final limitations of the WRIS 2 data. First, most state labor departments do not require employers to report the number of hours worked. Full and part-time status can be approximated by calculating an annualized minimum wage, which is a method commonly used by other states. For details refer to the definition of "working full-time" provided in the Methodological Notes section of this appendix. Most state labor departments also do not require employers to report the occupation in which employees work.

U.S. Office of Personnel Management

As previously noted, FETPIP also had an agreement OPM, which enabled them to access employment information for approximately 96% of all Federal civilian non-Postal Executive Branch employees. However, the following agencies do not provide data for the OPM database.

> *Federal Reserve Board of Governors, Central Intelligence Agency, Defense Intelligence Agency, Foreign Service personnel at the State Department, National Geospatial-Intelligence Agency, National Security Agency, Office of the Director of National Intelligence, Office of the Vice President, Postal Regulatory Commission, Tennessee Valley Authority, U.S. Postal Service, White House Office*

The OPM database also does not include foreign nationals overseas, Public Health Service's Commissioned Officer Corps, non-appropriated fund employees, or the Judicial Branch.

In addition, the only Legislative Branch entities that provide data to OPM are the Dwight D. Eisenhower Memorial Commission, the Financial Crisis Inquiry Commission, the Government Printing Office, the Medicare Payment Advisory Commission, the Ronald Reagan Centennial Commission, the U.S. - China Economic and Security Review Commission, the U.S. Commission on International Religious Freedom, and the U.S. Tax Court.

Finally, like WRIS 2, the OPM database does not include number of hours worked or occupation information.

Impact of WRIS 2 and OPM Data Limitations on the Current Study

As a result of the limitations described above, the most direct impact on the current study is that it is impossible to be certain that the SUS graduates not found in the WRIS 2 or OPM databases were not employed.

Since the current study included graduating classes for which the Board had previously conducted baccalaureate follow-up studies based on WRIS 2 data, it is important to note that there are several reasons why the employment outcomes reported here may differ from previous reports for the classes of 2014 and 2015. First, states that had participated in WRIS 2 may have decided to submit historical data to the database since the prior studies were conducted. Second, additional states may have joined WRIS 2 since the prior studies were conducted and may have submitted data for the time periods needed for the current study that may not have been available when the previous studies were conducted. Finally, employers and state labor departments are allowed to submit revised data. As a result of these types of changes to the WRIS 2 data, the number and percentages of SUS graduates from the classes of 2014 and 2015 who were employed and the annual wages may differ somewhat from the data reported in previous studies.

2. Protecting Privacy

State and federal privacy laws and regulations directly influenced the way in which data were displayed. To ensure compliance, cell sizes with less than 10 individuals were not displayed. Median wage amounts were also rounded to the nearest hundred to protect privacy.

The agreement that enabled FETPIP to access the employment data provided by DEO also created two significant limitations that affected the way in which data were presented in this report. First, the agreement did not allow any employment records to be attached to certain identifying elements such as race and gender to be returned to the data requestor -- in this instance Board staff. Second, WRIS 2 data could only be provided back to Board staff in aggregate form. These restrictions limited the current study to providing only descriptive statistics, rather than more sophisticated statistical analyses that could determine whether statistically significant differences in outcomes existed between graduates with different characteristics (e.g., race/ethnicity, gender). Though this report did not include outcomes by race/ethnicity or gender, those data will be provided in a future report or information brief and be limited to descriptive statistics for the reasons cited above.

3. Methodological Notes
Academic Year and Classes
Academic Years and Classes were defined as outlined in the table below.

Academic Year	Class Year	Summer	Fall	Spring
2004-2005	2005	2004	2004	2005
2007-2008	2008	2007	2007	2008
2008-2009	2009	2008	2008	2009
2009-2010	2010	2009	2009	2010
2011-2012	2012	2011	2011	2012
2012-2013	2013	2012	2012	2013
2013-2014	2014	2013	2013	2014
2014-2015	2015	2014	2014	2015

Outcome Year Cohorts

The outcome years included the cohorts listed below.

Year 1:   Classes of 2012, 2013, 2014, 2015
Year 5:   Classes of 2008, 2009, 2010
Year 10: Class of 2005

Outcome Years

Employment: The outcome years for employment included the time periods as noted below. The second quarter (Q2) was defined as April, May, and June of the year indicated. The third quarter (Q3) was defined as July, August, and September.

	Year 1 Employment	
Class	Starting Quarter	Ending Quarter
2012	Q3-2012	Q2-2013
2013	Q3-2013	Q2-2014
2014	Q3-2014	Q2-2015
2015	Q3-2015	Q2-2016

	Year 5 Employment	
Class	Starting Quarter	Ending Quarter
2008	Q3-2012	Q2-2013
2009	Q3-2013	Q2-2014
2010	Q3-2014	Q2-2015

	Year 10 Employment	
Class	Starting Quarter	Ending Quarter
2005	Q3-2014	Q2-2015

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Education: The outcome years for education include the following time periods.

Year 1:   Enrolled any time within 426 days after graduation
Year 5:   Enrolled any time between 1,521 and 1,886 days after graduation
Year 10: Enrolled time between 3,346 and 3,711 days after graduation

Definitions

Annual Wages: The total wages reported in the fourth quarter (October, November, December) of the outcome year as defined above multiplied by four (each year has four quarters). The annual wages reported are only for graduates working full-time as defined below.

Enrolled: Graduates found in the national education database, including those who may have also been found in the national employment databases, during the specified outcome year as defined above.

Graduates Found: Graduates found include graduates found in the national employment and/or education databases.

Not Found: Graduates for whom no employment or education records were found during the outcome year as defined above.

Working: Graduates found in at least one of the four quarters reported to the national employment databases, including those who may have also been found in the national education database during the specified outcome year as defined above.

Working Full-Time: Graduates whose annual wages (defined above) in the fourth quarter of the outcome year exceeded the following minimum thresholds based on the annual wages earned by working full-time (2,080 hours) at the Florida minimum wage in place during the specified outcome year.

	Year 1	
Class	Annualized FL Minimum Wage	Hourly Rate
2012	$16,203	$7.79
2013	$16,494	$7.93
2014	$16,744	$8.05
2015	$16,744	$8.05

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Year 5		
Class	Annualized FL Minimum Wage	Hourly Rate
2008	$16,203	$7.79
2009	$16,494	$7.93
2010	$16,744	$8.05

Year 10		
Class	Annualized FL Minimum Wage	Hourly Rate
2005	$16,744	$8.05

Working & Enrolled: Graduates found in both the employment databases and the national education database during the same specified outcome year as defined above.

4. Enhancements to the Baccalaureate Follow-Up Study Over Time

Graduate Follow-up Study: Baccalaureate Class of 2012, First Year Outcomes
The pilot study for the Class of 2012 utilized data from the State University Data System, the National Student Clearinghouse, and Florida's Unemployment Insurance database. As a result, the employment outcomes only included graduates working in Florida. The pilot study also separated graduates who worked while pursuing additional education from the analysis of working graduates and from the analysis of graduates who pursued additional education -- resulting in an under-reporting of graduates in those two sets of analyses. The pilot study included outcomes by race/ethnicity but not outcomes by gender.

Baccalaureate Follow-Up Study: Class of 2014
The Class of 2014 study was significantly enhanced through the utilization of WRIS 2 and OPM employment information. These data sources provided the ability to determine employment outcomes of graduates working in other states and in some Federal civilian positions. This study also included analyses by gender in addition to race/ethnicity. Finally, to ensure that the number of graduates who worked and the number of graduates who pursued additional education were not understated, graduates who worked while pursuing additional education were counted among the total number of graduates who worked and the total number of graduates who pursued additional education.

Baccalaureate Follow-Up Study: Class of 2015
The Class of 2015 study retained all of the enhancements put in place for the Class of 2014 study. This provided the opportunity to include a comparison of the outcomes for the Class of 2015 to the outcomes for the Class of 2014.

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The Current Baccalaureate Follow-Up Study

The current study retained all of the enhancements made to the Class of 2014 and Class of 2015 studies. In addition, the current study incorporated employment information from WRIS 2 and OPM for the Class of 2012, which as noted above only utilized Florida employment data. The current study also included Year 1 outcomes for the Class of 2013 to fill in the gap between the Class of 2012 and Class of 2014 studies. As previously noted, the employment and education outcomes for the classes of 2012, 2014, and 2015 as reported here may differ also from the outcomes reported in prior studies as a result of changes to the national employment and education databases described above. Though the current report did not include outcomes by race/ethnicity or gender, those data will be provided in a future report or information brief.

APPENDIX B: SUPPLEMENTAL TABLES

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Table A. Number and Percent of Baccalaureate Graduates Who Worked and/or Enrolled, by Outcome Year and by Fields of Study

Field of Study	Year 1 (Classes of 2012, 2013, 2014, 2015)		Year 5 (Classes of 2008, 2009, 2010)		Year 10 (Class of 2005)	
	# Working &/or Enrolled	% of Graduates in Field	# Working &/or Enrolled	% of Graduates in Field	# Working &/or Enrolled	% of Graduates in Field
Agriculture	1,895	88%	1,444	79%	368	73%
Architecture	918	85%	711	71%	160	65%
Biological Sciences	12,948	89%	5,535	80%	1,065	75%
Business & Marketing	40,146	86%	26,432	78%	7,707	74%
Communication & Journalism	10,010	85%	5,910	74%	1,489	67%
Computer & Information Sciences	3,976	87%	1,635	79%	828	75%
Cultural Studies	340	82%	216	74%	32	57%
Education	13,012	94%	10,684	87%	2,657	81%
Engineering	11,355	86%	6,299	80%	1,783	77%
Engineering Technician	839	89%	1,195	83%	270	82%
English & Literature	6,373	86%	4,131	77%	1,272	74%
Family & Consumer Sciences	1,760	85%	1,416	75%	442	71%
Health Professions	20,988	94%	10,419	86%	2,578	83%
History	3,004	86%	2,205	78%	550	76%
Interdisciplinary Studies	3,775	87%	694	77%	131	75%
Languages & Linguistics	1,377	83%	729	74%	170	70%
Legal Studies	1,330	91%	698	84%	176	70%
Liberal Arts & Sciences	2,840	84%	3,344	76%	901	73%
Mathematics & Statistics	1,217	87%	548	81%	141	67%
Natural Resources	1,490	88%	599	82%	147	79%
Philosophy & Religious Studies	1,011	83%	612	71%	137	63%
Physical Sciences	2,309	88%	1,226	78%	252	70%
Psychology	16,890	90%	8,231	82%	2,133	74%
Public Administration	3,617	93%	1,818	86%	528	75%
Recreation & Fitness Studies	3,517	90%	2,080	78%	394	72%
Security & Protective Services	8,554	90%	4,434	84%	1,179	81%
Social Sciences	20,769	86%	12,543	77%	3,175	73%
Visual & Performing Arts	6,425	81%	3,786	68%	1,016	64%
Total	**202,685**	**88%**	**119,574**	**79%**	**31,681**	**75%**

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program, the National Student Clearinghouse, and the State University Data System.

Table B. Employment and Education Outcomes of Baccalaureate Graduates One Year After Graduation, by Fields of Study, Classes of 2012, 2013, 2014 and 2015 Combined

Field of Study	Total Working as % of Found*	Total Enrolled as % of Found*	Working Only as % of Found	Enrolled Only as % of Found	Working & Enrolled as % of Found	# Graduates Found
Agriculture	80%	51%	49%	20%	31%	1,895
Architecture	86%	48%	52%	14%	33%	918
Biological Sciences	79%	57%	43%	21%	36%	12,948
Business & Marketing	95%	23%	77%	5%	18%	40,146
Communication & Journalism	96%	16%	84%	4%	12%	10,010
Computer & Information Sciences	96%	18%	82%	4%	14%	3,976
Cultural Studies	84%	43%	57%	13%	27%	340
Education	97%	22%	78%	3%	19%	13,012
Engineering	92%	26%	74%	8%	18%	11,355
Engineering Technician	98%	13%	87%	0%	11%	839
English & Literature	92%	29%	71%	8%	21%	6,373
Family & Consumer Sciences	89%	39%	61%	11%	28%	1,760
Health Professions	92%	37%	63%	8%	29%	20,988
History	87%	39%	61%	13%	26%	3,004
Interdisciplinary Studies	91%	34%	66%	9%	25%	3,775
Languages & Linguistics	85%	43%	57%	15%	28%	1,377
Legal Studies	86%	44%	56%	14%	30%	1,330
Liberal Arts & Sciences	91%	30%	70%	9%	21%	2,840
Mathematics & Statistics	84%	43%	57%	16%	28%	1,217
Natural Resources	93%	29%	71%	7%	22%	1,490
Philosophy & Religious Studies	85%	42%	58%	15%	27%	1,011
Physical Sciences	76%	53%	47%	24%	29%	2,309
Psychology	88%	45%	55%	12%	33%	16,890
Public Administration	90%	54%	46%	10%	44%	3,617
Recreation & Fitness Studies	89%	43%	57%	11%	32%	3,517
Security & Protective Services	94%	34%	66%	6%	28%	8,554
Social Sciences	89%	38%	62%	11%	27%	20,769
Visual & Performing Arts	93%	22%	78%	7%	15%	6,425
Total	**91%**	**33%**	**67%**	**9%**	**24%**	**202,685**

*Includes graduates who worked and enrolled at the same time.

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program, the National Student Clearinghouse, and the State University Data System.

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Table C. Employment and Education Outcomes of Baccalaureate Graduates Five Years After Graduation, by Fields of Study, Classes of 2008, 2009, and 2010 Combined

Field of Study	Total Working as % of Found*	Total Enrolled as % of Found*	Working Only as % of Found	Enrolled Only as % of Found	Working & Enrolled as % of Found	# Graduates Found
Agriculture	87%	32%	49%	20%	20%	1,444
Architecture	94%	15%	52%	14%	9%	711
Biological Sciences	77%	43%	43%	21%	20%	5,535
Business & Marketing	97%	14%	77%	5%	10%	26,432
Communication & Journalism	96%	15%	84%	4%	11%	5,910
Computer & Information Sciences	96%	13%	82%	4%	9%	1,635
Cultural Studies	91%	30%	57%	13%	21%	216
Education	98%	16%	78%	3%	14%	10,684
Engineering	93%	20%	74%	8%	13%	6,299
Engineering Technician	97%	12%	87%	0%	9%	1,195
English & Literature	93%	23%	71%	8%	17%	4,131
Family & Consumer Sciences	95%	20%	61%	11%	15%	1,416
Health Professions	95%	25%	63%	8%	20%	10,419
History	92%	26%	61%	13%	17%	2,205
Interdisciplinary Studies	82%	36%	66%	9%	18%	694
Languages & Linguistics	90%	32%	57%	15%	22%	729
Legal Studies	93%	21%	56%	14%	14%	698
Liberal Arts & Sciences	92%	24%	70%	9%	16%	3,344
Mathematics & Statistics	88%	33%	57%	16%	21%	548
Natural Resources	92%	30%	71%	7%	22%	599
Philosophy & Religious Studies	86%	34%	58%	15%	20%	612
Physical Sciences	71%	50%	47%	24%	21%	1,226
Psychology	90%	31%	55%	12%	22%	8,231
Public Administration	96%	18%	46%	10%	14%	1,818
Recreation & Fitness Studies	93%	21%	57%	11%	15%	2,080
Security & Protective Services	95%	20%	66%	6%	15%	4,434
Social Sciences	92%	24%	62%	11%	16%	12,543
Visual & Performing Arts	94%	17%	78%	7%	11%	3,786
Total	93%	22%	67%	9%	15%	119,574

*Includes graduates who worked and enrolled at the same time.

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program, the National Student Clearinghouse, and the State University Data System.

Table D. Employment and Education Outcomes of Baccalaureate Graduates Ten Years After Graduation, by Fields of Study, Class of 2005

Field of Study	Total Working as % of Found*	Total Enrolled as % of Found*	Working Only as % of Found	Enrolled Only as % of Found	Working & Enrolled as % of Found	# Graduates Found
Agriculture	97%	11%	89%	3%	8%	368
Architecture	98%	6%	94%	0%	0%	160
Biological Sciences	96%	13%	87%	4%	8%	1,065
Business & Marketing	98%	6%	94%	2%	5%	7,707
Communication & Journalism	97%	9%	91%	3%	6%	1,489
Computer & Information Sciences	97%	9%	91%	3%	6%	828
Cultural Studies	^	^	^	^	^	32
Education	98%	11%	89%	2%	9%	2,657
Engineering	98%	8%	92%	2%	6%	1,783
Engineering Technician	99%	9%	91%	0%	8%	270
English & Literature	96%	15%	85%	4%	11%	1,272
Family & Consumer Sciences	97%	13%	87%	3%	11%	442
Health Professions	98%	13%	87%	2%	11%	2,578
History	96%	13%	87%	4%	9%	550
Interdisciplinary Studies	98%	0%	93%	0%	0%	131
Languages & Linguistics	91%	25%	75%	9%	15%	170
Legal Studies	99%	10%	90%	0%	10%	176
Liberal Arts & Sciences	97%	11%	89%	3%	8%	901
Mathematics & Statistics	96%	13%	87%	0%	9%	141
Natural Resources	95%	13%	87%	0%	8%	147
Philosophy & Religious Studies	90%	23%	77%	10%	13%	137
Physical Sciences	94%	17%	83%	6%	11%	252
Psychology	95%	16%	84%	5%	11%	2,133
Public Administration	98%	11%	89%	2%	9%	528
Recreation & Fitness Studies	98%	8%	92%	0%	6%	394
Security & Protective Services	97%	13%	87%	3%	10%	1,179
Social Sciences	96%	14%	86%	4%	10%	3,175
Visual & Performing Arts	97%	9%	91%	3%	6%	1,016
Total	97%	11%	89%	3%	8%	31,681

*Includes graduates who worked and enrolled at the same time.
^Number of graduates too small to report in accordance with privacy laws and regulations.

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program, the National Student Clearinghouse, and the State University Data System.

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Table E. Number and Percent of Baccalaureate Graduates Who Worked and/or Enrolled One Year After Graduation, by Fields of Study, Classes of 2012 and 2013

Field of Study	Class of 2012		Class of 2013	
	# Working &/or Enrolled	% of Total Graduates	# Working &/or Enrolled	% of Total Graduates
Agriculture	477	87%	450	88%
Architecture	266	84%	237	84%
Biological Sciences	2,851	88%	2,984	89%
Business & Marketing	10,135	85%	10,235	87%
Communication & Journalism	2,286	83%	2,410	85%
Computer & Information Sciences	779	87%	884	88%
Cultural Studies	82	85%	86	76%
Education	3,474	93%	3,290	94%
Engineering	2,516	82%	2,758	87%
Engineering Technician	268	87%	239	89%
English & Literature	1,590	86%	1,598	87%
Family & Consumer Sciences	476	85%	433	85%
Health Professions	4,296	93%	4,726	94%
History	825	85%	815	86%
Interdisciplinary Studies	862	88%	970	87%
Languages & Linguistics	310	82%	320	83%
Legal Studies	339	93%	353	91%
Liberal Arts & Sciences	719	84%	745	84%
Mathematics & Statistics	264	85%	278	87%
Natural Resources	337	89%	367	87%
Philosophy & Religious Studies	279	85%	260	81%
Physical Sciences	508	86%	594	88%
Psychology	3,929	89%	4,177	90%
Public Administration	854	94%	826	91%
Recreation & Fitness Studies	795	89%	923	89%
Security & Protective Services	1,962	90%	2,141	90%
Social Sciences	5,180	84%	5,352	86%
Visual & Performing Arts	1,605	81%	1,605	80%
Total	48,264	87%	50,056	88%

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program, the National Student Clearinghouse, and the State University Data System.

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Table F. Number and Percent of Baccalaureate Graduates Who Worked and/or Enrolled One Year After Graduation, by Fields of Study, Classes of 2014 and 2015

Field of Study	Class of 2014		Class of 2015	
	# Working &/or Enrolled	% of Total Graduates	# Working &/or Enrolled	% of Total Graduates
Agriculture	469	90%	499	88%
Architecture	237	85%	178	86%
Biological Sciences	3,212	88%	3,901	90%
Business & Marketing	9,963	85%	9,813	85%
Communication & Journalism	2,454	84%	2,860	87%
Computer & Information Sciences	1,023	86%	1,290	87%
Cultural Studies	62	89%	110	81%
Education	3,326	95%	2,922	94%
Engineering	2,826	86%	3,255	89%
Engineering Technician	188	89%	144	89%
English & Literature	1,553	86%	1,632	87%
Family & Consumer Sciences	413	86%	438	84%
Health Professions	5,357	94%	6,609	94%
History	802	87%	562	85%
Interdisciplinary Studies	958	87%	985	88%
Languages & Linguistics	275	80%	472	84%
Legal Studies	284	93%	354	89%
Liberal Arts & Sciences	692	84%	684	86%
Mathematics & Statistics	311	85%	364	89%
Natural Resources	375	89%	411	88%
Philosophy & Religious Studies	228	84%	244	81%
Physical Sciences	623	88%	584	88%
Psychology	4,244	90%	4,540	91%
Public Administration	880	93%	1,057	94%
Recreation & Fitness Studies	916	91%	883	91%
Security & Protective Services	2,193	89%	2,258	91%
Social Sciences	5,324	86%	4,913	87%
Visual & Performing Arts	1,687	82%	1,528	81%
Total	50,875	88%	53,490	89%

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program, the National Student Clearinghouse, and the State University Data System.

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Table G. Number and Percent of Baccalaureate Graduates Who Worked and/or Enrolled Five Years After Graduation, by Fields of Study, Classes of 2008, 2009, and 2010

Field of Study	Class of 2008		Class of 2009		Class of 2010	
	# Working &/or Enrolled	% of Total Graduates	# Working &/or Enrolled	% of Total Graduates	# Working &/or Enrolled	% of Total Graduates
Agriculture	456	78%	478	78%	510	82%
Architecture	221	68%	230	68%	260	75%
Biological Sciences	1,491	77%	1,871	81%	2,173	81%
Business & Marketing	8,289	77%	8,907	79%	9,236	79%
Communication & Journalism	1,819	71%	2,026	75%	2,065	74%
Computer & Information Sciences	544	77%	544	79%	547	82%
Cultural Studies	60	67%	67	80%	89	75%
Education	3,458	85%	3,693	87%	3,533	87%
Engineering	2,029	78%	2,086	81%	2,184	82%
Engineering Technician	352	82%	405	84%	438	84%
English & Literature	1,357	75%	1,409	77%	1,365	78%
Family & Consumer Sciences	456	74%	459	75%	501	77%
Health Professions	3,230	85%	3,491	86%	3,698	87%
History	685	74%	735	78%	785	81%
Interdisciplinary Studies	239	74%	261	77%	194	80%
Languages & Linguistics	222	71%	249	75%	258	76%
Legal Studies	220	85%	228	84%	250	84%
Liberal Arts & Sciences	1,178	74%	1,067	76%	1,099	78%
Mathematics & Statistics	195	81%	169	79%	184	83%
Natural Resources	183	84%	185	80%	231	82%
Philosophy & Religious Studies	186	71%	215	70%	211	72%
Physical Sciences	410	78%	419	79%	397	77%
Psychology	2,633	81%	2,685	83%	2,913	84%
Public Administration	610	84%	580	86%	628	87%
Recreation & Fitness Studies	641	76%	697	78%	742	80%
Security & Protective Services	1,485	82%	1,453	85%	1,496	84%
Social Sciences	3,900	75%	4,149	77%	4,494	80%
Visual & Performing Arts	1,207	68%	1,267	68%	1,312	69%
Total	37,756	78%	40,025	80%	41,793	81%

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program, the National Student Clearinghouse, and the State University Data System.

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Table H. Number and Percent of Graduates Employed Full-Time, With and Without an Additional Credential, Five and Ten Years After Graduation, by Fields of Study, (Year 5: Classes of 2008, 2009, 2010 Combined; Year 10: Class of 2005)*

Field of Study	Year 5			Year 10		
	% Without Additional Credential	% With Additional Credential	Total # of Graduates Working Full-Time	% Without Additional Credential	% With Additional Credential	Total # of Graduates Working Full-Time
Agriculture	58%	42%	1,023	53%	47%	315
Architecture	59%	41%	551	56%	44%	142
Biological Sciences	65%	35%	3,288	47%	53%	895
Business & Marketing	80%	20%	22,238	73%	27%	6,788
Communication & Journalism	85%	15%	4,639	77%	23%	1,224
Computer & Information Sciences	85%	15%	1,461	75%	25%	743
Cultural Studies	^	^	^	^	^	^
Education	80%	20%	9,108	64%	36%	2,313
Engineering	75%	25%	5,343	63%	37%	1,626
Engineering Technician	88%	12%	1,038	85%	15%	245
English & Literature	78%	22%	3,004	69%	31%	1,004
Family & Consumer Sciences	77%	23%	1,095	63%	37%	367
Health Professions	66%	34%	8,618	54%	46%	2,237
History	70%	30%	1,630	56%	44%	448
Interdisciplinary Studies	62%	38%	463	^	^	^
Languages & Linguistics	70%	30%	487	57%	43%	125
Legal Studies	66%	34%	519	64%	36%	152
Liberal Arts & Sciences	82%	18%	2,412	71%	29%	737
Mathematics & Statistics	65%	35%	385	56%	44%	117
Natural Resources	^	^	^	73%	27%	125
Philosophy & Religious Studies	73%	27%	361	^	^	^
Physical Sciences	61%	39%	672	53%	47%	211
Psychology	65%	35%	5,819	53%	47%	1,736
Public Administration	52%	48%	1,505	47%	53%	448
Recreation & Fitness Studies	71%	29%	1,576	63%	37%	326
Security & Protective Services	82%	18%	3,616	76%	24%	1,010
Social Sciences	71%	29%	9,268	60%	40%	2,612
Visual & Performing Arts	85%	15%	2,557	78%	22%	780
Total	**75%**	**25%**	**93,248**	**65%**	**35%**	**26,959**

*Includes graduates who worked and enrolled at the same time.
^Number of graduates too small to report in accordance with privacy laws and regulations.

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program, the National Student Clearinghouse, and the State University Data System.

Table I. Dollar and Percent Increase in Median Annual Wages Over Year 1 for Graduates Employed Full-Time Without an Additional Credential, Five and Ten Years After Graduation, by Fields of Study, (Year 5: Classes of 2008, 2009, 2010 Combined; Year 10: Class of 2005)*

Field of Study	Year 1 Median Annual Wage	Year 5 Median Annual Wage	Year 5 $ Increase Over Year 1 Median	Year 5 % Increase Over Year 1 Median	Year 10 Median Annual Wage	Year 10 $ Increase Over Year 1 Median	Year 10 % Increase Over Year 1 Median
Agriculture	$32,200	$46,500	$14,300	44%	$57,600	$25,400	79%
Architecture	$35,900	$46,000	$10,100	28%	$60,600	$24,700	69%
Biological Sciences	$27,700	$45,300	$17,600	64%	$58,900	$31,200	113%
Business & Marketing	$38,900	$50,300	$11,400	29%	$65,000	$26,100	67%
Communication & Journalism	$31,800	$43,000	$11,200	35%	$56,200	$24,400	77%
Computer & Information Sciences	$49,900	$64,800	$14,900	30%	$76,600	$26,700	54%
Cultural Studies	$29,400	$38,800	$9,400	32%	^	^	^
Education	$44,900	$50,300	$5,400	12%	$56,700	$11,800	26%
Engineering	$54,800	$69,500	$14,700	27%	$84,900	$30,100	55%
Engineering Technician	$49,200	$64,200	$15,000	30%	$80,400	$31,200	63%
English & Literature	$31,200	$41,000	$9,800	31%	$51,100	$19,900	64%
Family & Consumer Sciences	$29,800	$42,300	$12,500	42%	$52,700	$22,900	77%
Health Professions	$44,700	$53,200	$8,500	19%	$62,000	$17,300	39%
History	$30,400	$42,200	$11,800	39%	$52,200	$21,800	72%
Interdisciplinary Studies	$31,600	$45,100	$13,500	43%	^	^	^
Languages & Linguistics	$30,400	$38,100	$7,700	25%	$47,000	$16,600	55%
Legal Studies	$32,000	$42,300	$10,300	32%	$50,300	$18,300	57%
Liberal Arts & Sciences	$35,500	$41,700	$6,200	17%	$52,100	$16,600	47%
Mathematics & Statistics	$41,400	$51,200	$9,800	24%	$65,800	$24,400	59%
Natural Resources	$31,700	$38,800	$7,100	22%	$48,600	$16,900	53%
Philosophy & Religious Studies	$29,200	$36,600	$7,400	25%	$52,300	$23,100	79%
Physical Sciences	$34,400	$46,200	$11,800	34%	$54,200	$19,800	58%
Psychology	$28,900	$38,900	$10,000	35%	$47,100	$18,200	63%
Public Administration	$32,600	$39,100	$6,500	20%	$47,700	$15,100	46%
Recreation & Fitness Studies	$29,400	$43,100	$13,700	47%	$56,400	$27,000	92%
Security & Protective Services	$32,100	$42,800	$10,700	33%	$53,200	$21,100	66%
Social Sciences	$31,900	$42,600	$10,700	34%	$53,900	$22,000	69%
Visual & Performing Arts	$29,100	$38,300	$9,200	32%	$48,500	$19,400	67%
Total	**$36,600**	**$47,500**	**$10,900**	**30%**	**$59,300**	**$22,700**	**62%**

*Includes graduates who worked and enrolled at the same time.
^Number of graduates too small to report in accordance with privacy laws and regulations.

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program, the National Student Clearinghouse, and the State University Data System.

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Table J. Dollar and Percent Increase in Median Annual Wages Over Year 1 for Graduates Employed Full-Time With an Additional Credential, Five and Ten Years After Graduation, by Fields of Study, (Year 5: Classes of 2008, 2009, 2010 Combined; Year 10: Class of 2005)*

Field of Study	Year 1 Median Annual Wage	Year 5 Median Annual Wage	Year 5 $ Increase Over Year 1 Median	Year 5 % Increase Over Year 1 Median	Year 10 Median Annual Wage	Year 10 $ Increase Over Year 1 Median	Year 10 % Increase Over Year 1 Median
Agriculture	$32,200	$57,500	$25,300	79%	$83,900	$51,700	161%
Architecture	$35,900	$47,000	$11,100	31%	$66,100	$30,200	84%
Biological Sciences	$27,700	$54,000	$26,300	95%	$86,800	$59,100	213%
Business & Marketing	$38,900	$59,400	$20,500	53%	$76,200	$37,300	96%
Communication & Journalism	$31,800	$48,600	$16,800	53%	$63,300	$31,500	99%
Computer & Information Sciences	$49,900	$72,100	$22,200	44%	$91,000	$41,100	82%
Cultural Studies	$29,400	^	^	^	^	^	^
Education	$44,900	$51,700	$6,800	15%	$61,300	$16,400	37%
Engineering	$54,800	$71,100	$16,300	30%	$94,300	$39,500	72%
Engineering Technician	$49,200	$64,900	$15,700	32%	$91,800	$42,600	87%
English & Literature	$31,200	$45,800	$14,600	47%	$55,900	$24,700	79%
Family & Consumer Sciences	$29,800	$45,000	$15,200	51%	$61,700	$31,900	107%
Health Professions	$44,700	$65,000	$20,300	45%	$75,400	$30,700	69%
History	$30,400	$45,900	$15,500	51%	$55,700	$25,300	83%
Interdisciplinary Studies	$31,600	$52,600	$21,000	66%	$61,400	$29,800	94%
Languages & Linguistics	$30,400	$46,500	$16,100	53%	$55,000	$24,600	81%
Legal Studies	$32,000	$48,500	$16,500	52%	$58,600	$26,600	83%
Liberal Arts & Sciences	$35,500	$46,000	$10,500	30%	$56,200	$20,700	58%
Mathematics & Statistics	$41,400	$56,700	$15,300	37%	$66,900	$25,500	62%
Natural Resources	$31,700	^	^	^	$59,800	$28,100	89%
Philosophy & Religious Studies	$29,200	$49,500	$20,300	70%	^	^	^
Physical Sciences	$34,400	$52,100	$17,700	51%	$73,400	$39,000	113%
Psychology	$28,900	$41,600	$12,700	44%	$55,800	$26,900	93%
Public Administration	$32,600	$42,300	$9,700	30%	$52,000	$19,400	60%
Recreation & Fitness Studies	$29,400	$53,700	$24,300	83%	$60,000	$30,600	104%
Security & Protective Services	$32,100	$44,300	$12,200	38%	$57,600	$25,500	79%
Social Sciences	$31,900	$48,000	$16,100	50%	$62,500	$30,600	96%
Visual & Performing Arts	$29,100	$44,200	$15,100	52%	$51,200	$22,100	76%
Total	**$36,600**	**$52,800**	**$16,200**	**44%**	**$67,500**	**$30,900**	**84%**

*Includes graduates who worked and enrolled at the same time.
^Number of graduates too small to report in accordance with privacy laws and regulations.

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program, the National Student Clearinghouse, and the State University Data System.

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APPENDIX C: VARIATIONS IN ANNUAL WAGES

As previously noted, within any given field of study there is some variation in the annual wages earned by SUS graduates in all three outcome years. In fields with wider ranges, graduates should expect salaries to vary more from the median than graduates in fields with narrower ranges. For instance, as shown in Table C-1, wages for Computer & Information Sciences graduates in the first year after graduation had a wide range of $65,900, with graduates at the 5th percentile earning $23,000 and graduates at the 95th percentile earning $88,900. Though the median for Computer & Information Sciences graduates in Year 1 was $49,900, graduates may be offered a starting salary that is considerably higher or lower than the median. For Cultural Studies graduates, the median of $29,400 in the first year after graduation is probably a reasonable indicator of starting salary since the wages had a range of only $30,300 with graduates at the 5th percentile earning $18,900 and graduates at the 95th percentile earning $49,200.

However, the variability of wages among graduates within any given field of study increased over time as a result of uneven increases in wages at the various percentiles. As shown in Table C-A below, the wages at the 5th percentile increased by 39% from Year 1 to Year 10 for working graduates who did not earn an additional credential and increased by 56% for those who did earn an additional credential. At the 25th, 50th (i.e., median), and 75th percentiles, wages increased approximately 60% from Year 1 to Year 10 for working graduates who did not earn an additional credential and increased between 83% and 89% for those who did earn an additional credential. At the 95th percentile, wages increased 92% from Year 1 to Year 10 for working graduates who did not earn an additional credential and increased 120% for those who did earn an additional credential.

Table C-A: Distribution of Annual Wages for Baccalaureate Graduates Employed

Outcome Year	Wage Percentiles					Range (95th – 5th)
	5th Percentile	25th Percentile	50th Percentile (Median)	75th Percentile	95th Percentile	
Year 1	$18,800	$27,300	$36,600	$48,900	$70,500	$51,700
Year 5 without credential	$21,900	$35,700	$47,500	$62,500	$91,200	$69,300
Year 5 with credential	$24,600	$40,700	$52,800	$69,500	$105,100	$80,500
Year 10 without credential	$26,100	$43,400	$59,300	$79,600	$135,700	$109,600
Year 10 with credential	$29,400	$49,900	$67,500	$92,600	$155,100	$125,700
Year 1 to Year 10 increase, without additional credential	39%	59%	62%	63%	92%	
Year 1 to Year 10 increase, with additional credential	56%	83%	84%	89%	120%	

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The fairly consistent increases in wages at the 25th, 50th (i.e., median), and 75th percentiles contrasted with the marginal increases at the 5th percentile and the significant increases at the 95th percentile suggests a better indicator of expected earnings in Years 5 and 10 is the range between the annual wages at the 25th and 75th percentiles. Limiting the range in this way removes extremely low and extremely high wages that most future graduates will be unlikely to earn. Therefore range between the 25th and 75th percentiles (referred to as the "interquartile range") are provided in Tables C-2a, C-2b, C-3a, and C-3b.

As in the main body of the report, the following tables report median annual wages separate for working graduates with an additional credential and for those without. Table C-1 contains detailed annual wage data and ranges for all 28 fields of study in Year 1. Table C-2a contains detailed annual wage data and ranges in Year 5 for working graduates *without* an additional credential by the 28 fields of study. Table C-2b contains detailed annual wage data and ranges in Year 5 for working graduates *with* an additional credential by the 28 fields of study. Table C-3a contains detailed annual wage data and ranges in Year 10 for working graduates *without* an additional credential by the 28 fields of study. Table C-3b contains detailed annual wage data and ranges in Year 10 for working graduates *with* an additional credential by the 28 fields of study.

Table C-1: Distribution of Annual Wages for Baccalaureate Graduates Employed Full-Time One Year After Graduation, by Fields of Study (Classes of 2012, 2013, and 2014 Combined)*

Field of Study	Wage Percentiles					Range (95th – 5th)
	5th Percentile	25th Percentile	Median	75th Percentile	95th Percentile	
Agriculture	$18,000	$23,700	$32,200	$42,900	$68,500	$50,500
Architecture	$19,200	$28,100	$35,900	$44,500	$61,500	$42,300
Biological Sciences	$17,600	$21,900	$27,700	$35,900	$54,900	$37,300
Business & Marketing	$20,200	$30,200	$38,900	$49,100	$71,200	$51,000
Communication & Journalism	$18,700	$25,900	$31,800	$39,600	$56,500	$37,800
Computer & Information Sciences	$23,000	$37,700	$49,900	$61,500	$88,900	$65,900
Cultural Studies	$18,900	$22,700	$29,400	$37,600	$49,200	$30,300
Education	$21,200	$35,700	$44,900	$53,700	$64,700	$43,500
Engineering	$23,800	$43,700	$54,800	$64,700	$87,400	$63,600
Engineering Technician	$23,200	$38,700	$49,200	$58,100	$81,700	$58,500
English & Literature	$18,000	$24,000	$31,200	$39,800	$58,000	$40,000
Family & Consumer Sciences	$17,900	$23,300	$29,800	$37,200	$51,300	$33,400
Health Professions	$19,800	$30,500	$44,700	$56,800	$81,100	$61,300
History	$17,800	$23,200	$30,400	$40,800	$58,800	$41,000
Interdisciplinary Studies	$18,000	$24,300	$31,600	$41,800	$70,600	$52,600
Languages & Linguistics	$18,700	$23,600	$30,400	$40,800	$58,500	$39,800
Legal Studies	$18,900	$25,600	$32,000	$40,300	$59,300	$40,400
Liberal Arts & Sciences	$18,100	$26,100	$35,500	$48,600	$79,700	$61,600
Mathematics & Statistics	$18,500	$30,800	$41,400	$53,200	$70,800	$52,300
Natural Resources	$18,000	$24,200	$31,700	$38,400	$54,000	$36,000
Philosophy & Religious Studies	$17,600	$23,600	$29,200	$36,300	$60,100	$42,500
Physical Sciences	$18,000	$25,500	$34,400	$45,000	$67,500	$49,500
Psychology	$17,800	$23,000	$28,900	$36,600	$54,500	$36,700
Public Administration	$19,000	$26,600	$32,600	$40,500	$58,700	$39,700
Recreation & Fitness Studies	$17,700	$22,400	$29,400	$37,700	$55,400	$37,700
Security & Protective Services	$18,600	$25,700	$32,100	$41,300	$60,700	$42,100
Social Sciences	$18,200	$24,900	$31,900	$41,400	$61,700	$43,500
Visual & Performing Arts	$17,600	$22,500	$29,100	$37,300	$55,100	$37,500
Total	$18,800	$27,300	$36,600	$48,900	$70,500	$51,700

*Includes graduates who worked and enrolled at the same time.

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program and the State University Data System.

Table C-2a: Distribution of Annual Wages for Baccalaureate Graduates Employed Full-Time Five Years After Graduation, Without an Additional Credential, by Fields of Study (Classes of 2008, 2009, 2010 Combined)*

Field of Study	25th Percentile	Median	75th Percentile	Interquartile Range (75th - 25th)
Agriculture	$33,800	$46,500	$61,000	$27,200
Architecture	$35,700	$46,000	$59,300	$23,600
Biological Sciences	$34,200	$45,300	$56,900	$22,700
Business & Marketing	$38,300	$50,300	$66,200	$27,900
Communication & Journalism	$33,200	$43,000	$54,600	$21,400
Computer & Information Sciences	$49,300	$64,800	$80,600	$31,300
Cultural Studies	$28,600	$38,800	$47,500	$18,900
Education	$40,000	$50,300	$59,500	$19,500
Engineering	$56,700	$69,500	$81,100	$24,400
Engineering Technician	$49,600	$64,200	$77,500	$27,900
English & Literature	$31,000	$41,000	$53,500	$22,500
Family & Consumer Sciences	$33,300	$42,300	$53,400	$20,100
Health Professions	$39,600	$53,200	$66,400	$26,800
History	$31,800	$42,200	$53,500	$21,700
Interdisciplinary Studies	$31,500	$45,100	$55,600	$24,100
Languages & Linguistics	$29,600	$38,100	$51,900	$22,300
Legal Studies	$33,100	$42,300	$53,000	$19,900
Liberal Arts & Sciences	$31,400	$41,700	$55,900	$24,500
Mathematics & Statistics	$36,100	$51,200	$63,800	$27,700
Natural Resources	$31,200	$38,800	$48,800	$17,600
Philosophy & Religious Studies	$28,200	$36,600	$51,200	$23,000
Physical Sciences	$35,000	$46,200	$61,200	$26,200
Psychology	$29,800	$38,900	$50,700	$20,900
Public Administration	$32,100	$39,100	$50,000	$17,900
Recreation & Fitness Studies	$33,100	$43,100	$56,800	$23,700
Security & Protective Services	$32,700	$42,800	$54,700	$22,000
Social Sciences	$32,600	$42,600	$55,600	$23,000
Visual & Performing Arts	$28,900	$38,300	$50,100	$21,200
Total	**$35,700**	**$47,500**	**$62,200**	**$26,500**

*Includes graduates who worked and enrolled at the same time.
^Number of graduates too small to report in accordance with privacy laws and regulations.

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program and the State University Data System.

Table C-2b: Distribution of Annual Wages for Baccalaureate Graduates Employed Full-Time Five Years After Graduation, With Additional Credential, by Fields of Study (Classes of 2008, 2009, 2010 Combined)*

Field of Study	25th Percentile	Median	75th Percentile	Interquartile Range (75th - 25th)
Agriculture	$43,300	$57,500	$95,600	$52,300
Architecture	$40,000	$47,000	$55,500	$15,500
Biological Sciences	$42,900	$54,000	$89,500	$46,600
Business & Marketing	$46,500	$59,400	$73,100	$26,600
Communication & Journalism	$38,800	$48,600	$61,200	$22,400
Computer & Information Sciences	$55,500	$72,100	$87,900	$32,400
Cultural Studies	^	^	^	^
Education	$41,800	$51,700	$63,100	$21,300
Engineering	$59,700	$71,100	$82,800	$23,100
Engineering Technician	$50,700	$64,900	$76,100	$25,400
English & Literature	$36,400	$45,800	$58,000	$21,600
Family & Consumer Sciences	$36,000	$45,000	$57,100	$21,100
Health Professions	$47,800	$65,000	$83,200	$35,400
History	$36,200	$45,900	$57,300	$21,100
Interdisciplinary Studies	$44,000	$52,600	$64,100	$20,100
Languages & Linguistics	$35,100	$46,500	$57,600	$22,500
Legal Studies	$40,100	$48,500	$62,300	$22,200
Liberal Arts & Sciences	$34,900	$46,000	$62,200	$27,300
Mathematics & Statistics	$41,200	$56,700	$73,600	$32,400
Natural Resources	^	^	^	^
Philosophy & Religious Studies	$39,600	$49,500	$61,100	$21,500
Physical Sciences	$41,400	$52,100	$77,500	$36,100
Psychology	$33,200	$41,600	$54,100	$20,900
Public Administration	$35,400	$42,300	$51,600	$16,200
Recreation & Fitness Studies	$40,900	$53,700	$70,100	$29,200
Security & Protective Services	$35,100	$44,300	$57,100	$22,000
Social Sciences	$39,100	$48,000	$61,200	$22,100
Visual & Performing Arts	$31,800	$44,200	$56,000	$24,200
Total	$40,700	$52,800	$69,500	$28,800

*Includes graduates who worked and enrolled at the same time.
^Number of graduates too small to report in accordance with privacy laws and regulations.

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program and the State University Data System.

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Table C-3a: Distribution of Annual Wages for Baccalaureate Graduates Employed Full-Time Ten Years After Graduation, Without an Additional Credential, by Fields of Study (Class of 2005)

Field of Study	25th Percentile	Median	75th Percentile	Interquartile Range (75th - 25th)
Agriculture	$41,900	$57,600	$81,000	$39,100
Architecture	$48,600	$60,600	$79,200	$30,600
Biological Sciences	$44,000	$58,900	$83,500	$39,500
Business & Marketing	$47,300	$65,000	$89,600	$42,300
Communication & Journalism	$42,100	$56,200	$76,000	$33,900
Computer & Information Sciences	$57,600	$76,600	$100,700	$43,100
Cultural Studies	^	^	^	^
Education	$46,000	$56,700	$66,100	$20,100
Engineering	$68,400	$84,900	$102,600	$34,200
Engineering Technician	$62,000	$80,400	$99,800	$37,800
English & Literature	$38,400	$51,100	$67,000	$28,600
Family & Consumer Sciences	$42,500	$52,700	$69,300	$26,800
Health Professions	$46,400	$62,000	$77,800	$31,400
History	$40,600	$52,200	$68,200	$27,600
Interdisciplinary Studies	$45,400	$61,100	$80,200	$34,800
Languages & Linguistics	^	^	^	^
Legal Studies	$39,000	$50,300	$63,400	$24,400
Liberal Arts & Sciences	$38,400	$52,100	$69,700	$31,300
Mathematics & Statistics	$49,600	$65,800	$93,500	$43,900
Natural Resources	$41,500	$48,600	$70,000	$28,500
Philosophy & Religious Studies	$35,100	$52,300	$69,100	$34,000
Physical Sciences	$44,000	$54,200	$78,800	$34,800
Psychology	$35,500	$47,100	$63,800	$28,300
Public Administration	$37,400	$47,700	$61,800	$24,400
Recreation & Fitness Studies	$42,900	$56,400	$72,500	$29,600
Security & Protective Services	$40,900	$53,200	$73,500	$32,600
Social Sciences	$39,800	$53,900	$72,000	$32,200
Visual & Performing Arts	$35,600	$48,500	$62,400	$26,800
Total	$43,400	$59,300	$79,600	$36,200

*Includes graduates who worked and enrolled at the same time.
^Number of graduates too small to report in accordance with privacy laws and regulations.

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program and the State University Data System.

Table C-3b: Distribution of Annual Wages for Baccalaureate Graduates Employed Full-Time Ten Years After Graduation, With Additional Credential, by Fields of Study (Class of 2005)

Field of Study	25th Percentile	Median	75th Percentile	Interquartile Range (75th - 25th)
Agriculture	$58,600	$83,900	$116,200	$57,600
Architecture	$50,700	$66,100	$81,300	$30,600
Biological Sciences	$54,900	$86,800	$136,400	$81,500
Business & Marketing	$57,000	$76,200	$100,200	$43,200
Communication & Journalism	$49,500	$63,300	$88,000	$38,500
Computer & Information Sciences	$65,200	$91,000	$118,100	$52,900
Cultural Studies	^	^	^	^
Education	$49,600	$61,300	$72,300	$22,700
Engineering	$79,600	$94,300	$113,600	$34,000
Engineering Technician	$73,900	$91,800	$107,200	$33,300
English & Literature	$45,000	$55,900	$71,900	$26,900
Family & Consumer Sciences	$44,800	$61,700	$90,600	$45,800
Health Professions	$53,900	$75,400	$100,100	$46,200
History	$43,300	$55,700	$76,600	$33,300
Interdisciplinary Studies	$53,400	$61,400	$87,600	$34,200
Languages & Linguistics	$42,900	$55,000	$72,600	$29,700
Legal Studies	$42,200	$58,600	$88,300	$46,100
Liberal Arts & Sciences	$44,700	$56,200	$74,500	$29,800
Mathematics & Statistics	$54,500	$66,900	$86,700	$32,200
Natural Resources	$50,100	$59,800	$74,900	$24,800
Philosophy & Religious Studies	^	^	^	^
Physical Sciences	$53,200	$73,400	$107,100	$53,900
Psychology	$43,000	$55,800	$74,300	$31,300
Public Administration	$41,800	$52,000	$65,800	$24,000
Recreation & Fitness Studies	$44,700	$60,000	$83,200	$38,500
Security & Protective Services	$44,500	$57,600	$77,500	$33,000
Social Sciences	$46,400	$62,500	$84,900	$38,500
Visual & Performing Arts	$38,200	$51,200	$67,700	$29,500
Total	**$49,900**	**$67,500**	**$92,600**	**$42,700**

*Includes graduates who worked and enrolled at the same time.
^Number of graduates too small to report in accordance with privacy laws and regulations.

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program and the State University Data System.

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
January 25, 2018

SUBJECT: Changes to the Annual Accountability Report and the University Work Plans: The New "Accountability Plan"

PROPOSED COMMITTEE ACTION

For information.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Board of Governors has followed an annual reporting structure for the past seven years that includes thousands of data points collected in three major strategic planning documents: the Annual Accountability Report, which has been presented in January or March; the annual University Work Plans, presented in June of each year; and its *2025 System Strategic Plan*, which was first approved in November 2011 and is updated and amended, as needed, every five years. Collectively, these three major planning documents are known as the "Three Great Books." These tools guide the State University System, providing direction, oversight, and accountability. The data in these documents provide both prospective, forward-looking data in the *2025 System Strategic Plan* and the annual University Work Plans, as well as retrospective data from the past five to 10 years in the Annual Accountability Report, which shows trajectories over time on key data for student enrollment and graduation, research, and other important aspects of the academic enterprise.

From the outset, these documents were conceived of as "living documents" that, from time to time, would require review. Increasingly, Board members have requested that retrospective data from the March Annual Accountability Report be displayed to provide baseline information of progress made (or not made) alongside data contained in the universities' annual Work Plans, presented in June, which provide three-year, forward-looking projections. Just as "data that are used are data that get better," it has become increasingly clear that these two major planning reports need to be merged together so that Board members can more easily see the "big picture" of where the universities are coming from and where they are going.

Vice Chancellor Ignash will provide the Board with an overview of proposed changes in the collection and reporting of the Board's Annual Accountability Report and the annual University Work Plans. In addition to providing the Board with the more robust data and information that members have been informally requesting these past several years, combining these two documents will also streamline data and reporting efforts on the campuses, thus reducing redundancies and providing for more efficient work processes within university institutional research offices.

Supporting Documentation Included: None

Facilitators / Presenters: Dr. Jan Ignash

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
January 24, 2018

SUBJECT: University of Florida Strategic Plan

PROPOSED COMMITTEE ACTION

Consider approval of the University of Florida Strategic Plan

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

Board of Governors Regulation 1.001(3)(c) requires that each University Board of Trustees shall adopt a Strategic Plan in alignment with its mission and the Board of Governors' 2025 System Strategic Plan. University Strategic Plans are required to be submitted to the Board of Governors for approval. The University of Florida Strategic Plan has been submitted for consideration to approve. If approved by the Strategic Planning Committee, the University of Florida Strategic Plan will be forwarded to the full Board of Governors for consideration to approve.

Supporting Documentation Included: University of Florida Strategic Plan

Facilitators: President W. Kent Fuchs

THE DECADE AHEAD

and

A STRATEGY FOR ENHANCING UF RANKINGS

The University of Florida **03**

UF PRESIDENT W. Kent Fuchs

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GOAL-SETTING TASK FORCE

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Carole R. Beal   Paul A. Ortiz
Paul W. Davenport   Joselin Padron-Rasines
Robert A. Gilbert   Scott K. Powers
Julie A. Johnson   David E. Richardson
Harry J. Klee   Christine E. Schmidt
Lucinda A. Lavelli   Pamela S. Soltis
Michele V. Manual   Cory M. Yeffet
Gary A. McGill

OUR ASPIRATION

The University of Florida will be
a premier university that the state,
nation and world look to for leadership.

OUR GOALS AND OBJECTIVES //

1

> " As we seek to reach our highest shared aspirations for the University of Florida, these goals and objectives set forth a path that both enlivens our current strengths and establishes a bold new future. I look forward to joining everyone in our university community as we follow this path toward becoming one of the very best universities in the world."

W. KENT FUCHS
President, University of Florida

> " The President's Task Force on Goals engaged the broader university community in a wide-ranging discussion to guide UF's future for the next decade. These resulting goals and objectives set a tone for excellence in all that we do."

WINFRED M. PHILLIPS
Task Force Chair

> " UF's progress in the last decade demonstrates what can be achieved by state leaders, administrators, faculty and students all working in concert. Through this partnership over the next decade UF will become one of the nation's truly great universities helping to lead the state's economic development and to improve the lives of its citizens."

JOSEPH GLOVER
Provost, Senior Vice President

Objective
UF students, faculty and staff with increasingly diverse demographic and geographic characteristics

Objective
A university climate that is inclusive, supportive and respectful to all

Objective
Diverse, robust educational and interdisciplinary areas of excellence

Objective
Increased Globalization to enhance our effectiveness as world citizens

An exceptional academic environment that reflects the breadth of thought essential for preeminence, achieved by a community of students, faculty and staff who have diverse experiences and backgrounds

2

An outstanding and accessible education that prepares students for work, citizenship and life

Objective

A high quality, widely recognized, financially accessible undergraduate, graduate and professional education and experience

Objective

Services that are accessible and available in a timely fashion that support students' health, development and well-being, thereby improving their academic and personal growth and success

Objective

Academic programs that promote effective and accessible learning through innovation

Objective

High quality student-faculty interactions in mentored research

3

Faculty recognized as preeminent by their students and peers

Objective

An increased number of faculty recognized by distinguished awards, fellowships and memberships

Objective

An increased number of high-impact scholarly publications and creative works

Objective

An increased professional and public visibility of UF faculty

Objective

An increased faculty participation in professional service and leadership

Objective

A nurturing and invigorating academic and professional environment for all faculty across the research, teaching and service missions of the university

4

Growth in research and scholarship that enhances fundamental knowledge and improves the lives of the world's citizens

Objective

Documented advances in productivity and recognition of UF research programs

Objective

Exceptional graduate and postdoctoral scholars who will contribute to influential research and scholarship

Objective

Increased extramural and intramural funding that enhances both basic and translational research

Objective

Processes and systems that facilitate excellence in research and scholarship

5

A strengthened public engagement of the university's programs with local, national and international communities

Objective

Increased engagement and outreach of UF programs leading to positive impacts in such areas as health, the economy, environment and community

Objective

Improved communication leading to increased public awareness of and value placed on UF programs and their impact on society

Objective

Increased technology translation and entrepreneurial activities

6

Alumni who are successful in their careers and in life and who are proud to be graduates of the University of Florida

Objective
Alumni who make significant contributions to their professions and society

Objective
Alumni who engage with and support the university's educational, research and service missions

Objective
A campus with updated facilities, including modern research laboratories; classrooms to support state-of-the-art teaching and learning; contemporary residence halls; and high-quality technology infrastructure

Objective
An efficient and effective administration that provides superior business services to the campus community, proactively streamlines processes to minimize burden and redundancy, incentivizes excellence through budget appropriations and attracts and retains talented staff through ongoing professional development opportunities and competitive compensation

Objective
An attractive, sustainable and safe campus that offers a high quality of life to faculty, staff, students, alumni and the community, making UF a desirable place to visit, live, work and play

7

A physical infrastructure and efficient administration and support structure that enable preeminence

"To build and maintain a great university that can take its place **among the ten or twelve great state universities of the country** is a monumental task and a grave responsibility. Anything less than that status for the University of Florida would place the State herself in an inconspicuous place among the great states of the Union."

PRESIDENT J. HILLS MILLER
Inaugural Address, 1948

". . . A state that has catapulted to a position among the top ten in population in the nation in the last ten years, if it is to reach its full potential in realms other than size, warrants a university **among the top ten in the nation**."

PRESIDENT ROBERT MARSTON
Inaugural Address, 1975

". . . We will be **among the nation's top-five public research universities**. And, we will be the nation's number one public university for comprehensive excellence . . ."

PRESIDENT KENT FUCHS
Inaugural Address, 2015

A STRATEGY FOR ENHANCING UF RANKINGS

Categorization of Institutions

34 PUBLICS | **60** AAU | 26 PRIVATES

115 HIGHEST RESEARCH

334 DOCTORAL

4,664 INSTITUTIONS
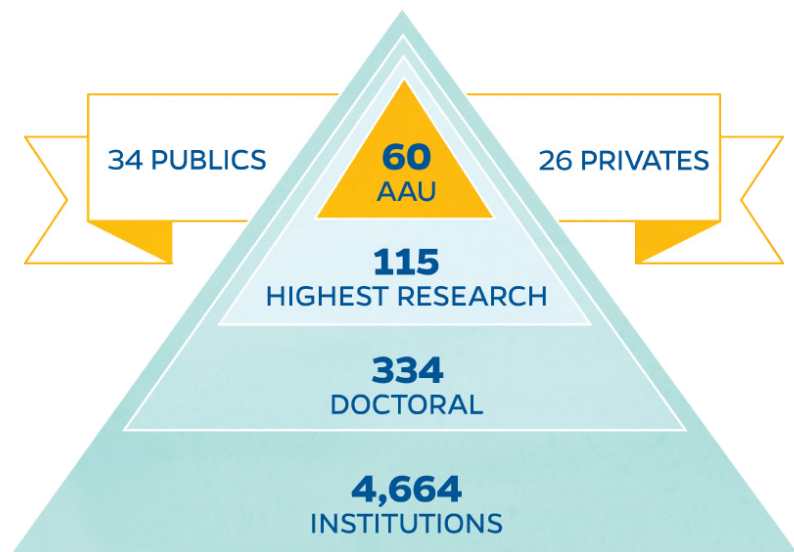
Latest UF National Rankings

Times Higher Education Graduate Employability	1st
Value Colleges – Top 50 Best Value Colleges	1st
Educate to Career (ETC) College Rankings Index	3rd
Forbes Best Value Colleges	3rd
New York Times – College Access Index	6th
Kiplinger's Best College Values (In-state)	7th
Business Insider 50 Best Colleges in America	8th
U.S. News & World Report Best Colleges – National Universities	9th
Money Magazine – Best Colleges for Your Money	10th
Forbes Top Colleges	10th
Washington Monthly – National Universities	10th
Washington Post – Combined Rankings	11th
Wall Street Journal/Times Higher Education – U.S. Ranking	___
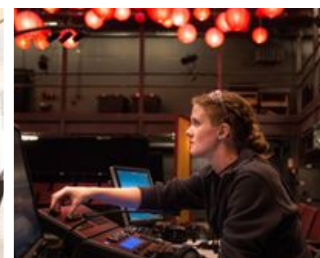
Ensembles of Metrics

U.S. News Metrics

6-year graduation rate
Retention rate
Peer assessment survey
HS counselor ratings
Financial resources / student
Faculty compensation
SAT
HS standing in top 10%
Acceptance rate
Class size
% faculty with terminal degree
% faculty full-time
Student-faculty ratio
Graduation rate performance
Alumni giving rate

Metrics that Matter

Student-faculty ratio
Total revenue per student
Endowment
National Academy
Faculty awards
Total research expenditures
Research doctoral degrees
Licenses / options
Startups
4-year graduation rate
6-year graduation rate
SAT

Performance Funding

% BAs enrolled or employed
Median wages of BAs enrolled full-time
Average cost to the student
6-year graduation rate
Academic progress rate
% BAs in strategic emphasis areas
% undergraduates with Pell Grants
% graduate degrees in strategic emphasis areas
Number of faculty awards
4-year graduation rate*

AAU Membership Indicators

Federal research
Membership in National Academies
Faculty honors and awards
Citations
USDA, state and industry research funding
Doctorates awarded
Postdoctoral appointees
Undergraduate education

anticipated

U.S. News Ranking Criteria, Weights and Strategy

RANKING INDICATOR	WEIGHT*	STRATEGY
Undergraduate academic reputation	**22.5%**	Branding campaign
Peer assessment survey	66.7%	Increased recruitment out-of-state
High school counselors' ratings	33.3%	Increased number of recruitment events with high school counselors
		Participation in Common Application
Graduation and Retention Rates	**22.5%**	Campaign to change culture
Average graduation rate	80.0%	Align student and faculty incentives
Average first-year student retention rate	20.0%	Address financial stress
Faculty Resources for 2014–2015 Academic Year	**20.0%**	Merit and market equity raises
Faculty compensation	35.0%	Additional faculty hires
Class Size, 1–19 students	30.0%	Legislative appropriations
Percent faculty with terminal degree in their field	15.0%	Capital campaign
Class size, 50+ students	10.0%	
Percent faculty that is full-time	5.0%	
Student-faculty ratio	5.0%	
Student Selectivity for Fall 2014 Entering Class	**12.5%**	Branding campaign
Critical reading and math portions of SAT, composite ACT scores	65.0%	Increased recruitment out-of-state
High school class standing in top 10%	25.0%	Increased number of recruitment events with high school counselors
Acceptance rate	10.0%	Participation in common application
High school class standing in top 25%	0.0%	
Financial Resources	**10.0%**	Legislative appropriations
Financial resources per student	100.0%	Capital campaign
		Other UF-generated funds
Graduation Rate Performance	**7.5%**	Campaign to change culture
Graduation rate performance	100.0%	Align student and faculty incentives
		Address financial stress
Alumni Giving	**5.0%**	Campaign to increase alumni giving
Average alumni giving rate	100.0%	

*Figures in bold for each ranking indicator are the overall weights for that indicator.
Percentages under the bolded weights are the relative contributions of each factor for that indicator.
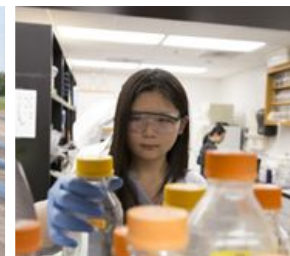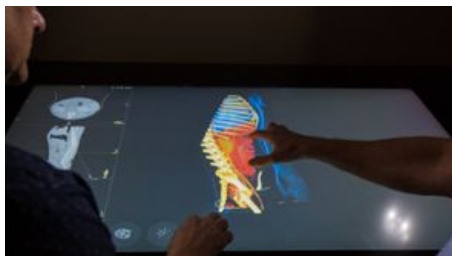
Tactics to Achieve the Goals of UF's Strategic Plan

Kent Fuchs, President
Joe Glover, Provost
University of Florida

Tactics to Achieve the Goals of UF's Strategic Plan

UF

Strategic Plan Goals	Tactics
Hire 500 additional faculty over two years. This will have a profound impact on almost all of UF's goals, objectives and metrics	• Class Size and student-faculty ratio • Pedagogy • Research initiatives • Outreach • Reputation
Compete effectively to recruit world-class faculty and graduate students	• Increase faculty and graduate assistant compensation to competitive levels • Provide state-of-the-art facilities
Improve 4– and 6–year graduation rates	• Student culture: change the mindset • Financial: get to the finish line • Policies: eliminate administrative hurdles
Assure student success post-UF	• Expand Career Resource Center (now) • Students required to register with CRC effective Fall 2017 • Additional career counselors
Emphasize faculty success and scholarly productivity	• Initiative to increase faculty honors and awards • Implementation of REDS database as a tool to understand the UF research enterprise and to help faculty and industry find collaborators. • Review college progress through Academic Analytics • Maintain research doctoral degrees
Grow the research enterprise and technology transfer success	• New datasciences building • New director of Office of Technology and Licensing • Emphasize federal and total research expenditures
Strengthen fundraising to enhance the university environment and assure the future through endowment growth	• Complete $3B capital campaign • Strengthen campaign to raise endowed chairs to support faculty • Improve alumni giving rates
Influence public perception	• Implement branding campaign • Targeted communications to key peer groups

November 28, 2017

Hire 500 additional faculty over two years. This will have a profound impact on almost all of UF's goals, objectives and metrics

- **Class Size and Student-Faculty Ratio**.— US News rankings value small class sizes and a student-faculty ratio competitive with our peers (in the neighborhood of 16:1)

Student-to-Faculty Ratio		
Year	UF	Rank among Top Public Research Peers
2012	21:1	17:1
2013	21:1	17:1
2014	21:1	17:1
2015	21:1	16:1
2016	20:1	Not Available
Source: IPEDS		

- **Student Success and Pedagogy** – Modernizing delivery in introductory STEM courses. E.g. revising delivery of engineering calculus from large lecture format to small-class active learning format. National projects (AAU and APLU) have proven this substantially increases student success rate and retention in calculus—the gateway course to all STEM.
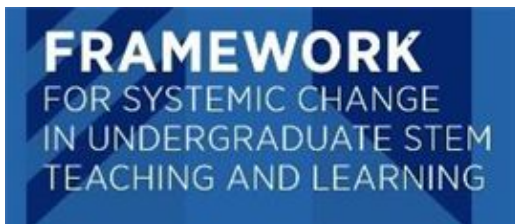
- **Research Initiatives** – Research expenditures currently in $790M range annually (14th among public universities). Goal is to raise that to $1B annually.

Total Research Expenditures ($M)
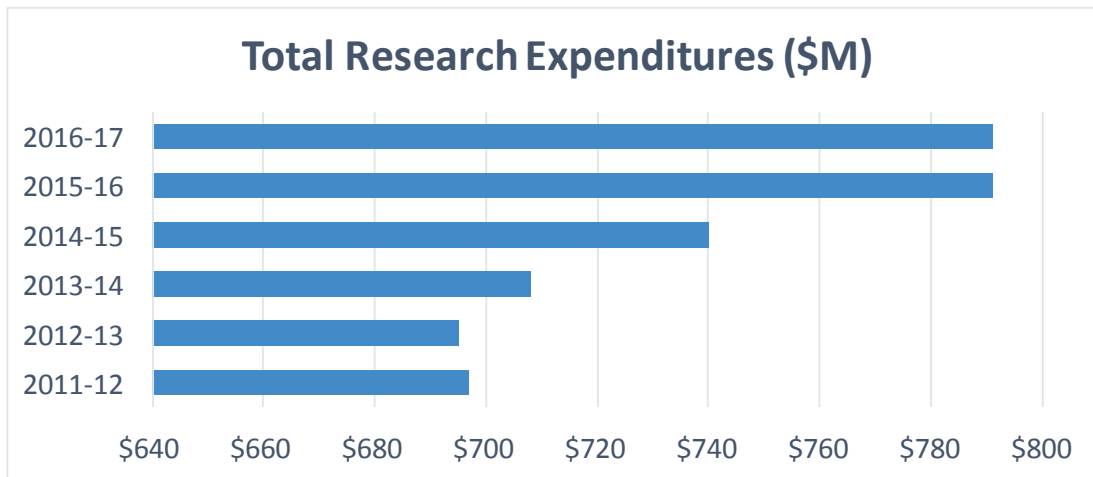
- **Academic Analytics REDS system** – Offers industry the opportunity to "see" our research initiatives, research groups, and the expertise of our faculty.
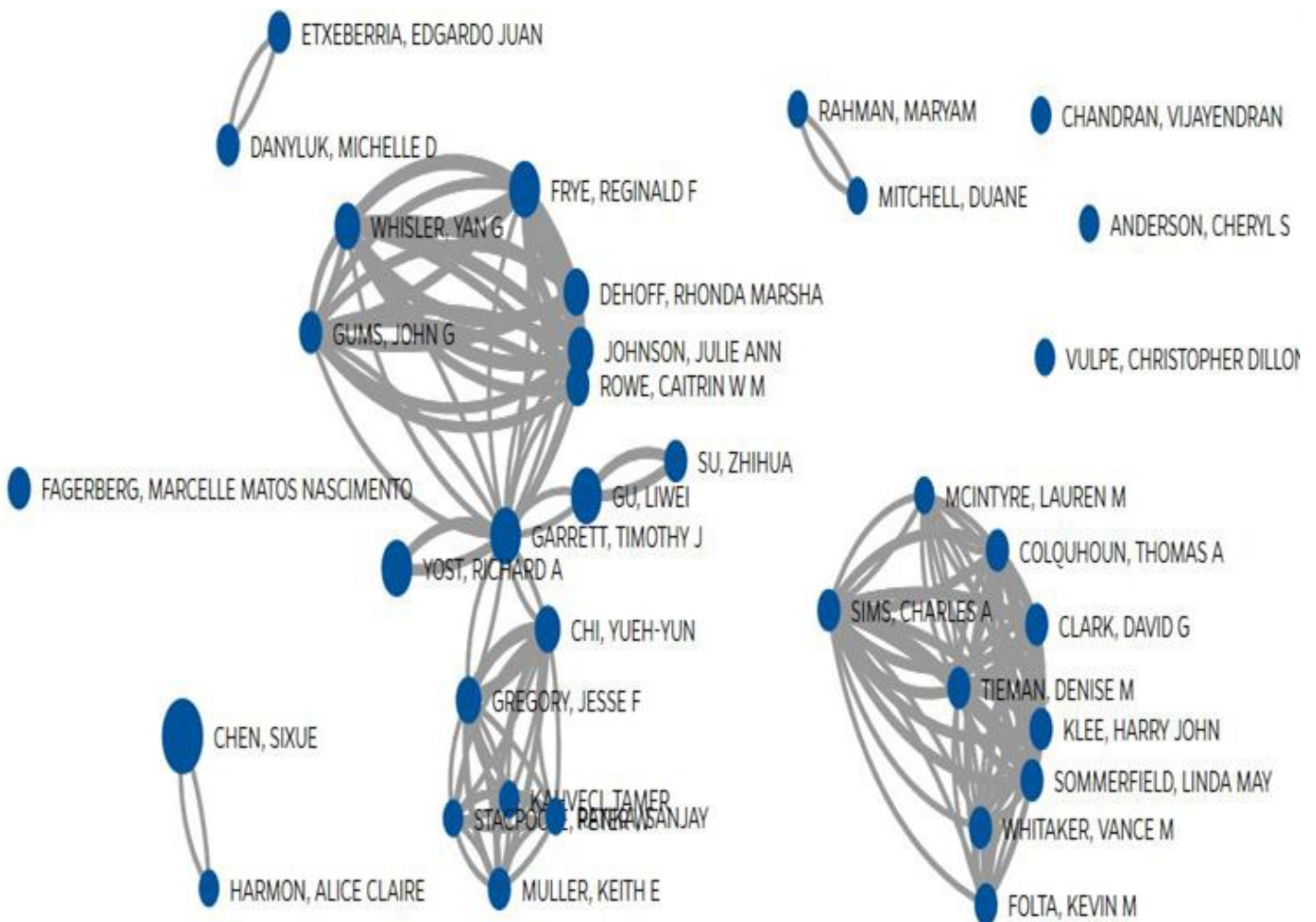
Compete effectively to recruit world-class faculty and graduate students

- **Increase faculty and graduate assistant compensation to competitive levels**

	FY12	FY13	FY14	FY15	FY16
Top 10 median salary of professors without UF	$122,764	$134,984	$140,564	$145,821	$141,275
UF	$126,552	$128,032	$133,470	$133,657	$137,216
UF index to Top 10	1.03	0.95	0.95	0.92	0.97

- **Address the salaries of highly productive faculty members who are under market**

University of Florida Salary Analysis

AA analysis of productivity vs. salary
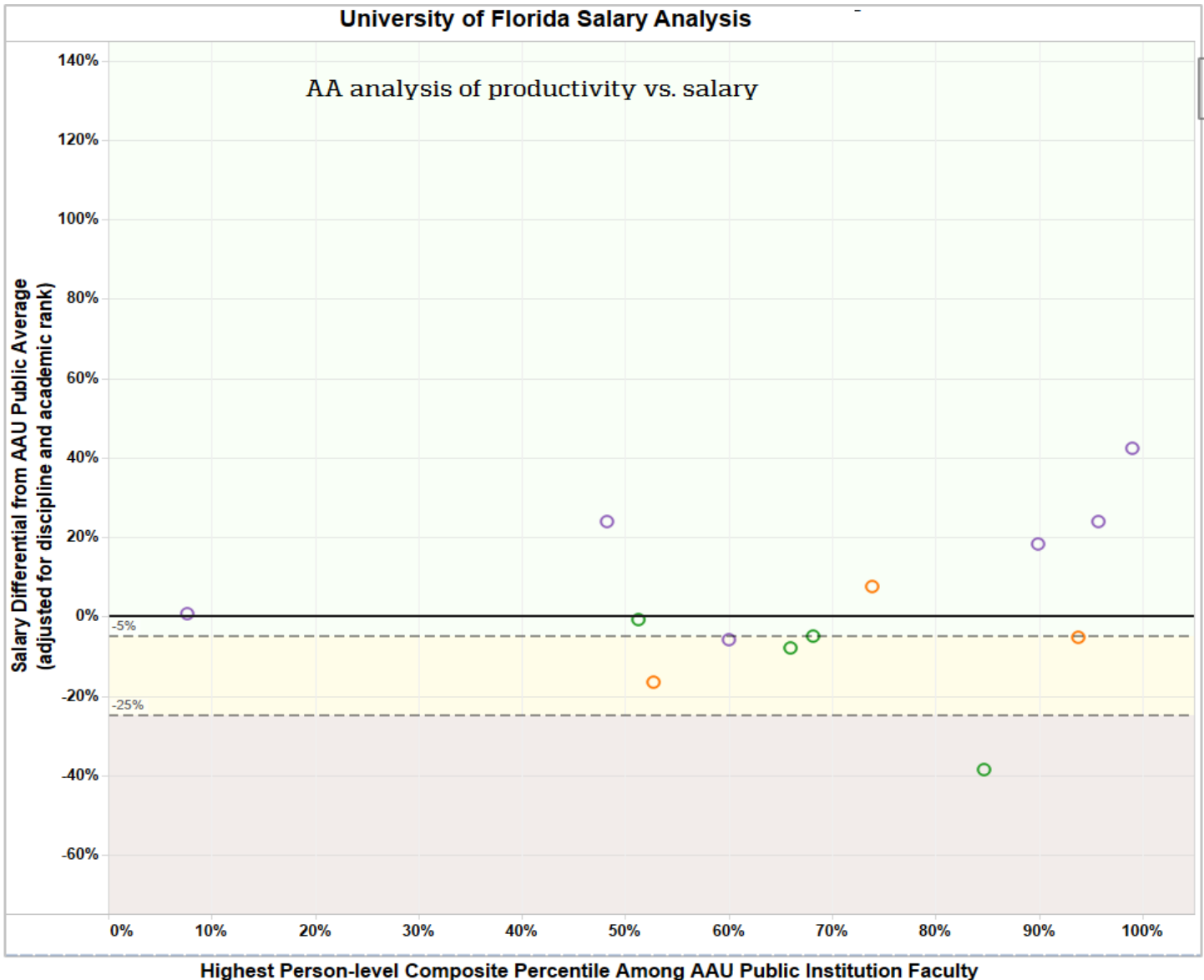
- **Provide state-of-the-art facilities**
    - Recent completion of **Joseph Hernandez Chemical Biology** building
        - Ensures modern laboratory facilities to recruit faculty
        - Ensures modern teaching facilities for this important discipline for STEM students

Improve 4– and 6-year graduation rates

US NEWS AND WORLD REPORT Measures
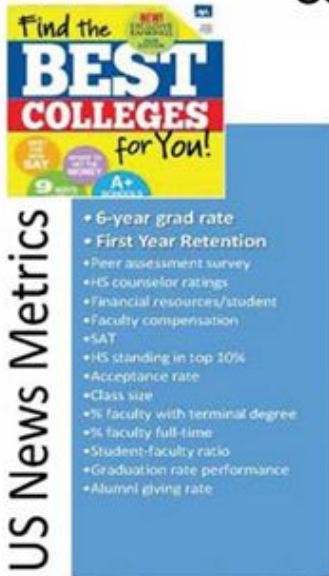
UF 4-Year Graduation Rate: 67%

Current 4-Year Graduation Rate Ranking among US News Top 10 Universities: 9

Current 4-Year Graduation Rate Ranking amoung AAU publics: 11

4-Year Graduation Rate of the 10th-Ranked Institution: 68%

Number of Students Needed to Increase to 4-Year Graduation to Reach Top 10: 66

An increase in the UF 4-Year Graduation Rate will move us into top 10 in the 6-year Graduation Rate metric and will help improve the overall ranking of UF.

Average time to degree = 4.1 years

Top Ten 4-Year Graduation Rates

Top Publics in US News	US News Public Rank	4 year grad rate (2010 cohort)
University of California-Berkeley	1	76%
University of California-Los Angeles	1	74%
University of Virginia-Main Campus	3	88%
University of Michigan-Ann Arbor	4	76%
University of North Carolina at Chapel Hill	5	84%
College of William and Mary	6	85%
Georgia Institute of Technology-Main Campus	7	41%
University of California-Santa Barbara	8	69%
University of California-Irvine	9	71%
University of Florida	9	67%
University of California-San Diego	9	59%
University of California-Davis	12	55%
University of Wisconsin-Madison	12	57%

Fall 2010 Entering FTIC Cohort

- Total: 6345

  - Graduated in 4 Years: 4275
  - Graduated in 5 Years: 1084
  - Graduated in 6 Years: 172
  - Continuing: 52
  - Left UF: 762

Distribution of Majors of the 5-Year Graduates:

Entering Cohort 2010	N
Engineering	524
Liberal Arts and Sciences	160
Business Administration	107
Agriculture and Life Sciences	104
Health and Human Perform	69
Journalism and Communication	63
Arts	24
Design	17
Education	8
Public Health	5
Nursing	2

CULTURE: CHANGING THE MINDSET

- Preview + New Student Convocation
- "Think 30" Campaign
- Freshman Interest Groups
- Advising Practices

FINANCES

Goals

- Reduce the number of undergraduate students who end enrollment due to financial issues

- Educate undergraduate students on the financial aid process and its importance

- Enhance communication to undergraduate students with financial issues

To be eligible, a student must:

- Be an undergraduate
- Have filed a FAFSA
- Demonstrate financial need
- Have unpaid charges other than tuition
- Meet with an academic advisor to discuss their degree plan
- Complete three online financial literacy training modules

Micro Grant / Early Intervention
Updates and Comparison

Micro Grant	Early Intervention for Students who Withdrew	Early Intervention to Prevent Cancellation	TOTALS Micro Grant and Early Intervention Programs
Fall 2016, Spring 2017, Summer 2017	Summer 2016, Fall 2016, Spring 2017, Summer 2017	Summer 2016, Fall 2016, Spring 2017, Summer 2017	
Number of Students Identified **2,190**	Number of Students Identified **296**	Number of Students Identified **2,245**	Number of Students Identified **4,718**
Number of Students Responding **233**	Number of Students Responding **109**	Number of Students Responding **300**	Number of Students Responding **637**
		Total Number of Respondents Not Cancelled for Non-Payment **261**	Total Number of Respondents Not Cancelled for Non-Payment **261**
Total Number of Micro Grant Awards Fall 2016, Spring 2017 and Summer 2017 **73**			Total Number of Micro Grant Awards Fall 2016, Spring 2017 and Summer 2017 **73**
Students Who Received a Micro Grant in Fall, Spring or Summer 2016-17 that Enrolled Fall 2017 **61**	Total Number of Students Enrolled Fall 2016, Spring 2017 or Fall 2017 **60**	Total Number of Students Enrolled Fall 2016, Spring 2017 or Fall 2017 **235**	Total Number of Students Enrolled in Subsequent Terms **356**

Through early intervention, 261 students were not cancelled for non-payment.
Through the Micro Grant and Early Intervention Programs, **356 students** remained enrolled in subsequent terms.

August 2017

Micro Grant / Early Intervention
Enrollment Status 2016-17*

Micro Grant	Early Intervention for Students who Withdrew	Early Intervention to Prevent Cancellation	TOTALS Micro Grant and Early Intervention Programs
Students Enrolled **61**	Students Enrolled **38**	Students Enrolled **181**	Students Enrolled **280**
Students Graduated **6**	Students Graduated **11**	Students Graduated **58**	Students Graduated **75**
Students who Ceased Enrollment **6**	Students who Ceased Enrollment **60**	Students who Ceased Enrollment **61**	Students who Ceased Enrollment **127**
Total Micro Grant Students **73**	Total Number of Early Intervention for Students who Withdrew **109**	Total Number of Early Intervention to Prevent Cancellation Students **300**	Total Number of Micro Grant and Early Intervention Program Students **482**

* Status as of fall term 2017

- A true Block Tuition would be an incentive to 4-year graduation

POLICIES & TOOLS

- Institute four-year universal tracking
- FL Statute 6.016: Requires 9 hours of summer enrollment. 15% of students escape this requirement by petition
- Excess credit hours: Up to 45 accelerated credits do not count towards excess credit hours, so students may accumulate up to 3 extra semesters.
- Excess credit hours: dual majors and dual degrees. If both degrees completed, no excess charge for 2nd major/degree. If only one of the two majors/degrees completed, then excess hours applies to second incomplete major degree. Investigate: process for approving dual major/degree. (In the 2010 cohort, 526 graduated with a dual major/degree.
- Continue to develop Learning Analytics and early interventions

CURRICULUM

Program Level Evaluation

- **Programs over 120 total credit hours** (*Fall 2010 Cohort, 4-Year GR = 67%)

College	Number of Programs over 120 CH	Range of Total Credits	Average 4-Year Graduation Rate*	Average 5-Year Graduation Rate*	Average 6-Year Graduation Rate*
Arts	3	122-125	60%	78%	81%
DCP	2	125-144	69%	85%	95%
Engineering	14	125-134	23%	80%	92%
JOUCO	4	124	80%	93%	93%
Nursing	1	121	95%	96%	96%

- **All programs:**
  - Applicability of mathematics and chemistry pre-requisites

- Adjust final exam schedule and offer proactive tutoring to students in deadly combinations
- Revise pedagogy and pathways in mathematics
- Offer high demand courses in summer

Assure students success post-UF

- **Expand Career Resource Center (in process)**

- **Students required to register with CRC effective Fall 2017**
- **Additional career counselors**
- **Number of Bachelor of Arts degrees in STEM—Top 10 in U.S.**

Emphasize faculty success and scholarly productivity

- **Initiative to increase faculty honors and awards**

Awards by AAU Membership and Sector
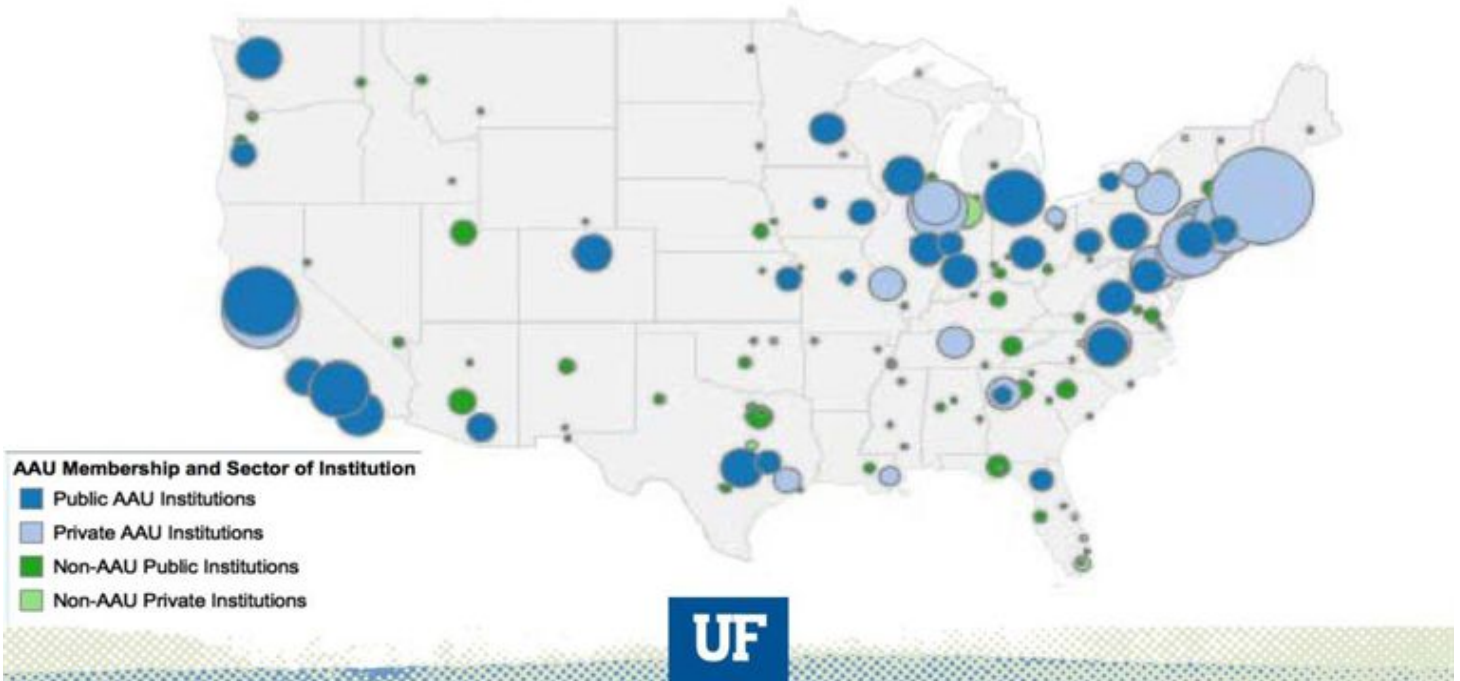
AAU Membership and Sector of Institution
- Public AAU Institutions
- Private AAU Institutions
- Non-AAU Public Institutions
- Non-AAU Private Institutions

UF

- Implementation of **REDS database** as a tool to understand the UF research enterprise and to help faculty and industry find collaborators.
- **Review college and department progress through Academic Analytics**
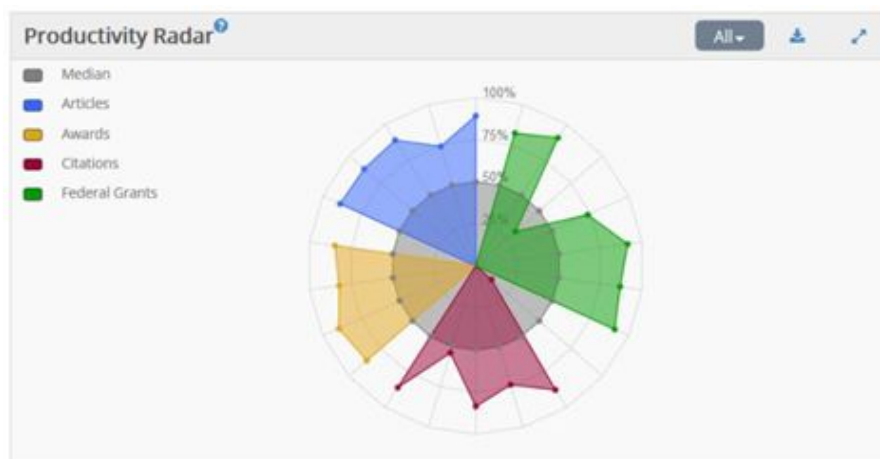
- **Maintain research doctoral degrees**

Grow the research enterprise and technology transfer success

- **New datasciences building**
- **New director of Office of Technology and Licensing**—Jim O'Connell
  - Maintain national leadership in tech transfer (patents, licenses, startups)
- **Emphasize federal and total research expenditures**

Total Research Expenditures, FY '16
Top Research
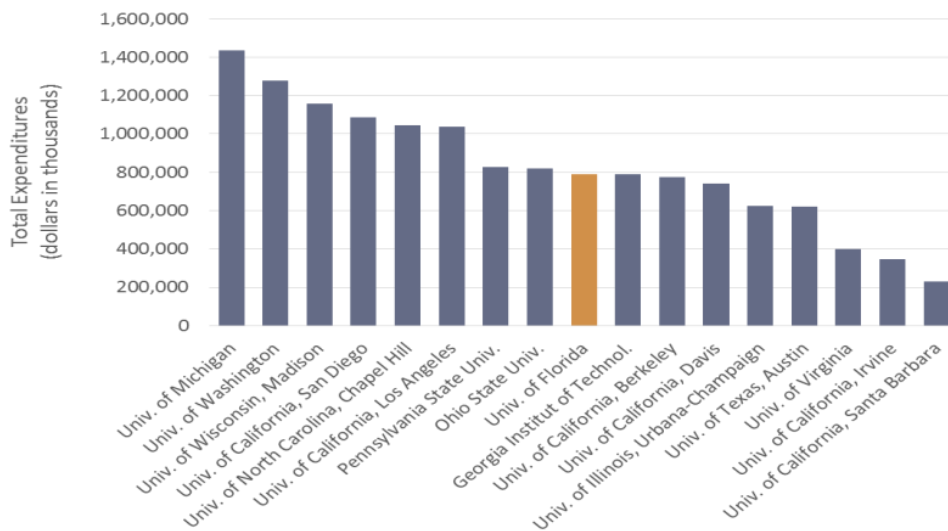
Federal Expenditures, FY '16
Top Research
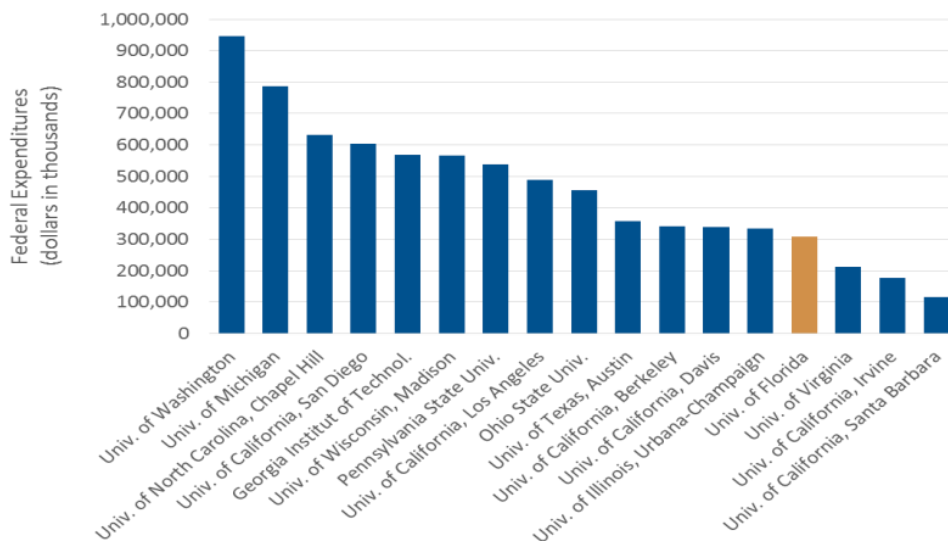
Strengthen fundraising to enhance the university environment and assure the future through endowment growth

- **Complete $3B capital campaign**
- **Strengthen campaign to raise endowed chairs to support faculty**
- **Improve alumni giving rates**
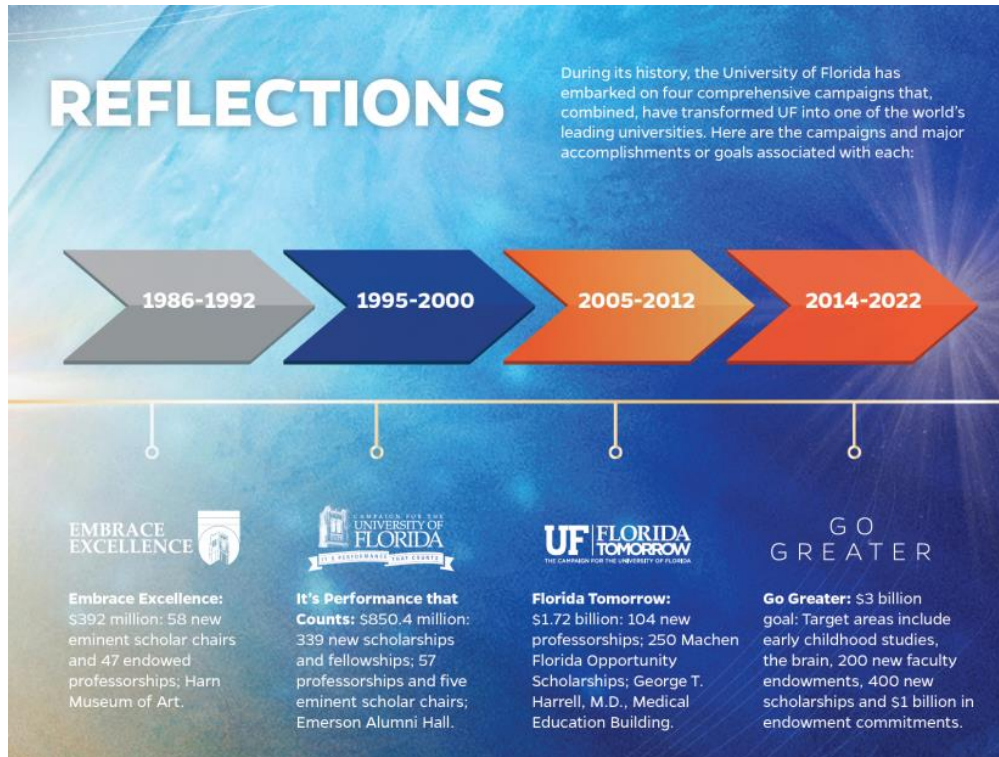
Influence public perception

- **Implement branding campaign**
- **Targeted communications to key peer groups**
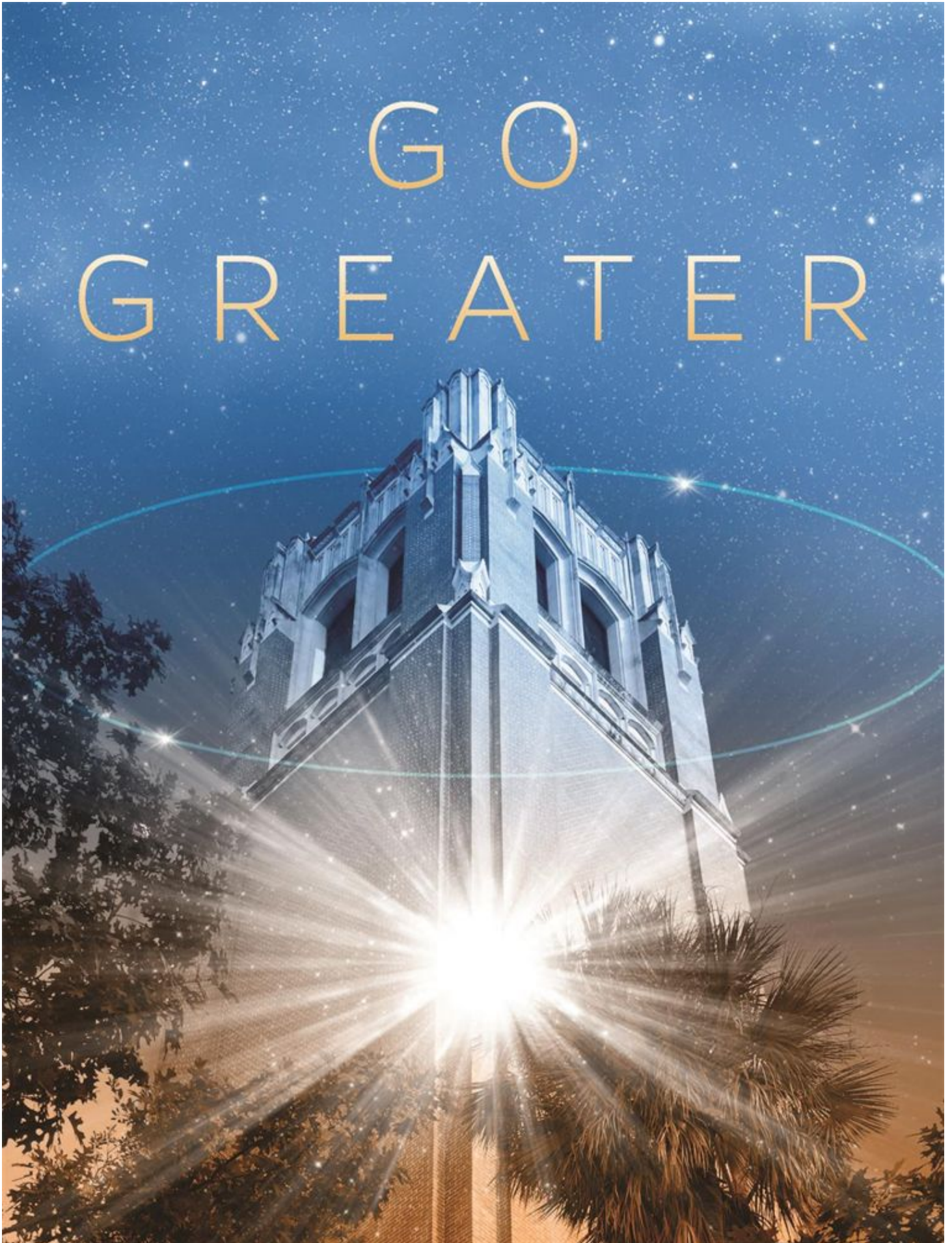
How UF's Strategic Goals
Align with
SUS 2025 Strategic Plan Goals

UF

TEACHING & LEARNING	1-Strengthen Quality & Reputation of Academic Programs and Universities	2-Increase Degree Productivity and Program Efficiency	3-Increase the Number of Degrees Awarded within Programs of Strategic Emphasis
SCHOLARSHIP, RESEARCH, & INNOVATION	4-Strengthen Quality & Reputation of Scholarship, Research, and Innovation	5-Increase Research Activity and Attract More External Funding	6-Increase Commercialization Activity
COMMUNITY & BUSINESS ENGAGEMENT	7-Strengthen Quality & Recognition of Commitment to Community and Business Engagement	8-Increase Community and Business Engagement	9-Increase Community and Business Workforce

UF Goals	Align with SUS 2025 Strategic Plan Goals
Hire 500 additional faculty over two years. This will have a profound impact on almost all of UF's goals, objectives and metrics	1, 2, 3, 4, 5, 6, 7, 8
Compete effectively to recruit world-class faculty and graduate students	1, 3, 4, 5, 6
Improve 4– and 6-year graduation rates	1, 2, 3
Assure student success post-UF	1, 3, 7, 8, 9
Emphasize faculty success and scholarly productivity	1, 4, 5, 6
Grow the research enterprise and technology transfer success	4, 5, 6, 7, 8, 9
Strengthen fundraising to enhance the university environment and assure the future through endowment growth	1, 4, 5, 8
Influence public perception	1, 4, 5, 6, 7, 8

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
January 24, 2018

SUBJECT: Florida Gulf Coast University Strategic Plan

PROPOSED COMMITTEE ACTION

Consider approval of the Florida Gulf Coast University Strategic Plan

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

Board of Governors Regulation 1.001(3)(c) requires that each University Board of Trustees shall adopt a Strategic Plan in alignment with its mission and the Board of Governors' 2025 System Strategic Plan. University Strategic Plans are required to be submitted to the Board of Governors for approval. The Florida Gulf Coast University Strategic Plan has been submitted for consideration to approve. If approved by the Strategic Planning Committee, the Florida Gulf Coast University Strategic Plan will be forwarded to the full Board of Governors for consideration to approve.

Supporting Documentation Included: Florida Gulf Coast University Strategic Plan

Facilitators: President Michael V. Martin

FLORIDA GULF COAST UNIVERSITY

FOCUS

2017-2022

TABLE OF CONTENTS

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LETTER FROM
PRESIDENT MARTIN

After twenty years of remarkable growth and development Florida Gulf Coast University (FGCU) is now entering a new era in its journey to excellence and in serving Southwest Florida.

As a consequence, it's extremely important that we have completed this Strategic Plan, *Focus 2017 – 2022,* as our collaboratively developed road map. All involved with FGCU owe a hearty "thank you" to Ad Hoc Committee Chair Dr. Chris Westley and the members who have modified our earlier Strategic Plan.

The Ad Hoc Committee has ensured that this plan a) is broadly inclusive, b) fully supports our mission and the pillars of the 2016 plan, c) is consistent with the Strategic Plan of the Florida Board of Governors, d) provides guidance for our Annual Plans of Work and our Legislative Budget Requests, e) includes objectives that are achievable in five years, and f) is flexible enough to accommodate unforeseen events and changing realities.

Despite noteworthy challenges ahead, the future for FGCU is both bright and exciting. This Strategic Plan will be central to meeting those challenges and shaping our shared future.

Go Eagles!

Mike

3

3
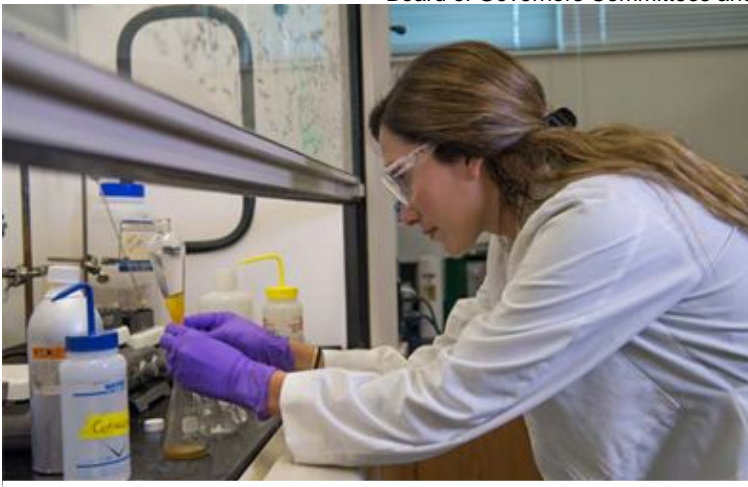
MISSION

Florida Gulf Coast University, a comprehensive institution of higher education, offers undergraduate and graduate degree programs of strategic importance to Southwest Florida and beyond. FGCU seeks academic excellence in the development of selected programs and centers of distinction in science, technology, engineering and mathematics (STEM) disciplines, health professions, business, and marine and environmental sciences. Outstanding faculty and staff supported by a strong community of advisors prepare students for gainful employment and successful lives as responsible, productive and engaged citizens. FGCU emphasizes innovative, student-centered teaching and learning, promotes and practices environmental sustainability, embraces diversity, nurtures community partnerships, values public service, encourages civic responsibility, and cultivates habits of lifelong learning and the discovery of new knowledge.

Approved by the FGCU Board of Trustees May 10, 2016.

VISION

Florida Gulf Coast University will achieve national prominence in offering exceptional value in high-quality educational programs that address regional and statewide needs. Our programs, firmly grounded in the liberal arts and sciences, will employ emerging instructional technologies. Possessing an entrepreneurial spirit, graduates will be well prepared for productive lives as civically engaged and environmentally conscious citizens with successful careers, ready to pursue further education.

Approved by the FGCU Board of Trustees September 8, 2015.

4

GUIDING PRINCIPLES

The founding of Florida Gulf Coast University at the advent of a new century is a signal event. It comes at a moment in history when the conditions that formed and sustained American higher education are fundamentally changing, and at a time when rapid shifts wrought by technology and social complexities are altering the very nature of work, knowledge, and human relationships. As a public institution, Florida Gulf Coast University eagerly accepts the leadership opportunity and obligation to adapt to these changes and to meet the educational needs of Southwest Florida. *To do so, it will collaborate with its various constituencies, listen to the calls for change, build on the intellectual heritage of the past, plan its evolution systematically for the twenty-first century, and be guided by the following principles:*

STUDENT SUCCESS IS AT THE CENTER OF ALL UNIVERSITY ENDEAVORS. The University is dedicated to the highest quality education that develops the whole person for success in life and work. Learner needs, rather than institutional preferences, determine priorities for academic planning, policies, and programs. Acceleration methods and assessment of prior and current learning are used to reduce time to degree. Quality teaching is demanded, recognized, and rewarded.

ACADEMIC FREEDOM IS THE FOUNDATION FOR THE TRANSMISSION AND ADVANCEMENT OF KNOWLEDGE. The University vigorously protects freedom of inquiry and expression and categorically expects civility and mutual respect to be practiced in all deliberations.

DIVERSITY IS A SOURCE OF RENEWAL AND VITALITY. The University is committed to developing capacities for living together in a democracy whose hallmark is individual, social, cultural, and intellectual diversity. It fosters a climate and models a condition of openness in which students, faculty, and staff engage multiplicity and difference with tolerance and equity.

INFORMED AND ENGAGED CITIZENS ARE ESSENTIAL TO THE CREATION OF A CIVIL AND SUSTAINABLE SOCIETY. The University values the development of the responsible self grounded in honesty, courage, and compassion, and committed to advancing democratic ideals. Through service-learning requirements, the University engages students in community involvement with time for formal reflection on their experiences. Integral to the University's philosophy is instilling in students an environmental consciousness that balances their economic and social aspirations with the imperative for ecological sustainability.

SERVICE TO SOUTHWEST FLORIDA, INCLUDING ACCESS TO THE UNIVERSITY, IS A PUBLIC TRUST. The University is committed to forging partnerships and being responsive to its region. It strives to make available its knowledge resources, services, and educational offerings at times, places, in forms and by methods that will meet the needs of all its constituents. Access means not only admittance to buildings and programs, but also entrance into the spirit of intellectual and cultural community that the University creates and nourishes.

TECHNOLOGY IS A FUNDAMENTAL TOOL IN ACHIEVING EDUCATIONAL QUALITY, EFFICIENCY, AND DISTRIBUTION. The University employs information technology in creative, experimental, and practical ways for delivery of instruction, for administrative and information management, and for student access and support. It promotes and provides distance and time free learning. It requires and cultivates technological literacy in its students and employees.

CONNECTED KNOWING AND COLLABORATIVE LEARNING ARE BASIC TO BEING WELL EDUCATED. The University structures interdisciplinary learning experiences throughout the curriculum to endow students with the ability to think in whole systems and to understand the interrelatedness of knowledge across disciplines. Emphasis is placed on the development of teamwork skills through collaborative opportunities. Overall, the University practices the art of collective learning and collaboration in governance, operations, and planning.

ASSESSMENT OF ALL FUNCTIONS IS NECESSARY FOR IMPROVEMENT AND CONTINUAL RENEWAL. The University is committed to accounting for its effectiveness through the use of comprehensive and systematic assessment. Tradition is challenged; the status-quo is questioned; change is implemented.

Approved by the Deans Council June 18, 1996.

5

ESSENTIAL ACTIVITIES

FOCUS 2017-2022 builds on Florida Gulf Coast University's existing areas of strength such as the focus on teaching and learning, expansion of community and civic engagement, and emphasis on critical thinking skills grounded in the liberal arts and humanities. However, this plan specifically focuses our energies and resources and provides for special emphasis on the most immediate issues that FGCU is positioned to address. **FOCUS 2017-2022** encourages a multidimensional approach, connecting disciplines and colleges in ways that did not

previously exist in achieving goals outlined in five critical areas, or "pillars," guiding the institution to address the critical needs of our region, state, nation and world.

The five pillars will work synergistically to position the university as a destination institution for students, faculty and staff preparing its students for common goals of ensuring success in four years and achieving high-paying jobs or placement into advanced degree programs.

THE FIVE PILLARS

1 STUDENT SUCCESS

2 ACADEMIC EXCELLENCE

3 ENTREPRENEURSHIP

4 HEALTH SCIENCES

5 COMMUNITY ENGAGEMENT

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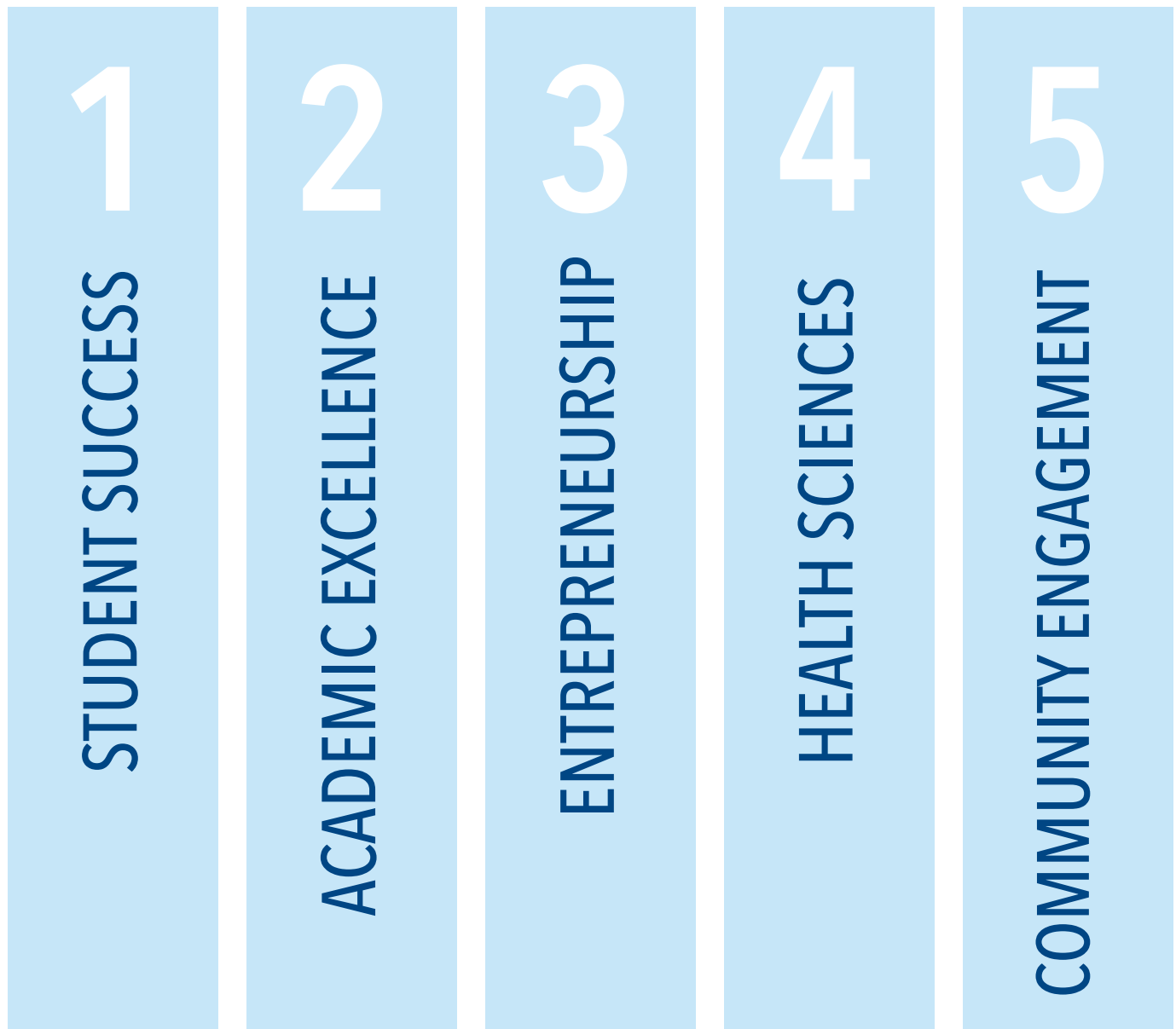
THE FIVE PILLARS

1. STUDENT SUCCESS

Student success is a holistic process that focuses on student retention, timely degree completion, academic achievement, degree attainment and a successful career and meaningful life, while recognizing that students develop intellectually, emotionally, socially, ethically, physically and spiritually as they progress through and complete their college experience.

FGCU will cultivate a diverse learning environment in which students are encouraged to explore both their personal and intellectual development. Students will gain an understanding of their individual learning style and the confidence to pursue intellectual challenges.

OBJECTIVE 1: FOCUS on improving our retention and 4-year graduation rates.

OBJECTIVE 2: FOCUS on implementing a comprehensive and coordinated enrollment management initiative that exposes students to world-class researchers, outstanding faculty and talented staff, while providing a seamless experience for students from recruitment through graduation that leads to employment and further educational opportunities.

OBJECTIVE 3: FOCUS on delivering an affordable, high-quality education and eliminate or minimize the need for student debt.

OBJECTIVE 4: FOCUS on providing intentional opportunities for student engagement with faculty and staff to build a sense of community and an atmosphere designed to achieve success.

2. ACADEMIC EXCELLENCE

We aspire to create and sustain a learning culture that supports and values excellence in teaching, scholarship and service across the university. We find evidence of excellence in the success of our graduates as defined by several metrics including time to graduation, career placement and success on licensure exams. Furthermore, excellence is achieved when we are held accountable for ensuring high standards for success.

OBJECTIVE 1: FOCUS on the further development of the Honors College.

OBJECTIVE 2: FOCUS on expanding internship opportunities and doubling the number of co-op educational and practicum experiences.

OBJECTIVE 3: FOCUS on creating new and/or refining existing programs that lead to high-wage, high-demand jobs.

OBJECTIVE 4: FOCUS on increased collective accountability on the Board of Governors performance metrics.

OBJECTIVE 5: FOCUS on increasing externally sponsored research by 100% in next 5 years.

OBJECTIVE 6: FOCUS on resources and structures to foster faculty research and scholarship while also expanding opportunities for undergraduate and graduate student research.
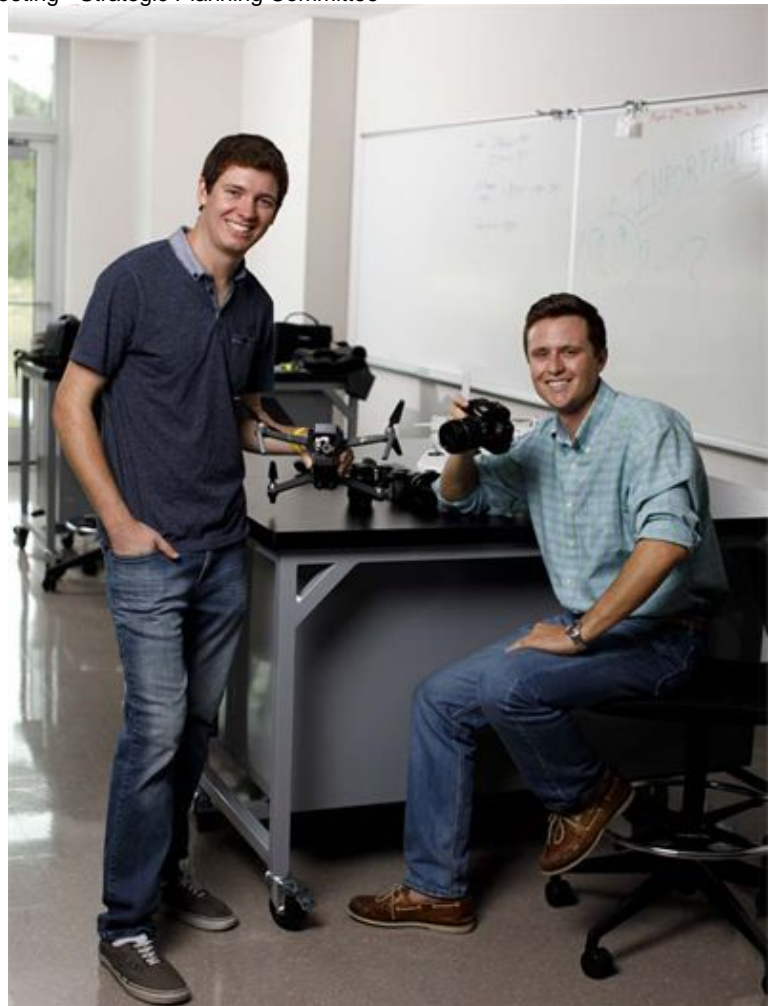
3. ENTREPRENEURSHIP

Entrepreneurship is a process of fundamental transformation from innovative idea to enterprise and from enterprise to value. It further allows individuals to bring new ideas into being for the benefit of themselves and others. We aspire to make FGCU a destination for faculty, staff, students, alumni and community members seeking a culture of innovation and entrepreneurship with opportunities to learn, imagine, collaborate and undertake new endeavors.

OBJECTIVE 1: FOCUS on growing the Institute for Entrepreneurship so that it serves as the nucleus of all campus-wide entrepreneurial initiatives, which could be expanded further into an interdisciplinary college.

OBJECTIVE 2: FOCUS on creating an entrepreneurial mindset throughout the University community.

OBJECTIVE 3: FOCUS on FGCU becoming the catalyst of entrepreneurship within Southwest Florida and the state.

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4. HEALTH SCIENCES

Florida Gulf Coast University aspires to become a center for the promotion of health and wellness within and beyond our campus. We will leverage the widely recognized strengths and community engagement efforts of the Marieb College of Health & Human Services to become a leader in Florida and nationally recognized for preparing practitioners and innovators in health and human services professions. We are committed to refining current programs while implementing new evidence-based programs that provide effective solutions to healthcare problems in the region, state and beyond. Through outreach events and activities, students, faculty and staff will initiate, engage and lead efforts to improve upon the health and wellness of our FGCU community and the region we serve.

OBJECTIVE 1: FOCUS on all clinically oriented disciplines within healthcare and further establish the Marieb College in the region, state and beyond as the state of Florida's university for preparing students for all careers within healthcare, with the exception of allopathic and osteopathic medicine.

OBJECTIVE 2: FOCUS on establishing on-campus and off-campus, faculty-led practice clinics in primary care, rehabilitation, fitness and behavioral health that serve as clinical laboratories which can generate alternative revenue to support student and faculty success.

OBJECTIVE 3: FOCUS on developing advanced interprofessional graduate programs that are research-based with the goals of improving patient care, treatment interventions, and clinical outcomes.

OBJECTIVE 4: FOCUS on developing other degree programs external to Marieb College that will expand our commitment to improving health and wellness and broaden interprofessional education and research collaborations across the colleges.

OBJECTIVE 5: FOCUS on promoting personal development, physical and mental health, wellness and safety as foundations for student success and academic excellence.

5. COMMUNITY ENGAGEMENT & OUTREACH

FGCU aspires to become a center of community life and engagement for students, faculty, staff, alumni and the public through communications, educational opportunities, research, the arts, cultural activities and athletic events designed to share our expertise and bring the community together. At the same time, we must continue to engage the community in supporting the university financially, to ensure continued funding of critically needed scholarships, programs and capital initiatives. With this, we will continue our significant contribution to the economic growth and quality of life in Southwest Florida.

OBJECTIVE 1: FOCUS on increasing awareness of our people, programs and impact.

OBJECTIVE 2: FOCUS on strengthening our outreach, engagement and ties to our region.

OBJECTIVE 3: FOCUS on building partnerships and relationships with our five school districts, area businesses and organizations to optimize opportunities to put FGCU expertise to work to support the region's economy, model innovative and sustainable practices and advance the community.

OBJECTIVE 4: FOCUS on engaging and building loyalty among our alumni and strengthening fundraising efforts.

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FLORIDA
GULF COAST
UNIVERSITY

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PERFORMANCE INDICATORS	2025 BOG GOALS REVISED 2014	FGCU BOT GOALS
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	**NA**
2) Freshman in Top 10% of Graduating High School Class PBF: NCF	**50%**	**22%** Fall 2022
3) Professional Licensure & Certification Exam Pass Rates Above Benchmarks	All Exam Pass Rates Above Benchmarks	**2 of 2** 2022
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.

1

PERFORMANCE INDICATORS	2025 BOG GOALS REVISED 2014	FGCU BOT GOALS
PRODUCTIVITY		
5) Average Time To Degree (for FTIC in 120hr programs)	4.0	4.0 2021-2022
6) Four-Year Graduation Rates (for Full- and Part-time FTIC)	50%	30% 2018-2022
7) Six-Year Graduation Rates (for Full- and Part-time FTIC) PBF: ALL	70%	55% 2016-2022
8) Percent of Bachelor's Degrees Without Excess Hours PBF: ALL (except FSU,UF)	80%	82% 2021-2022
9) Bachelor's Degrees Awarded Annually PBF: UCF	90,000	2,650 2021-2022
10) Graduate Degrees Awarded Annually	35,000[1]	450 2021-2022

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

2

PERFORMANCE INDICATORS	2025 BOG GOALS	FGCU BOT GOALS
	REVISED 2014	
PRODUCTIVITY (continued)		
11) Bachelor's Degrees Awarded to African-American & Hispanic Students PBF: FAU, FGCU, FIU	**36,000** (40%)	**742 (28%)** 2021-2022
12) Number of Adult *(Aged 25+)* Undergraduates Enrolled PBF: UWF	**75,000** (21%)	**2,156 (15%)** Fall 2021
13) Percent of Undergraduate FTE in Online Courses	**40%**	**32%** 2021-2022
14) Number of Institutions with at least 30% of Fall Undergraduates Receiving a Pell Grant (Related to University Access Rate) PBF: ALL	All Institutions Above 30%	FGCU Achieved **33%** Fall 2021
15) Academic Progress Rate (2nd Fall Retention with GPA>=2) PBF: ALL	**90%**	**82%** 2021-2022

3

PERFORMANCE INDICATORS	2025 BOG GOALS	FGCU 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)	**1,378 (52%)** 2021-2022
17) Bachelor's Degrees in STEM & Health (Percent of Bachelor's Total)	**30,000** (35%) (after 2012-13 revision)	**1,166 (44%)** 2021-2022
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)	**310 (69%)** 2021-2022
19) Graduate Degrees in STEM & Health (Percent of Graduate Total)	**15,200** (50%) (after 2012-13 revision)	**189 (42%)** 2021-2022

4

PERFORMANCE INDICATORS	2025 BOG GOALS	FGCU BOT GOALS
	REVISED 2014	
EXCELLENCE		
20) Faculty Membership in National Academies	**75** (based on 2011)	**NA**
21) Faculty Awards PBF: FSU, UF	**75** (based on 2011 data)	**NA**
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**

5

PERFORMANCE INDICATORS	2025 GOALS REVISED 2014	FGCU BOT GOALS
PRODUCTIVITY		
23) Total R&D Expenditures PBF: UF	**$2.29B** (based on 2012-13)	**$14M** 2021-2022
24) Percent of R&D Expenditures funded from External Sources PBF: FAMU	**71%** (based on 2011-12)	**81%** 2021-2022
STRATEGIC PRIORITIES		
25) Number of Patents Awarded Annually	**410** (based on 2013)	**2** 2021-2022
26) Number of Licenses and Options Executed Annually	**270** (based on 2011-12)	**2** 2021-2022
27) Number of Start-Up Companies Created	**40**	**5** 2021-2022

6

PERFORMANCE INDICATORS	2025 GOALS	FGCU BOT GOALS
	REVISED 2014	
EXCELLENCE		
28) Number of Universities with the Carnegie Foundation's Community Engagement Classification	All	FGCU Achieved
STRATEGIC PRIORITIES		
29) Percentage of Baccalaureate Graduates Continuing Education or Employed PBF: ALL	90%	73% 2021-2022 with $25,000 filter applied

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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

FGCU Strategic Priorities			
1. Student Success	Objective 2: FOCUS on implementing a comprehensive and coordinated enrollment management initiative that exposes students to world-class researchers, outstanding faculty, and talented staff, while providing a seamless experience for students from recruitment through graduation that leads to employment and further educational opportunities.	Objective 1: FOCUS on improving our retention and 4-year graduation rates.	Objective 3: Focus on delivering affordable, high-quality education and eliminate or minimize the need for student debt. Objective 4: FOCUS on providing intentional opportunities for student engagement with faculty, staff, and the university to build a sense of community and an atmosphere designed to achieve success.

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2. Academic Excellence	Objective 1: FOCUS on the further development of the Honors College. Objective 6: FOCUS on resources and structures to foster faculty research and scholarship while also expanding opportunities for undergraduate and graduate student research.	Objective 4: FOCUS on increased collective accountability on the BOG performance metrics. Objective 5: FOCUS on increasing externally sponsored research by 100% in next 5 years.	Objective 2: FOCUS on expanding internship opportunities and doubling the number of co-op educational and practicum experiences. Objective 3: FOCUS on creating new and/or refining existing programs that lead to high-wage, high-demand jobs.
3. Entrepreneurship	Objective 1: FOCUS on growing the Institute of Entrepreneurship so that it serves as the nucleus of all campus-wide entrepreneurial initiatives, which could be expanded further into an interdisciplinary college.	Objective 2: FOCUS on creating entrepreneurial mindset throughout the university community. Objective 3: FOCUS on FGCU becoming the catalyst of entrepreneurship within Southwest Florida and the state.	

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4. Health Sciences	Objective 1: FOCUS on all clinically oriented disciplines within healthcare and further establish the Marieb College in the region, state, and beyond as the state of Florida's university for preparing students for all careers within healthcare, with the exception of allopathic and osteopathic medicine. Objective 2: FOCUS on establishing on-campus and off-campus faculty-led practice clinics in primary care, rehabilitation, fitness, and behavioral health that serve as clinical laboratories which generate alternative revenue to support student and faculty success. Objective 3: FOCUS on developing advanced interprofessional graduate programs that are research-based with the goals of improving patient care, treatment interventions, and clinical outcomes.		Objective 4: FOCUS on developing other degree programs external to Marieb College that will expand our commitment to improving health and wellness and broadening interprofessional education and research collaborations across the colleges. Objective 5: FOCUS on promoting personal development, physical and mental health, wellness and safety, as foundations for student success and academic excellence.

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	Objective 1: FOCUS on increasing awareness of our people, programs and impact.	Objective 2: FOCUS on strengthening our outreach, engagement and ties to our region. Objective 4: FOCUS on engaging and building loyalty among our alumni and strengthening fundraising efforts.	Objective 3: FOCUS on building partnerships and relationships with our five school districts, area businesses, and organizations to optimize opportunities to put FGCU expertise to work to support the region's economy, model innovative and sustainable practices, and advance the community.
5. Community Engagement and Outreach			

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

AGENDA
Academic and Student Affairs Committee
Room 208
Turnbull Conference Center
Florida State University
555 West Pensacola Street
Tallahassee, FL 32301
January 24, 2018
4:30 p.m. – 5:30 p.m.
or
Upon Adjournment of Previous Meetings

Chair: Mr. Norman Tripp; Vice Chair: Ms. Wendy Link
Members: Cerio, Frost, Morton, K. Patel, Stewart, Tyson, Valverde, Zachariah

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

2. **Minutes of Committee Meeting** **Governor Tripp**
    Minutes, November 9, 2017

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

4. **Public Notice of Intent to Create Board of Governors** **Dr. Ignash**
   Regulation 8.006 Civic Literacy

5. **Counselor and Advisor Staffing Levels** **Dr. Corey King**
    Chair, CSA

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6. Florida State University Update

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Mr. John Thrasher
President, Florida State University

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7. Academic and Student Affairs Updates

A. SUS Council of Academic Vice Presidents (CAVP)

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Dr. Gary Perry
Chair, CAVP

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B. SUS Council for Student Affairs (CSA)

<div align="right">

Dr. King

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C. Florida Student Association

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Governor Kishane Patel
Chair, Florida Student Association

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8. Concluding Remarks and Adjournment

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Governor Tripp

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
January 24, 2018

SUBJECT: Approval of Minutes of Committee Meeting held November 9, 2017

PROPOSED COMMITTEE ACTION

Consider approval of the minutes of the meeting held on November 9, 2017 at the University of Central 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 November 9, 2017 at the University of Central Florida.

Supporting Documentation Included: Minutes, November 9, 2017

Facilitators/Presenters: Governor Norman Tripp

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
UNIVERSITY OF CENTRAL FLORIDA
Grand Ballroom
Fairwinds Alumni Center
12676 GEMINI BOULEVARD, NORTH
ORLANDO, FLORIDA 32816
November 9, 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 November 9, 2017, at 10:20 a.m. with the
following members present: Governors Link, Ciero (10:25 a.m.), Frost (by phone, 10:34
a.m.), Jordan (10:25), Kitson (10:22), Morton, Patel, Stewart, Tyson, and Valverde. A
quorum was established.

2. Minutes of Committee Meeting

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

3. Vice Chancellor and Chief Academic Officer's Report

Vice Chancellor Jan Ignash reported on activities of the Academic and Student Affairs
(ASA) unit:
- Dr. Ignash met with the Provost of the New College of Florida - Dr. Barbara
  Feldman after the August Board meeting. Dr. Ignash toured the new addition to
  the Science building, which includes classrooms, labs, and office space, and
  noted that it was an amazing addition to the campus.
- On September 6, Dr. Ignash participated in the FAMU-FSU College of
  Engineering Governance Council.
- The Academic and Student Affairs unit addressed concerns resulting from the
  hurricanes from students affected in Puerto Rico and the U.S. Virgin Islands.
- On September 19, 2017, ASA staff and staff from Department of Economic
  Opportunity held their quarterly meeting to discuss the soon to be released data
  using the new Bureau of Labor Statistics methodology.

- A faculty workgroup from the State University System and the Florida College System has been working on implementing the Civic Literacy legislation that was passed in 2017 for implementation Fall 2018. The workgroup identified two existing courses that could meet the requirement as well as existing assessments. The workgroup is on target for meeting the requirement of the legislation and will have a draft recommendation available on the Articulation Coordinating Committee website by November 15, 2017.
- Dr. Ignash, Ms. Emily Sikes, and 60 participants from the State University System institutions, including Vice Presidents for Research and star faculty, attended the 5th Federal William B. Young Research and Development Workshop, held on September 26-27, 2017 in Washington DC. Representatives from the American Association for the Advancement of Sciences (AAAS), National Institutes of Health (NIH), Center for Disease Control (CDC), Defense Advanced Research Projects Agency (DARPA), Office of Naval Research (ONR), National Institute of Standards and Testing (NIST), and the National Science Foundation (NSF) discussed funding priorities and provided practical information on research grants
- The CAVP Academic Coordination workgroup met via teleconference on October 5, 2017 and discussed eleven (11) new proposals.
- Ms. Sikes continues to respond to requests about how our universities can meet the needs of existing and potential employers in Florida. She worked closely with Enterprise Florida and our institutions in making a case for Florida housing Amazon's second headquarters. Ms. Sikes attended the Florida Chamber's Future of Florida Forum on September 28, 2017, the Florida Consortium of Metropolitan Research University's College to Career Statewide Employability Summit in Orlando, and the Gulf Power Economic Symposium in Destin on October 2-3, 2017.
- Dr. Diana Barbu attended the Cybersecurity Strategic Plan launch for the University of West Florida Center for Cybersecurity in Pensacola on October 13, 2017; the quarterly meeting for the Center for Cybersecurity in Tampa on October 26, 2017; and the Cybersecurity Conference on October 27, 2017.
- Dr. Lynn Hunt Long attended the Florida Institute of Oceanography Council meeting at Rookery Bay in Naples on October 20, 2017. She has also been working on the annual Teacher Education Information Survey and the textbook affordability report, which was due November 1, 2017.
- The Articulation Coordinating Committee met on October 25, 2017 and discussed program requirements and the Common Prerequisite Manual, credit by exam equivalency, and issues related to sending student transcripts faster.
- On October 26, 2017, Dr. Christy England and Ms. Cathy Oakley attended a meeting of the Florida Career Center Directors. They discussed efforts to support Governor Scott's Ready, Set, Work initiative and the baccalaureate follow-up study. On October 27, 2017 they attended the State University System Mental Health Workshop hosted by Florida Atlantic University.

- Ms. Oakley and Ms. Sikes attended the Florida Association of Colleges and Employers meeting at Florida State University on November 3, 2017. The U.S. Department of Labor presented information on apprenticeships and the University Career Center staff presented on ways to better prepare students for post-graduation employment.
- Dr. Ignash introduced Dr. Traki L. Taylor as the new Assistant Vice Chancellor for Academic and Student Affairs.

Chair Tripp the recognized President Thrasher to comment on the interim suspension of fraternities and sororities at Florida State University. President Thrasher noted that FSU lost a young student unnecessarily on November 3, 2017. Following a conversation with the student's mother, President Thrasher met with Florida State University (FSU) senior staff and Chairman Burr about concerns and potential options. On November 6, 2017, President Thrasher announced an indefinite suspension of all fraternities and sororities' activities and banned all student organizations from serving alcohol. He noted that, prior to this incident, he had conversations with the leadership of FSU's Greek organizations and meetings with senior staff on various issues that occurred this semester. The President stated that his focus is on student safety. This suspension would allow the FSU Greek Community and the entire FSU community to come together and look at FSU's culture and values. President Thrasher stated that the suspension promoted a positive response from the community. He explained that FSU is on its way to instituting new ideas and solutions that will create a better culture for FSU and expressed his hopes that FSU can add to the conversation that is occurring at the national level about Greek Life. President Thrasher commented that Chairman Burr has been very supportive of the work that is being done and expressed his hope that it will send a message to everybody that FSU takes this issue very seriously. Finally, President Thrasher noted that he will keep Governor Tripp and Chancellor Criser apprised of what is going on at FSU.

Chair Tripp asked for comments from other presidents on this.

President Mark Rosenberg of Florida International University (FIU) stated his concern about the excesses that we are witnessing and that student safety has to be a priority. He noted that although Greek life is very valuable, it is hanging by a thread, in part because of the of the excesses and unwillingness of Greek leadership on the campuses as well as nationally to make the changes necessary to ensure that student safety comes first. President Rosenberg expressed support for President Thrasher's initiatives and noted that FIU is looking closely at its challenges and taking them very seriously. He also noted that Greek leadership at the institutional and national level needs to step up.

President Mike Martin of Florida Gulf Coast University (FGCU) congratulated President Thrasher for a bold and necessary move and noted that it is time to act. He commented that FGCU will join in the discussion about how student organizations conduct affairs on campus and the degree to which we allow them to carry the name

and the brand of the institutions. President Martin stated that he and his colleagues stand together in reforming what is happening at SUS institutions.

Governor Kishane Patel stated that he spoke with the student body president at Florida State University (FSU) and noted that the FSU student body president supports President Thrasher's decision to suspend activities. Governor Patel stated that the student Board of Directors supports and understands the need to fix the Greek system. He noted that this lays a precedent for the rest of the country to see that students can come up with solutions, rather than senior staff. Governor K. Patel also expressed support for President Thrasher.

Governor Levine emphasized that President Thrasher's actions were targeted not only at the Greek system, but also at student organizations generally. He also emphasized the value of the Greek system in facilitating the development of leadership skills, academic support, and self-governance. Data show students affiliated with Greek systems perform better academically. Governor Levine expressed support for starting the dialogue about the cultural issues and expressed hope that the value of the Greek system is not overlooked in the process.

University of South Florida President Judy Genshaft stated that the value of being part of the State University System (SUS) comes from institutions learning from each other. She expressed support for the discussion and noted that there is nothing more important than student safety.

Chairman Burr commented that this is an FSU issue, but that it is also a System issue that FSU can help solve. He mentioned a conversation with Governor Kuntz about researching nationally some of the best educational prevention programs to develop a set of standards and best practices. This information will be shared with the entire System to help make a difference for the public and private universities.

Governor Morton asked President Thrasher for a recommendation as to what we should collectively be doing, as the Board of Governors and as a community. President Thrasher responded that, as leaders of the System, this is a watershed moment for us and we need to stand up and say that this kind of conduct cannot continue at our universities, colleges and other public places.

Governor Morton asked if the Board should be taking action today (November 9, 2017) in recommending a time out for these types of activities systemically until the Universities figure out appropriate ground rules. Governor Thrasher responded that he did not want to speak for the other universities, but what Florida State University has done has created a conversation about the realities of college life today. Governor Morton stated that the Board of Governors is in a position to be leaders on this issue.

Governor Kitson applauded President Thrasher for his decisive action and commented that this is not a Greek problem but a System-wide problem at every SUS university. He

stated that this is an opportunity for a call to action and together the Board needs to find an actionable solution.

Chair Kuntz suggested that this issue be an agenda item at the January meeting and reemphasized the need for action. He also stated that the Board should wait on taking action until FSU has gone through its process. The Board can review FSU's progress on this issue at the January Board meeting.

Chair Tripp commented that this issue is related to the mental health issue that also encompasses alcohol and drugs at SUS institutions. He stated that the Board and SUS institutions all need to get on the same page about what it is that the universities are doing for student safety and what it is that they need to do ensure student safety.

Governor Levine suggested a motion to formally support the actions of FSU to indefinitely suspend Greek organizations on campus; to request the SUS Presidents to place all student organizations on notice of the Board's support of FSU's actions and the Board's intent to take further action if necessary; and to revisit this issue at the January meeting. Governor Jordan made the motion as stated by Governor Levine. Governor Frost seconded the motion.

Interim President Larry Robinson noted that Florida Agricultural and Mechanical University (FAMU) was allowed the opportunity to develop an anti-hazing plan in response to a specific hazing that occurred. He stressed the importance of FAMU being allowed to develop its own plan because of what has already occurred at FAMU and offered to share that plan with FSU. He stated that the problem is bigger than fraternities and sororities, and where membership is a part of an organization, hazing is a part of their existence. He commented that vigilance must be maintained.

Governor Cerio expressed support for Governor Levine's idea and Governor Jordan's motion. He applauded President Thrasher for his action and noted that a zero tolerance policy works when students police themselves.

President Genshaft suggested to Governor K. Patel that this would be an important discussion with the student leadership from the SUS institutions. Governor K. Patel responded that FSU's student body president will chair a committee to work on these issues. Additionally, he noted that a discussion will be scheduled for the Florida Student Association's next board meeting and agreed to share the outcomes of that discussion at the next Board of Governor's meeting.

Chair Tripp asked Dr. Ignash to work with Dr. Corey King and the Council for Student Affairs because this is the group on the campuses that is dealing with this day-to-day.

4. Academic Program Items

    A. Doctor of Athletic Training, CIP 51.0913, Florida International University

Chair Tripp reported that this program will provide advanced education and evidenced-based clinical experience to enhance patient-centered care and outcomes and quality of life for individuals. The program will focus on injury/illness prevention and entrepreneurial leadership. The FIU Board of Trustees approved the program on June 2, 2017 with a Fall 2018 implementation. Provost Furton as well as the Chair of the Department of Athletic Training, Dr. Jennifer Doherty-Restrepo, presented information on and answered questions about the program. Governor Valverde moved to approve the program and Governor Link seconded the motion. The motion was approved.

B. Ph.D. Integrative Anthropological Sciences, CIP 45.0299, University of Central Florida

Chair Tripp reported this program is specifically designed to prepare graduates for employment in the private and government sectors as well as outside of academia in fields not explicitly tied to anthropology and archeology. The UCF Board of Trustees approved the program on March 16, 2017 with a Fall 2018 implementation. Provost Dale Whitaker presented information on the proposed program. Governor Tyson moved to approve the program and Governor Kitson seconded the motion. The motion was approved.

C. University of Florida, Proposed New Tuition at the Levin College of Law

Chair Tripp reported the proposed new tuition model would be implemented at the University of Florida, Levin College of Law in Fall 2018 for the following programs: Juris Doctor (CIP 22.0101); Master in Energy, Environment, and Natural Resources Law (CIP 22.0207); Master in Taxation (CIP 22.0211); Master in International Taxation (CIP 22.0210); and Master in Comparative Law (CIP 22.0206). The University of Florida Provost Joseph Glover presented information and answered questions on the Semester Pricing Model. Governor Link moved to approve the Semester Pricing Tuition Model at the University of Florida, Levin College of Law and Governor Jordan seconded the motion. The motion was approved.

5. TEAm Grant Initiative Update

Dr. Ignash provided the 2017 progress report on the Targeted Educational Attainment(TEAm) Grant Initiative. The Initiative is designed to provide incentives for our universities to increase degree production in high demand workforce areas identified by the Access and Attainment Commission's Gap Analysis.

Vice Chancellor Ignash's presentation indicated that:

- Recovering from a decrease in 2016's enrollments, the ACC Project in accounting exceeded expectations in 2017. She indicated that, as a result, degree completions are expected to increase in the coming years.
- The CAPTURE Project in computer engineering and computer science is meeting expectations in both enrollments and degree completions.
- The CSIT Project in computer science, information technology, computer engineering, and management information systems is operating at 90% efficiency with regard to enrollments and is meeting degree completion expectations.
- The FITC Project in computer science, information technology, and computer engineering is exceeding enrollment expectations and meeting degree completion expectations.

Dr. Ignash indicated that funding for the Initiative has been expended but the Board Office continues to monitor returns on the State's investment of $15 million that was generously appropriated to more rapidly increase degree production in the top high-demand workforce areas. Chair Kuntz said that the Board should return to the Legislature and ask for additional TEAm Initiative funding in order to replicate these results in other high demand areas.

6. Academic and Student Affairs Updates

    A. SUS Council of Academic Vice Presidents (CAVP)

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

- The CAVP met via teleconference to determine how to recover lost instructional days due to Hurricane Irma. Each institution determined how to recover this time (e.g. using Reading Days) and faculty determined how to recover lost hours in their courses (e.g. online lectures, additional assignments).
- Each institution committed to aiding students from Puerto Rico and the U.S. Virgin Islands and discussed the System's response and determined its response.
- The Steering Committee for Online Education, made up of six members of CAVP, continues to review the progress on implementing the Board's Online Strategic Plan. Additionally, Dr. Perry discussed the development and implementation of STEM labs for online students.
- The CAVP discussed the future of and support for the University Press of Florida. All members of CAVP expressed support for the Press and agreed to make an additional investment of $250,000. The investment will be shared among the 12 institutions to help the press become viable. A committee of five Provosts, chaired by Provost Dr. Sallie McRorie, will work with Ms. Meredith Babb, the Director of the University Press, to develop metrics to ensure its success.

- Good progress was made on the Civic Literacy requirement and we are on track for implementation. Provost Perry congratulated Dr. Ignash on the progress on this initiative.

  B. SUS Council for Student Affairs (CSA)

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

- All of the directors of the counseling centers across the System met in October at Florida Atlantic University for the State University System Mental Health Workshop. The primary purpose was to determine how to be more proactive in addressing mental health issues on our campuses and reaching out to secondary and elementary school partners as well.
- The CSA discussed campus shelters in light of Hurricane Irma and the ways in which universities can support each other. Several members of the group are examining campus shelters across the System. The University of West Florida, Florida International University, and the University of Central Florida will work collaboratively to identify recommendations for the Council to consider.
- The Council was provided with an update on Title IX by Ms. Iris Elijah, the Assistant General Counsel for the Board of Governors.
- The CSA supports the efforts of FSU and President Thrasher and Dr. Amy Hecht, Vice President of Student Affairs. The group concurred that steps must be taken to change campus culture. As a result of past incidents, a halt process has been implemented by some of the SUS institutions, which allows universities to shut down processes related to the Greek community, student organizations, and the greater community to ensure student safety. An annual hazing-prevention summit has been developed and held annually since 2014. Additionally, an online hazing education prevention program has been implemented and to date more than 64,000 students in the System have completed it. The CSA will also work with the deans of students to review policies and procedures. The Council will have a conference call within the next 2 weeks to talk about efforts and next steps. The CSA would like to enlist Governor K. Patel and the Florida Student Association as they call upon student leaders to help develop solutions.

  C. Florida Student Association (FSA)

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

- The main priorities of the FSA this year include expanding Bright Futures; recognizing Mental Health Awareness Day on January 12; planning Statewide Mental Health Awareness Week; and revising provisions to excess credit hours surcharge.

- The FSA held a Rally in Tally event geared towards speaking with legislators about college student concerns. Approximately 35 students attended and met with over 30 elected officials including the Senate President and Speaker of the House. Some members in the Senate and House agreed to author bills to support mental health awareness and excess credit hours surcharge efforts.
- The FSA is encouraging students to use Career Services.
- Statewide Mental Awareness Week is November 13-15, 2017.
- The FSA will work with CSA and others to address these cultural college issues discussed earlier in the meeting.

7. <u>Concluding Remarks and Adjournment</u>

Having no further business, Chair Tripp adjourned the meeting at 11:57 a.m.

Governor Kitson commented that he served as a moderator for recent student university alumni who have started their own entrepreneurial businesses. He noted that it reinforced the notion that SUS students are graduating with a high quality education.

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Norman D. Tripp, Chair

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Traki L. Taylor, Ph.D.
Assistant Vice Chancellor for Academic and Student Affairs

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
January 24, 2018

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
January 24, 2018

SUBJECT: Public Notice of Intent to Create Board of Governors Regulation 8.006
Civic Literacy

PROPOSED COMMITTEE ACTION

Consider approval of Public Notice of Intent to create Regulation 8.006 entitled Civic
Literacy.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution, section 1009.25, Florida Statutes, and Board of
Governors Regulation Development Procedure.

BACKGROUND INFORMATION

A new regulation is being proposed to establish civic literacy criteria for baccalaureate
degree-seeking students initially entering a state university fall semester 2018, and
thereafter. This new regulation provides both classroom instruction and independent
assessment opportunities as ways for students to meet this requirement prior to
graduation.

A workgroup comprised of both state university and Florida College System institution
history and political science faculty representation met fall 2017 to provide
recommendations as to appropriate courses and competencies for meeting the civic
literacy requirement per section 1009.25, Florida Statutes. Board office leadership also
kept the Council of Academic Vice Presidents and other university staff informed
throughout the process. Additionally, a review of various assessments were reviewed
in order to determine the best fit for including the competencies. The content of the
proposed regulation aligns with a proposed Department of Education rule in order to
ensure smooth articulation.

Pursuant to the regulation procedure adopted by the Board at its meeting on March 23,
2006, the Board is required to provide public notice by publication on its Internet Web
site at least 30 days before adoption of the proposed regulation.

Supporting Documentation Included: Proposed Regulation 8.006

Facilitators/Presenters: Governor Norman Tripp

8.006 Civic Literacy

(1) Baccalaureate degree-seeking students initially entering a state university fall semester 2018 and thereafter must demonstrate competency in civic literacy through one of the following options prior to graduation:
    (a) Successfully passing either POSX041 American Government or AMHX020 Introductory Survey Since 1877. Each of the courses must include the following competencies:
        1. Understanding of the basic principles and practices of American democracy and how they are applied in our republican form of government.
        2. An understanding of the United States Constitution and its application.
        3. Knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-government.
        4. An understanding of landmark Supreme Court cases, landmark legislation and landmark executive actions and their impact on law and society.
    (b) Achieving the standard score on one of the following assessments:

Assessment	Standard Score
U.S. Citizenship and Immigration Services Naturalization Test	60
Advanced Placement Government and Politics: United States	3
Advanced Placement United States History	4
CLEP American Government	50

Authority: Section 7(d), Art. IX, Fla. Const., History – _____.

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
January 24, 2018

SUBJECT: Report out on SUS Counselor and Advisor Staffing Levels

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Chair of the Council for Student Affairs will provide data and information to the Committee regarding SUS counselor and advisor staffing levels, in response to a direct request from the Committee at its November 2017 meeting.

Supporting Documentation Included: Counselor and Advisor Staffing Levels

Facilitators/Presenters: Dr. Corey King

State University System
Counselor and Advisor Staffing Levels
January 2018

Counseling Center Staffing Projections

The International Association of Counseling Services (IACS) recommends that "every effort should be made to maintain minimum staffing ratios in the range of one FTE professional staff member (excluding trainees) to every 1,000 to 1,500 students, *depending on services offered and other campus mental health agencies*" (http://www.iacsinc.org/staff-to-student-ratios.html). As of February 2017, all but four SUS institutions fell considerably below minimum mental health counselor staffing levels recommended by IACS. Only the University of North Florida (UNF), Florida Gulf Coast University (FGCU), New College of Florida, and Florida Polytechnic University met the minimum staffing requirements. However, UNF and FGCU barely met the minimum. When Florida Polytechnic University is enrolled at full capacity, current staffing levels will not be sufficient.

New College of Florida, which also serves the University of South Florida Sarasota-Manatee campus (USF-SM), met recommended staffing levels primarily because the combined enrollment of New College and USF-SM is just under 3,000 students. However, the New College counseling center served 10% of its student population in 2008-09. In 2015-16 New College served 12% and as of fall 2017 the center at New College had served 40 to 45% of the student body. The utilization rate at New College is important to consider because most state university counseling centers serve only 4 to 7% of the student body. Due to the demand, New College's counseling center is unable to increase the number of sessions or expand other services in order to adequately serve all student clients.

By the end of 2017-18, the SUS institutions expect to hire an additional 12 staff, interns, and post-docs into full- and part-time positions. After that, an additional 32 staff, interns, and post-docs will be hired into full- and part-time positions by the end of academic year 2020-2021. The positions to be filled include psychologists, counselors, case managers, health and wellness coaches, and others depending on the needs of each institution. Positions such as doctoral interns and practicum students, which require training and supervision by other professional staff, are not included in the ratio. Part-time professional staff are included in the ratio, as long as they function independently.

The funding sources for these additional positions vary by institution. Some institutions are reallocating recurring funds, some are reallocating student health fees with the support of the students, and others will use non-recurring funds until recurring funding sources can be identified. In cases where non-recurring funds are used, the continuation of some staff will be contingent on finding a more permanent and recurring source of funding.

State University System
Counselor and Advisor Staffing Levels
January 2018

Table 1 below shows the counselor to student ratios from the SUS institutions as reported to Board staff in February 2017 and the projected ratios based on the plans submitted to the Board in fall 2017. The first projected ratio is for the end of the current fiscal year, 2017-2018. The second projected ratio is for the final academic year of each institution's plan, which varies by institution and is also noted in the table. The projected ratios assume the following.

1. Staff hired initially with non-recurring funds are eventually funded through a recurring source.
2. All positions are successfully filled and any positions vacated during the plan period are refilled.

The projected ratios also take into account any expected changes in enrollment during the timeframe covered by plans.

Table 1				
SUS Counselor : Student Ratios				
Actual & Projected^				
SUS Institution	**2016-17***	**2017-18^**	**Final Year of Plan~**	**Projected Ratio~**
Florida Agricultural & Mechanical University	1:1,923	1:1,633	2018-19	1:1,400
Florida Atlantic University	1:2,014	1:1,564	2019-20	1:1,017
Florida Gulf Coast University	1:1,324	1:1,326	2018-19	1:1,316
Florida International University	1:2,449	1:2,216	2018-19	1:2,162
Florida Polytechnic University	1:618	1:1,373	2018-19	1:1,373
Florida State University	1:1,908	1:1,550	2020-21	1:951
New College of Florida[1]	1:1,182	1:1,219	2018-19	1:908
University of Central Florida	1:1,828	1:1,669	2018-19	1:1,626
University of Florida	1:1,660	1:1,475	2019-20	1:1,204
University of North Florida	1:1,508	1:1,330	2020-21	1:1,348
University of South Florida	1:2,044	1:1,471	2018-19	1:1,338
University of South Florida - St. Petersburg	1:1,900	1:1,117	2018-19	1:1,021
University of West Florida	1:1,625	1:1,857	2020-21	1:1,000
^ Assumes recurring funding is or will be available to support positions initially funded by non-recurring funding sources. [1] New College also serves students enrolled at USF-Sarasota-Manatee *As submitted by SUS institutions (February 2017) ~Based on hiring plans submitted to BOG (Fall 2017)				

State University System
Counselor and Advisor Staffing Levels
January 2018

Academic Advising Capacity

The National Academic Advising Association (NACADA) is the professional association for academic advisors. While NACADA provides a wide array of resources, guidance, and support for academic advisors, NACADA does not issue official recommendations regarding caseloads for full-time professional advisors. NACADA cites several factors for why it does not issue official recommendations.   One key factor is the variation in advisor responsibilities. Even full-time professional advisors have other obligations such as teaching seminars, holding workshops, serving on committees, working institutional events, and other activities where direct advising does not take place. A second factor is mode of delivery. While most advising generally takes place face-to-face with individual students, some advising may also take place in a group setting (e.g., seminar or workshop) or with the assistance of technology (e.g., websites, podcasts, texting). A third factor is described as "advising approach." The most common and time-intensive "advising approach" is referred to as developmental advising. Another approach is prescriptive, which is less time-intensive but may not be appropriate for all students or all academic programs. A fourth factor is the needs of the students themselves, which vary widely depending on where they are in their education pathway (e.g., first year vs. junior year; a student who is on track vs. a student who has failed one or more required courses).

There are other challenges associated with developing a recommendation for ratios for student-advisor caseloads, and also in tracking and reporting caseloads. For instance, not all academic advising is provided by full-time professional academic advisors. Faculty, graduate assistants, and other university staff may also be responsible for academic advising as part of their official responsibilities to the institution. In addition, the structure of advising varies. For example, several SUS institutions have one advising center for first-year students as well as professional advisors within a college or department. At New College, all advising is done by tenured and tenure-track faculty who use an intensive development advising model that also includes developing a senior thesis project. Florida Polytechnic University also relies primarily on faculty to provide academic advising. Several institutions use both professional advisors and faculty. For example, Florida State University primarily relies upon professional academic advisors and college life coaches, with some faculty and other staff also providing academic advising. Many institutions also have advisors for sub-populations of students, such as first generation students, honor students, pre-law or pre-health students, and student athletes.

The best information available on academic advising capacity is provided in Table 2 below. Given the complexities of academic advising and the tracking challenges

Page 3 of 4

State University System
Counselor and Advisor Staffing Levels
January 2018

described above, direct comparisons cannot be made between institutions nor can meaningful caseload information be derived from the information provided.

Table 2		
Undergraduate Academic Advising Capacity		
State University System		
Fall 2017*		
SUS Institution	Estimated Advising Capacity (FTE)	Undergraduate Students (headcount)
Florida Agricultural & Mechanical University	45.00	7,552
Florida Atlantic University	125.75	24,045
Florida Gulf Coast University	49.00	13,885
Florida International University	109.00	41,869
Florida Polytechnic University	69.00	1,427
Florida State University	153.50	32,812
New College of Florida	11.43	834
University of Central Florida	193.00	56,458
University of Florida	142.00	33,662
University of North Florida	39.75	13,963
University of South Florida	130.63	30,918
University of South Florida - Sarasota/Manatee	9.00	1,868
University of South Florida - St. Petersburg	11.93	4,162
University of West Florida	48.00	9,372
*As submitted by SUS institutions (December 2017)		

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
January 24, 2018

SUBJECT: Florida State University Update on Student Life Activities

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PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The President of Florida State University will provide an update on key student life activities since the Committee's November 2017 meeting.

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Supporting Documentation Included: None

Facilitators/Presenters: Mr. John Thrasher

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
January 24, 2018

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
January 24, 2018

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

Facilitators/Presenters: Dr. Corey King

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
January 24, 2018

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
Innovation and Online Committee
Room 208
Turnbull Conference Center
Florida State University
555 West Pensacola Street
January 25, 2018
8:30 a.m. – 9:30 a.m.
or
Upon Adjournment of Previous Meetings**

**Chair: Mr. Ed Morton; Vice Chair: Ms. Darlene Jordan
Members: Cerio, Huizenga, Kitson, J. Patel, K. Patel, Stewart, Tripp, Tyson, Zachariah**

1.	**Call to Order and Opening Remarks**	**Governor Edward Morton**
2.	**Minutes of Committee Meeting** Minutes, November 9, 2017	**Governor Morton**
3.	**2016-17 UF Online Annual Report**	**Ms. Evie Cummings** *Assistant Provost and* *Director of UF Online*
4.	**Task Force on STEM Labs for Online Education** a. Online Physics Lab Demonstration b. Task Force Report	**Ms. Cummings** **Dr. Shawn Weatherford** *UF Lecturer of Physics* **Ms. Cummings**
5.	**Technology Scorecard**	**Mr. Joseph Riquelme** *Chair, Infrastructure and* *Shared Services Workgroup*
6.	**Concluding Remarks and Adjournment**	**Governor Morton**

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
January 25, 2018

SUBJECT: Minutes of the Meeting held November 9, 2017

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PROPOSED COMMITTEE ACTION

Approval of minutes of the meeting held on November 9, 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 November 9, 2017.

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Supporting Documentation Included: Minutes: November 9, 2017

Facilitators/Presenters: Governor Morton

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
INNOVATION AND ONLINE COMMITTEE
UNIVERSITY OF CENTRAL FLORIDA
ORLANDO, FL
November 9, 2017

1. Call to Order

Chair Ned Lautenbach convened the meeting at 8:34 a.m. on November 9, 2017, with the following members present: Governors Ed Morton, Sydney Kitson, Wendy Link, Jay Patel, Pam Stewart, Norman Tripp, Gary Tyson, and Zach Zachariah. A quorum was established.

2. Approval of Committee Meeting Minutes

Governor Link moved that the committee approve the minutes of the meeting held on August 30, 2017, as presented. Governor Tyson seconded the motion, and the members concurred.

3. Status of the Implementation of the 2025 Strategic Plan for Online Education

Chair Lautenbach said that the Innovation and Online Committee and the full Board approved the 2025 Strategic Plan for Online Education two years ago, in November 2015; no other state had addressed online education in this depth at the system level with a plan that not only set goals and strategies, but also included specific tactics to guide its implementation. He asked Dr. Nancy McKee to provide the status of the plan's implementation, beginning with why the Board approved the plan and including the structure that is in place to ensure initiatives are moving forward.

Dr. McKee said that when the plan was adopted in 2015, there had been an increase in student demand for distance learning courses; 24% of undergraduate student full-time equivalent (FTE) enrollments were in distance learning, up from 14% just five years earlier. Florida was ranked second in the country in the number of students enrolled in distance learning courses, behind only Texas. She said that it was noted that students who supplemented classroom courses with distance learning courses graduated faster than those who did not. She stated that there were already over 300 online programs in 2015-16. There was also a question about whether online courses were of the same quality as classroom courses.

Dr. McKee said that universities' work plans project that 29% of system undergraduate FTE will be in distance learning courses in 2019-20, up from 24% in 2015-16, and 28% of graduate FTE will be in distance learning courses in 2019-20, up from 25% in 2015-16. The 2025 Strategic Plan for Online Education included a stretch goal of 40% of undergraduate credit hours being in distance learning courses by 2025, with the current projection showing that 37% will be reached by that time.

Dr. McKee said the plan contained a total of 9 goals, 15 strategies, and 49 tactics in the areas of quality, access, and affordability. She said that a steering committee of provosts, chaired by UF Provost Joe Glover, oversees the process and provides guidance to the Implementation Committee, which has representatives from all universities in the system and is being chaired by USF's Dr. Cindy DeLuca. The Implementation Committee has several workgroups that have been assigned responsibility for specific tactics. Dr. McKee indicated that 108 people have served on these various committees and workgroups, which have met, in total, over 120 times so far. She said this total does not include meetings that members have held on their respective campuses to obtain input and feedback, nor does the total include meetings the workgroup chairs have held with other groups, such as librarians and Chief Information Officers.

Dr. McKee provided the following information regarding implementation of the 49 tactics in the plan:

Quality

- The Steering Committee has approved a process for ensuring each institution has a course review process that is based on a comparable and documentable set of standards. Training materials are being developed and will be included in a professional development workshop in 2018.
- The proposal for a competitive awards program for faculty who have been designated as having high quality courses has been approved and the details of that process are being worked out.
- The Florida Virtual Campus (FLVC) is expanding its database so it can reflect if a course has been designated quality or high quality.
- In the Annual Report for Online Education presented to the committee in March, data showed that students in online courses were performing as well as those in classroom courses. Eighty-nine percent of students in classroom courses made grades of A, B, or C, and 88% of students in courses offered fully at a distance earned grades of A, B, or C.
- The Professional Development Workgroup is chaired by Dr. DeLuca.
- FLVC is hosting the network for instructional designers.
- A professional development workshop was held last year for distance learning leaders and there are plans to hold one annually.

- The University of Central Florida has been designated the lead institution on the professional development issues and UCF staff are working with other institutions and FLVC to develop a toolkit.
- The Quality Workgroup is in the process of developing a standard process, training materials, and a communication plan for the designation of Quality and High Quality courses. That system will then be incorporated into the professional development toolkit. The integration is planned for spring 2018 and training in June 2018.
- A course certifying faculty to teach online has already been developed and is a part of the toolkit.
- A research consortium has been created with membership from each of the SUS institutions and is being led by the University of Florida.
- Research-based best practices will be integrated into the annual conference that is being planned by the group responsible for encouraging the implementation of innovative practices.
- In August, the Innovation and Online Committee approved the creation of a licensing committee and the requesting of funds in the legislative budget request for the creation and maintenance of a website to reduce duplication of effort and assist in the reduction of spending in technology procurement. FLVC and the Florida College System will be included in these discussions; it is anticipated that the SUS can obtain better prices from vendors if all groups work together.
- The Infrastructure Workgroup, led by FIU's Joseph Riquelme, created a scorecard that institutions can use to do a self-evaluation of their technology. The scorecard includes quality indicators for operations, support, security policies, and disaster recovery.
- The Student Services Workgroup, led by FAU's Dr. Vicki Brown, developed a scorecard for institutions to use to assess the services provided to their online students. It addresses services provided in admissions, financial aid, preenrollment advising, veteran services, career counseling, orientation, postenrollment services, library, technology support, and graduate student support. This scorecard has already received national attention.

Access

- The Plan mentions the need to offer a broad range of online programs. The Board's applications staff is developing a database for the inventory of online programs to assist universities as they are considering whether to place a program online.
- Regarding the tactic to increase 2 + 2 collaborations, there is a recognition of the work being done by the Board's 2 + 2 Committee. There is no desire to duplicate the work of that committee nor to go in a different direction. UF's Dr. Andy McCollough, who chairs the Online Programs Workgroup, has reached out to the

Board staff who works with the 2 + 2 Committee to begin conversations so they can work together on those issues.

- The group has not begun addressing the tactics related to statewide marketing, although there are plans to begin those conversations within the next few months.
- Evie Cummings, the Director of UF Online, has been leading a system-wide effort to evaluate options for deployment of STEM labs for online students.
- The Cost of Online Education report was presented to the Innovation and Online Committee a year ago. A cost model did not exist nationally, so the workgroup had to create a common methodology and accounting structure to use in the calculations of cost. UWF's Dr. Pam Northrup chaired the Affordability Workgroup and led the effort to determine costs and draft the report. This report has gained attention from other states that are trying to document costs.
- The Innovation and Online Committee, as well as the full Board, approved as part of the legislative budget request a request for funding of innovative projects.
- The Regulations Workgroup was created to review four Board regulations mentioned in the Strategic Plan for Online Education. The workgroup recommended amending two of them and reviewing the other two at a later point. Both of the ones recommended for amendments – Board Regulations 6.016 and 7.006 - may need to be reviewed from a broader perspective, one that goes beyond online education. Dr. Jan Ignash will begin conversations to see if that is the case for Board Regulation 6.016, and the Board's Executive Staff will have those conversations concerning Board Regulation 7.006.
- Regarding the tactic that addresses economic development, distance learning staff has reached out to the Board staff responsible for economic development, offering to provide information and assistance as needed.
- Dr. McCollough has reached out to the chair of the Academic Programs Coordinating Committee to determine if the review of programs being considered for placement online could be undertaken by that group or under the direction of that group. They are in the beginning stages of those conversations.
- The FloridaShines.org website offers a wealth of information for students, such as exploring colleges and universities, how to pay for college, taking a course at another school, conducting searches of libraries, etc.
- The Quality Workgroup and the Steering Committee approved the concept of negotiating a statewide license for Quality Matters. Institutions that have their own quality rubrics will have an opportunity to show that their own rubrics are comparable to Quality Matters. FLVC is in negotiations now for a statewide agreement with Quality Matters for those institutions that wish to use it.
- The University of Florida is leading the effort to develop a repository of Master Courses in collaboration with other institutions, which faculty throughout the system will be able to access in full or in part to assist in their course design.

- The SUS selected Canvas to be its opt-in, common learning management system. Eleven universities have decided to either continue using Canvas or change to Canvas; the remaining university is currently piloting Canvas.
- In August, the Innovation and Online Committee and the full Board approved a legislative budget request for e-textbooks and open educational resources. Funds will be used for a repository and catalog tool that will make it easier for both faculty and students to find materials and for students to be billed for materials they choose. The workgroup anticipates that licenses will be negotiated to lower the costs of e-textbooks and other educational materials.
- In terms of system-wide definitions, efforts were made in the development of the cost report and the inventory of online programs to ensure the use of common terms and definitions.

Dr. McKee said that of the 49 tactics, the workgroups are going full-steam ahead on 31, are in the initial stages on 11, and will soon begin conversations on the remaining seven.

Governor Kuntz acknowledged the incredible progress that had been made on implementing the Strategic Plan for Online Education.

Governor Tyson said he agreed with Governor Kuntz's remarks and thought two aspects of this work were exceptional: recognition that this is experimental, and best practices are being learned across the system. He said that would not be possible if data were not consistent across universities and asked how data could be summarized for use by this Board. Governor Tyson requested data showing how online courses differ by university, by level within each university (undergraduate/graduate), and between majors and non-majors.

Governor Lautenbach said the Committee should take pride in what has happened with this initiative, the incredible work that has been done, and the collaborative nature of the work.

4. Concluding Remarks and Adjournment

Chair Lautenbach said that he had directed Dr. McKee to schedule a workshop in the spring so the committee can determine the status of each university's online program.

Chair Lautenbach adjourned the meeting at 9:16 a.m.

_____
Ned Lautenbach, Chair

_____
Nancy C. McKee, Ph.D.

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
January 25, 2018

SUBJECT: UF Online Annual Report 2016-17

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

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

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

Section 1001.7065, F.S., requires the Advisory Board to "Monitor, evaluate, and report on the implementation of the plan to the Board of Governors, the Governor, the President of the Senate, and the Speaker of the House of Representatives." The Assistant Provost and Director of UF Online, Ms. Evie Cummings, will present the 2016-17 Annual Report approved by the Advisory Board on October 17, 2017.

Supporting Documentation Included: UF Online Annual Report 2016-17

Facilitators/Presenters: Ms. Evie Cummings

UF ONLINE
UNIVERSITY *of* FLORIDA

UNIVERSITY OF FLORIDA ONLINE

ANNUAL REPORT

ACADEMIC YEAR 2016-2017

Presented to the UF Online Advisory Board

"**THE UNIVERSITY OF FLORIDA** is a comprehensive learning institution built on a land-grant foundation. We are The Gator Nation, a diverse community dedicated to excellence in education and research and shaping a **BETTER FUTURE FOR FLORIDA, THE NATION AND THE WORLD.**

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

-UNIVERSITY OF FLORIDA MISSION STATEMENT

UF ONLINE
UNIVERSITY *of* FLORIDA

UF ONLINE ANNUAL REPORT
ACADEMIC YEAR 2016-2017

CONTENTS:

"Our online programs deliver **THE SAME DEGREE AS OUR ON-CAMPUS COLLEGES**"
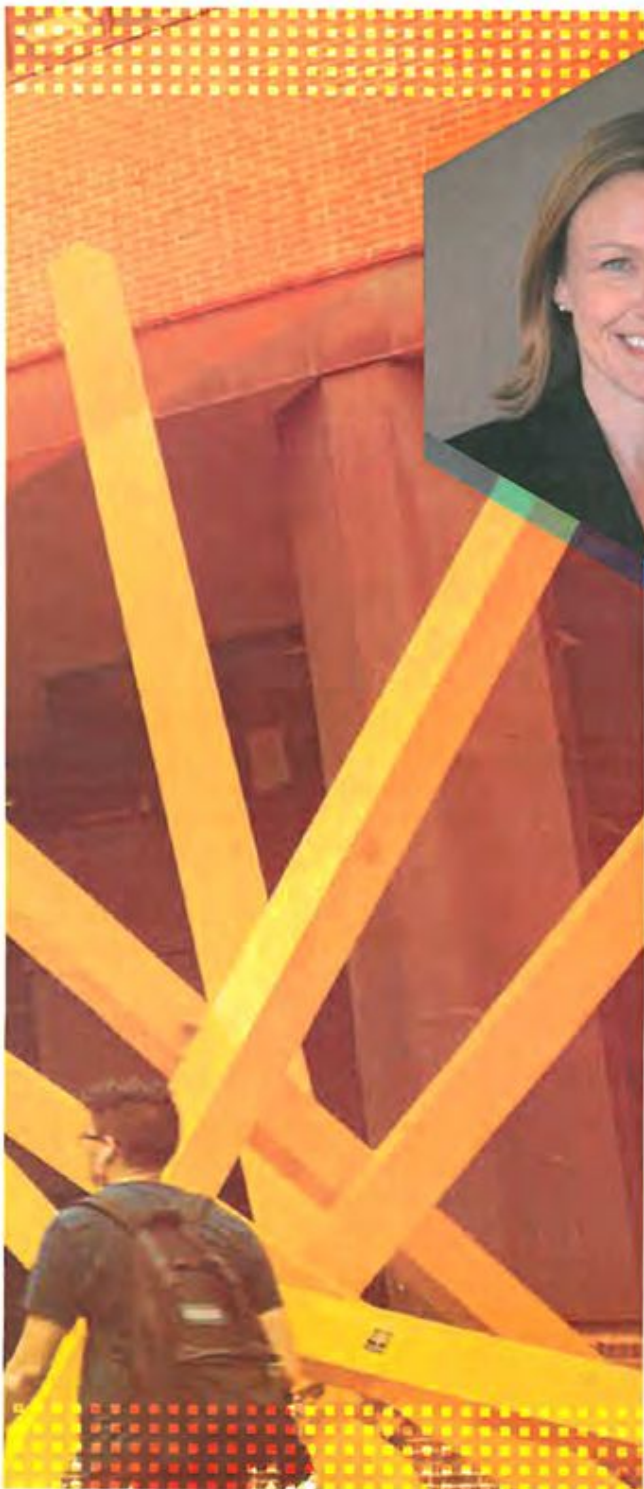
MESSAGE FROM
THE DIRECTOR

Welcome to our third annual report for the University of Florida's fully online undergraduate experience, UF Online. The successful launch of UF Online in 2014, the growth in online academic offerings, and the currently thriving online student body are all testaments to the strength of Gator innovation and the power of our students, staff, and faculty. We continue to transform the undergraduate experience, remaining focused on delivering strong, versatile, and valuable academic programs for our students within a thriving online learning community of faculty, staff, and students alike.

Our results this year continue to be strong and reflective of a growing demand across the higher education landscape for credible, rigorous, and engaging online post-secondary programs. Best of all, as our enrollments and programs expand, so do our faculty ranks and academic advisors; and we now celebrate over 950 graduates from UF Online. As we expand access to the state's flagship institution, we also shifted decision-making for costs over to the student, empowering them to decide what fees were right for them. This year, we launched the first-of-its-kind optional fee package that enables and empowers our students to customize their own costs and student experience. Lastly, we now welcome all students into their own virtual campus -- the UF Plaza, where students take the initiative to connect, share and form study groups, sometimes from across the country or around the world. A hallmark of this year has also been the advancements in labs for our online students in biology and physics. Faculty at UF are rethinking traditional approaches and limitations and the results are nothing short of awesome.

I am also proud that this University has been able to continue to expand offerings and programs all while undergoing a major transformation away from a private vendor. We emerge now on the other side in a much better position to serve students as one campus. Best of all, there was no pause in our services and we were able to continue to add majors and course offerings even as our enrollments increased another 30% over last year. The Gator Nation certainly rises to the occasion.

I invite you to read more about these accomplishments in the pages that follow. To pay homage to our fantastic students, in this year's annual report we wanted to share some of their stories in their own words. I hope these stories of our students inspire you as much as they inspire all of us here at UF Online. We are so grateful for the opportunity to serve these remarkable Gators.

Here's to another year at UF Online as we welcome, support, and celebrate the accomplishments of so many students, thanks to the remarkable faculty at this great institution.

Go Gators!

Evangeline Tsibris Cummings
Assistant Provost & Director of UF Online

INTRODUCTION

The University of Florida faculty are serving a growing number of fully online undergraduates with an ever-expanding list of majors, courses, and lab innovations. UF Online continues to grow in size and breadth. Below, we describe the UF Online model in place to guide that growth. We are pleased that UF Online continues to progress in accordance with our projections and the tenets of the UF Online Comprehensive Business Plan.

PHASES OF GROWTH

This year, we continued to transition UF Online from a program dependent on a large private vendor to a program fully integrated into the University's operations with a robust set of campus services and teams, all working to support UF Online students. We describe UF Online's path in terms of our three phases. First, UF Online's initial launch from 2013-2015 with the aid of a large, private vendor. UF

Online's second phase, "Excellence in all Operations to Ensure Sound Growth" began midway through 2015 as the University began work to integrate all major program functions back into University hands. We are now firmly in UF Online's second phase (2015-2018) given our transformation of operations and services, our continued growth, and maturation of services. This past year (July 2016- June 2017), we successfully completed our transition away from our previous vendor and now have completely in-house functions serving students within a thriving online learning community. We have also focused this past year on the growth of our academic programs and advisors, our marketing reach, our online STEM academic innovations, and serving our expanded student body with an adaptive and engaging online student experience, all while maintaining our quality and affordability. Our goal as we complete this second phase by mid-2018, is to position the University to fuel our continued expansion of academic programs and student services.

UF ONLINE STUDENT HEADCOUNT: STEADY PROGRESS IN EXPANDING ACCESS TO UF

A comparision of the original projections, UF Online's Revised Goals, and UF Online Headcount Actuals
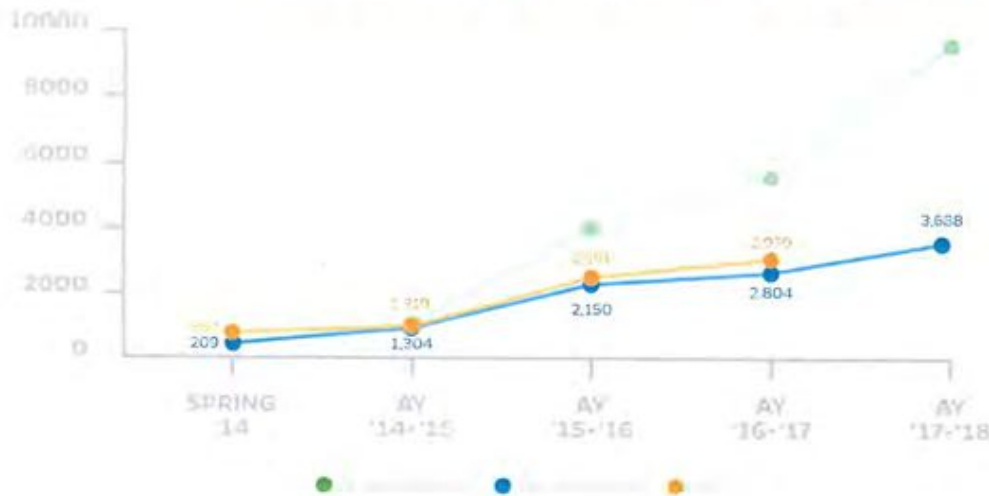
UF Online is exceeding the revised projections and with a healthy, increasing revenue flow from tuition.

Indicated by the yellow metric in the graph, AY2016-17 headcount grew 34% over the prior year, and tuition grew by 18% over the prior year.

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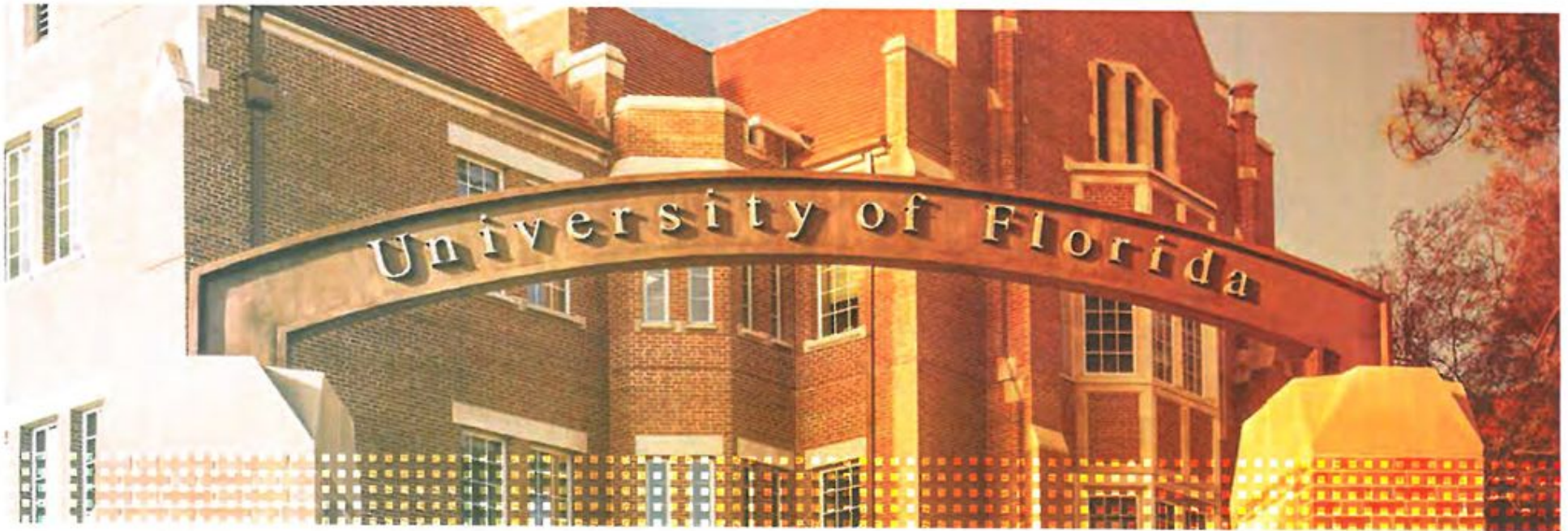
THE UF ONLINE MODEL:
A MULTI-DIMENSIONAL VIEW OF VALUE FOR OUR STUDENTS

In the near term, we are utilizing a model of growth that balances the need for steady and methodical organizational design with the need to deliver bold academic innovation and offerings for students right now. This past year, as UF Online has completed its transition away from its previous, private vendor, UF has established a rich organizational framework for online undergraduate learning, fully supported by on campus, in-house University teams and networks. This organizational framework has all been designed and built with the value of UF Online in mind. That is, each team and functional area all contribute value to our common purpose as a program: student academic achievement. By looking at our organizational design through this lens of impact we are able to build what we need, but also maintain a steady focus on outcomes and impact of those functions. As a result, UF Online strives to remain nimble as an organization and as a set of connected functions. As we continue to expand and evolve, we will continually improve to ensure we give full attention to the dimensions that drive student academic achievement within UF Online. Laid out below,

we articulate seven (7) separate dimensions that frame the UF Online Model. In our view, these are the seven dimensions of the University of Florida that drive online student academic achievement online and on campus. Many of these concepts are universal components of any educational enterprise, and they are our focus here in UF Online as we serve a growing population of students in earning their bachelor's degree through an online modality.

Taking a multidimensional view to driving student academic achievement in the online realm will enable UF Online to boost progress in each discrete area to achieve an overall amplifying affect for each student. Taken together, all seven of these dimensions contribute to drive UF Online students to excel. In order to realize success in each of these seven areas, underpinning all of these dimensions, our core management tenets from our business plan propel us forward: boosting revenue, cutting costs, investing and leveraging partnerships. These frameworks form the UF Online Model that will guide our work into the future.

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A MULTI-DIMENSIONAL MISSION THAT CUTS ACROSS ORGANIZATIONAL TEAMS

We now have core leadership roles and teams in the following areas: (1) Administration, Operations and Infrastructure, (2) Marketing and Communications, (3) Recruitment and Enrollment Management Services, (4) Academic Advising and Curriculum, (5) Course Innovation and Production, and (6) Student Success and Engagement. Most significantly, UF now has the advantage of newly realized synergies and collaborations that may occur across these functions given that all staff members work in-house. This affords the opportunity for seamless in-house communication and information sharing. For instance, planning for course production can be informed directly by academic advising.

In addition, feedback flows directly to course production from recruitment and marketing channels. In another example, the new student success and engagement team is able to rely upon UF Online's marketing and communications experts to amplify notification of events and opportunities for current students. At the same time, the marketing team's outreach to prospective students ensures that they see UF Online's unparalleled approach to student engagement as they determine whether UF Online is a good fit for them.

Fundamentally, all in-house functions rely on the same data infrastructure, enabling UF Online analytic and outreach capability that has not been possible until this point. As we move forward, we will grow, learn, and continually fortify these fundamental business lines to best serve our students and faculty. It is important to note, however, that although distinct leadership now exists in each area, our goal is for the organization to remain quite flat and matrixed to ensure collaboration and data sharing across each team.

"I THOROUGHLY ENJOYED MY EXPERIENCE IN THE PaCE PROGRAM.
The faculty and staff of the program were always so uplifting and positive. They made it known that there were NO LIMITATIONS TO MY GROWTH, EDUCATION AND POTENTIAL IN BEING GATOR."

- ALEXANDRA MELENDI
(PUBLIC RELATIONS MAJOR)

SEVEN DIMENSIONS
THAT FUEL STUDENT ACADEMIC SUCCESS

View 1: The UF Online Model: Seven Cumulative Impacts that Flow toward UF Online Student Academic Achievement
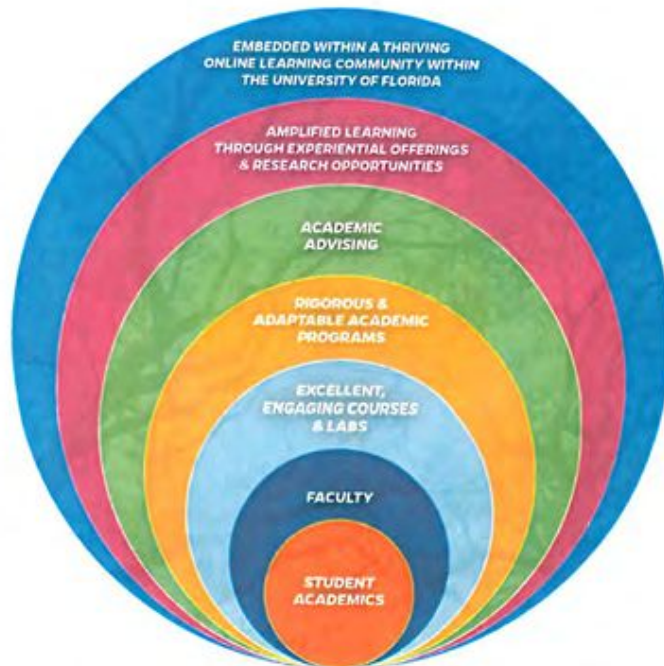
View 2: Nested Relationships of the Seven Dimensions of UF Online Student Academic Achievement all supported by the four management tenets from the UF Online Comprehensive Business Plan

REMAINING AGILE, CONTINUALLY IMPROVING THROUGH 2017 & BEYOND

Each dimension represents an area that contributes value to our students. Furthermore, the success of each area may be supported and fueled by multiple organizational units – faculty and staff cut across colleges and service lines – yet all rely on core data and analytics stemming from our data infrastructure for the benefit of many units across campus. If we build this slowly and thoughtfully, this integrated model will serve our students best, but we must work extensively to further define these dimensions in terms of goals, strategies, and tactics. As with any approach, this one will improve over time and must fundamentally remain flexible and agile to ensure UF Online remains focused on the greatest value areas for students, not entrenched organizational silos. We will spend considerable time in our next business phase to ensure dedicated strategies and supportive frameworks for each of these seven dimensions. Looking ahead, taking this multi-dimensional approach enables the organization to maintain focus on programs with the greatest benefits for our students along these seven dimensions instead of working exclusively on fortifying new organizational units and budgets.

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HIGHLIGHTS OF OUR
RESULTS 2016-17

A great, multi-dimensional vision that drives toward student academic achievement is only a vision unless it is broken into real, concrete actions and programs, which achieve incremental change through strategic management and resource allocation year after year. Summarized below are just a few highlights of UF Online's remarkable achievements in the past year, organized by each dimension:

STUDENT ACADEMIC ACHIEVEMENT

→ We served nearly 3,000 students in 16 majors that include over 23 pathways to a degree.

→ UF Online student figures continue to grow, with overall enrollment up 34% over the prior year.

→ Student admissions selectivity has begun to climb with only 40% of applicants admitted in AY16.

→ Most impressively, UF Online students are graduating and completing their degrees. Through the end of summer 2017, UF Online celebrated a total of over 950 graduates from twelve majors in six colleges.

FACULTY LEADERS & MENTORS

→ Over 360 UF faculty across 67 departments and 13 colleges continue to conduct all teaching and course design, ensuring all online students receive academic offerings of the same rigor as campus offerings.

→ This year, the number of UF instructors teaching in UF online increased by 24% with these faculty teaching 28% more courses online this year than last year.

→ UF Faculty have been the recipients of awards and other recognition for their online teaching efforts.

COURSEWORK & LABS

→ UF faculty developed over 50 new courses within UF Online last year for delivery in the same year, working in partnership with UF Online-funded instructional designers.

→ UF faculty led the way in STEM this year, with a brand new Evolutionary Biology lab in UF Online, launched in Fall 2016 to very positive student reviews.

→ UF physics faculty have also pioneered two separate physics labs for online students based on new, custom-designed at-home physics kits that were shipped out to online students to complement their online, interactive classroom experience with their instructor.

ACADEMIC PROGRAMS & PATHWAYS

→ In fall 2016, UF's College of Journalism and Communications launched a fully online degree in Public Relations for the very first time, with admitted students tripling in fall 2017.

→ In spring 2017, UF's College of Business also launched eight new online academic pathways for students into a Business Administration degree, more than doubling the options available to students seeking a degree via the popular UF Online business programs.

INTRODUCTION

→ Work is underway now to plan for and begin the work necessary to bring on additional high demand courses and future degrees.

ACADEMIC ADVISING

→ This past year, UF Online expanded the number of academic advisors to 13 full-time staff members.

→ To guide our investments going forward, UF Online also established a minimum ratio of advisors to UF Online students of 1:250 across all colleges. UF Online intends to continue to increase our investment in academic advising with the goal of lowering this ratio even further.

→ As of July 1, 2017, UF Online aims to double the outlay of revenue funds for college use in ensuring a robust network of academic advisors serving UF Online students.

AMPLIFIED LEARNING PROGRAMS

→ This past year, UF Online students completed internships, senior capstone projects, and undergraduate research projects. In just one example, last year UF Online graduated a biology major that was able to conduct independent research one-on-one with a UF Preeminent faculty member in the Biology Department, all done remotely. This current year, many

more UF Online students are participating in undergraduate research projects with UF faculty, regardless of their location.

LEARNING ENVIRONMENT & COMMUNITY

→ As we work to fortify a strong, thriving, and engaged learning community, UF Online was pleased to launch the country's first fully online campus for online undergraduates -- the UF Online Plaza. Following a pilot launch, UF Online completed the full launch of our virtual campus for all students in May 2017. Over 2,800 students now enjoy the UF Plaza as a thriving learning community where students can connect, share, or just reach out to their peers and form a study group.

→ To increase access for our students to campus activities and services and to boost the engagement of our students with our entire campus community, we launched the Optional Fee Package for all UF Online students in 2016. This option was well-received and we have seen a significant increase in its usage by students. This Optional Fee Package keeps costs low for students that do not intend to frequent Gainesville and therefore need not pay for the local campus services.

→ To further our commitment to student academic achievement, this year we established a new team dedicated to Student Success and Engagement that supports the UF Online Plaza virtually but also convenes events around the state to connect our online Gators face to face. UF Online held its first Homecoming Tailgate event in Gainesville in October 2016, our first graduation reception in April 2017, and our first PaCE Day at UF Coral Gables in May 2017, just to name a few.

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CURRENT ORGANIZATIONAL
STRUCTURE

The UF Online program is a network of faculty, staff, and administrators across the entire campus, all focused on delivering online programs and serving this entirely new online student body. UF Online has continued to expanded its in-house, central staff to take on functions previously occupied by external vendors. Most notably, our marketing and communications team has grown from one staff member to three full-time employees and three student assistants. UF Online has also now created an entirely new functional team focused on Student Success and Engagement. Furthermore, UF Online has merged its course production team with graduate online course production to form the new Center for Online Innovation and Production. In doing so, UF Online realized savings in cost production previously done by a separate unit within UF IT support. By reorganizing its course production needs and by merging the undergraduate function with graduate online production, UF is now much better positioned and faculty are better served with a central unit of experts supporting online course production.

INTRODUCTION

"I am just really fortunate that I was able
TO COMPLETE MY DEGREE
with Florida."

— ADRIANA LEON
(UF ONLINE ANTHROPOLOGY GRAD & PRO SOCCER PLAYER)

MAJOR SUPPORT UNITS

COLLEGES

- ENROLLMENT MANAGEMENT
- STUDENT AFFAIRS
- UFIT
- COIP

- UF ONLINE ENROLLMENT MANAGEMENT
- UF ONLINE ONESTOP
- RECRUITMENT & OUTREACH CENTER

- COLLEGE OF AGRICULTURAL & LIFE SCIENCES
- COLLEGE OF EDUCATION
- HERBERT WERTHEIM COLLEGE OF ENGINEERING
- COLLEGE OF THE ARTS
- COLLEGE OF HEALTH & HUMAN PERFORMANCE
- COLLEGE OF JOURNALISM & COMMUNICATIONS
- COLLEGE OF THE ARTS
- COLLEGE OF NURSING
- WARRINGTON COLLEGE OF BUSINESS

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ACADEMIC PROGRAMS
& CURRICULUM DELIVERY

This year, UF Online offered fully online majors, minors and certificates and continued the PaCE program. The table below reflects the academic programs (majors, minors, and certificates) currently active in UF Online. We were pleased to expand our offerings in AY2016-17 through the addition of a new Bachelor of Arts in Business Administration with eight distinct specializations, presenting one new degree but eight new pathways for UF Online students to choose from. In addition, this past academic year, UF Online made available six additional, fully online certificates for our degree-seeking UF Online students.

UF ONLINE PROGRAMS

Majors and Tracks	Minors	Certificates
Offerings in Fall 2016		
1. B.A., Anthropology	1. Anthropology	1. Environmental Horticulture
2. B.A., Biology	2. Business	Management
3. B.S., Business Administration	3. Geography	2. Geomatics
4. B.S., Computer Science	4. Mass Communication	3. Landscape Pest Management
5. B.A., Criminology & Law	5. Sociology	4. Medical Entomology
6. B.S., Environmental Management		5. Pest Control Technology
7. B.A., Geography		6. Urban Pest Management
8. B.A., Geology		
9. B.S., Health Education & Behavior		
10. B.S.N., Nursing		
11. B.A., Psychology		
12. B.A., Public Relations		
13. B.A., Sociology		
14. B.S., Sport Management		
15. B.S., Telecommunication Media & Society		
Eight (8) Academic Pathways were added in spring 2017		
16. B.A., Business Administration, with eight specialization pathways: 　a. Anthropology 　b. Computer & Information Science 　c. Criminology 　d. Economic Geography 　e. Educational Studies 　f. Geology 　g. Sociology 　h. Sport Management		

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Starting in fall 2015, the University of Florida launched the PaCE program to welcome First Time In College (FTIC) students into a new, hybrid program. These PaCE students complete the first part of their degree online and later may transition to campus at the upper division without having to reapply. The University has seen growth in PaCE and the 50+ majors included in the program. This year, we welcomed a record number of PaCE students into the majors below that include a new suite of offerings in the Arts. The table below contains the list of majors included in the PaCE program as of September 2017. This list is maintained online at: http://www.admissions.ufl.edu/learn/pace/majors.

PaCE PROGRAM MAJORS

College of Agricultural & Life Sciences (18)

1. Agricultural Education and Communication
   Tracks include Communication and Leadership Development and Agricultural Education
2. Agricultural Operations Management
3. Animal Sciences
   Tracks include Equine and Food Animal
4. Botany, General Botany
5. Dietetics
6. Entomology and Nematology
   Tracks include Basic Science, Biosecurity, Ecotourism, Plant Protection and Urban Pest Management
7. Environmental Management in Agriculture and Natural Resources
8. Environmental Science (BA)
9. Family, Youth and Community Sciences
10. Food and Resource Economics
    Tracks include Food and Agribusiness Marketing and Management or International Food and Resource Economics
11. Food Science

12. Forest Resources and Conservation
    Tracks include Environmental Pre-Law, Forest Business Management, Forest Resource Management, Protected Areas Management, Recreation Resources Management, Urban Forestry and Watershed Science and Management
13. Horticultural Science
    Tracks include Horticultural Production, Horticultural Science, Organic Crop Production and Plant Molecular and Cellular Biology
14. Microbiology and Cell Science
15. Natural Resource Conservation
16. Nutritional Sciences
17. Plant Science
    Tracks include Community Food Systems, Crop Ecology, Garden Design and Management, Landscape and Nursery Horticulture, Plant Genetics, Plant Health, Restoration Horticulture and Sustainable Food Production
18. Wildlife Ecology and Conservation
    Tracks include Wildlife Ecology and Conservation Specialization

College of the Arts (8)

19. Art
20. Art History
21. General Theatre
22. Art Education
23. Visual Art Studies
24. Music
25. Music Education
26. Dance

Warrington College of Business Administration (1)

27. General Studies (BABA)

College of Design, Construction & Planning (1)

28. Sustainability and the Built Environment

College of Health & Human Performance (3)

29. Health Education and Behavior
30. Sports Management
31. Tourism, Events and Recreation Management

College of Journalism & Communications (4)

32. Advertising
33. Journalism
34. Public Relations
35. Telecommunications

College of Liberal Arts & Sciences (17)

36. African American Studies
37. Anthropology
38. Computer Science
39. English
40. Exploratory
41. Geography
42. Geology (BS)
43. History
44. Linguistics
45. Mathematics
46. Philosophy
47. Religion
48. Sociology
49. Spanish
50. Statistics
51. Sustainability Studies
52. Women's Studies

DELIVERY OF
CURRICULUM

To serve students in the many majors noted above, UF Online focuses on ensuring the regular delivery of rigorous and engaging courses. We were also pleased to increase our course offerings this year by 28% all while going through a vendor transition plus an internal strategic management shift in our handling of course production detailed in the next section.

The table to the right details the continued expansion of offerings by UF Faculty to serve the growing number of UF Online students. The table displays the number of unique courses, sections, and instructors for each term with subtotals for each academic year. (Note that the subtotals and totals for courses and instructors are not simple sums but rather the count of distinct courses and instructors for the given time frame.)

UF ONLINE CURRICULUM MAPS

To guide the delivery of these many courses and sections, UF Online continues to refine processes and workflows to ensure a robust curriculum and that efforts on course production are expended on the most impactful priorities. Each faculty request for course development or course update is evaluated based on the needs of the student and program to make certain that course production resources are being applied where they are most needed.

This past year, UF Online launched a new service provided to UF colleges to guide the growth of their programs and help faculty plan for growth. These curriculum maps are infused with these key elements: for each degree, which pathways are possible, with which courses, with what capacity and offered at what frequency. These maps are developed closely with UF Online's course production team and the campus-wide academic advising group. Curriculum Mapping alleviates pressure on

Term	Courses	Sections	Instructors
Spring 2014	76	77	78
AY 2013-2014	76	77	78
Summer 2014 A	16	16	20
Summer 2014 B	16	16	21
Summer 2014 C	25	32	31
Fall 2014	90	103	85
Spring 2015	109	110	98
AY 2014-2015	159	277	162
Summer 2015 A	16	17	19
Summer 2015 B	32	33	31
Summer 2015 C	30	42	40
Fall 2015	169	174	172
Spring 2016	188	192	198
AY 2015-2016	260	458	297
AY YOY Growth	64%	65%	83%
Summer 2016 A	27	27	27
Summer 2016 B	37	38	37
Summer 2016 C	61	75	72
Fall 2016	223	232	232
Spring 2017	236	253	233
AY 2016-2017	334	625	368
AY YOY Growth	28%	36%	24%
Total	360	1437	520

16
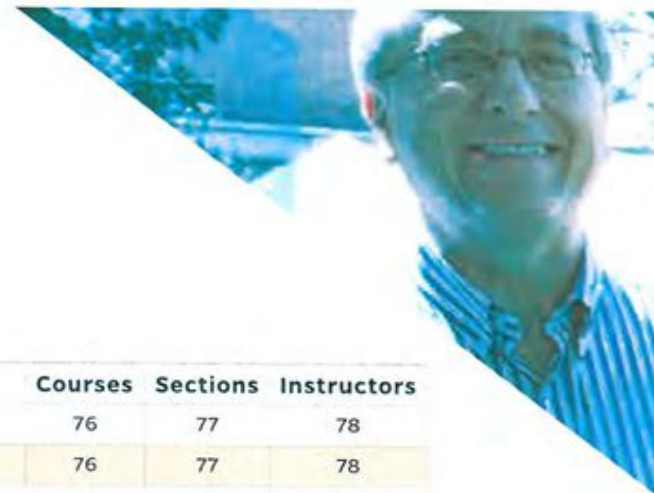
departments, which are managing significant needs of faculty members while delivering ambitious campus teaching schedules and rotations. These UF Online curriculum maps also assist departments in their own review and analysis of their online course offerings to establish ideal course sequencing, capacity planning, and development, all mindful of faculty effort and research project planning needs. Provided at no cost to departments, UF Online's curriculum maps are ultimately owned by the chair of each department but are used within UF Online to allocate resources. Each curriculum map is also synced with maps for supporting course

offerings, optional electives and general education requirements. These maps provide UF Online Academic Advisors with pathways that may then be tailored to each student's individual needs. Through these Curriculum Maps, UF Online is also able to ensure appropriate capacity planning and course enhancements needs well into the future. Finally, curriculum maps will improve our marketing and communication efforts to prospective students on UF Online course offerings that may suit their academic interests.

"MY ONLINE EXPERIENCE WITH UF ONLINE
was precisely what I had anticipated: hard work and proper training and preparation to ensure
I WAS READY TO SUCCEED IN LAW SCHOOL."

- BRANDON SALTER
(CRIMINOLOGY MAJOR)

ACADEMIC PROGRAMS & CURRICULUM DELIVERY

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COURSE INNOVATION
& PRODUCTION

As we focus on the needs of faculty and continue to support them in the delivery of premier online learning, the University of Florida launched the Center for Online Innovation and Production (COIP) on July 1, 2017 to provide all course production and support for UF Online courses and graduate online courses. This new unit consists of new hires funded by UF Online for course production and faculty support, as well as resources that have been reorganized and centralized to better serve the University overall. The goal of COIP is to form collaborative partnerships with faculty to ensure that courses developed for UF Online, and other online programs at UF, provide a dynamic and engaging learning experience for students, and that faculty are able to sustain their innovation and high quality offerings over time. Using sound pedagogy and multimedia expertise, COIP provides services from conception through production, and support for UF Online courses throughout the life of the course.

A COMPREHENSIVE APPROACH
TO COURSE DEVELOPMENT

Faculty members are required to complete training in online teaching or on how to use online teaching tools. They also have access to IT Help Desk services in addition to working with instructional designers during course production. But there is a gap between these resources when it comes to providing real-time critical support throughout the teaching of the course. This support is as critical to successful course delivery as the initial course design. To address this issue, part of COIP's new structure involves the creation of a support team of instructional designers dedicated solely to the ongoing support of faculty and their UF Online courses. Since these instructional designers are part of the course production process, they know the courses intimately and are in a strong position to provide assistance and guidance quickly in response to the needs of the faculty. In addition to lending just-in-time support, they also provide course

refresh and update services while identifying opportunities for innovation. The intent is for faculty to feel supported throughout the life cycle of their course. Our goal is to create, sustain, and improve their courses over time. The development of this team was made possible through a shift in funding in the UF Online funding model, thereby saving money that can be reallocated to the course as it evolves, not only during the initial production process.

STEM LEADERSHIP

The challenges in online course delivery of Science, Technology Engineering and Math (STEM) courses largely center on meeting the skill practice and content application requirements necessary to produce rigorous STEM labs, as well as devising innovative methods in delivering quality laboratory experiences to online learners. By having a team with a focus on STEM, we are in a position to collaborate with faculty across disciplines and share positive results and discoveries as we work to develop solutions for barriers unique to STEM education for online learners. To this end, UF Online has chosen to give deliberate and dedicated attention to STEM by creating a team comprised of four instructional designers with STEM backgrounds.

UF FACULTY LEADERSHIP IN STEM:
PHYSICS & BIOLOGY

Innovations in Physics I and Lab (PHY2053, PHY2053L) and Physics II and Lab (PHY2054, PHY2054L)

- PHY 2053L: Developed Fall 2016, Piloted Spring 2017, finalized and relaunched Summer 2017

- PHY 2054: Developed Spring 2017, Piloted Fall 2017

Physics I and Physics II are requirements for many non-majors in UF Online. In an effort to overcome the challenges of offering physics labs to online students, UF Online completely funded the UF Physics Department's recruitment and hiring of a highly-qualified lecturer and curriculum developer with experience and practice in online STEM education to focus on online Physics course development and delivery. The use of the newly invented IOLab combined with custom-sourced and assembled experiment materials kits that were shipped to students enables them to collect, communicate, and analyze authentic data as part of UF-developed lab experiments conducted in their homes. The Physics lecture course and lab were designed simultaneously to complement each other and provide a comprehensive learning experience.

The instructor presented PHY2053L and its use of the IOLab at the American Association of Physics Teachers conference in July 2017. IOLab is a handheld data-gathering device that communicates wirelessly to its software, and gives students a unique opportunity to see the concepts of physics in action. UF Online was one of only two universities in the country to author and deliver Physics I laboratories fully online using this remote sensing device.

Biology, ZOO3603C: Virtual Lab Custom Co-Development Pilot, successful launch Spring 2017

Evolutionary Developmental Biology is an upper division elective course for Biology and related majors. UF Online instructional designers now housed in the Center for Online Innovation and Production, worked with faculty and a vendor to develop laboratory simulations for students on:

→ Discovering genes responsible for patterning a vertebrate limb

→ The power of C. elegans in human gene discovery

→ Investigation of regenerative capabilities

In the case of this course, simulated laboratories allow students to experience content with a greater depth than face-to-face students. These custom-built simulated environments allowed UF faculty to develop experiments that used dangerous chemicals and expensive equipment that residential students could never experience. The ability to speed up time and make mistakes allows biology students the opportunity to run multiple trials and collect data to an extent not possible in on-campus labs.

ZOO3603c received the UF 2017 Online Education Excellence Award from UF for its innovative approach to online teaching and currently has IRB approval to conduct a research study comparing learning outcomes of the online versus residential version of the course. These online laboratories are now being used in both online and residential courses.

COURSE INNOVATION & PRODUCTION

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COURSE INNOVATION & PRODUCTION:
LOOKING AHEAD

Keeping abreast of innovations, trends, and challenges in the realm of online course delivery will be the focus in the coming year, as we actively assess past development work and refresh content. We will also work to identify multimedia opportunities that solve problems and enhance the student learning experience. Some highlights of our initiatives for the year will include:

→ Revisit ZOO3603c, PHY2053, PHY2054 to reflect feedback from students

→ Develop PHY2048 and PHY2049 for Calculus students

→ Develop online lab skills course to prepare students for cross-disciplinary laboratory courses

→ Develop and standardize processes for providing hands-on teaching and learning materials at the lowest cost to students

→ Review and evaluate existing 200+ existing courses to identify gaps and refresh opportunities

→ Establish protocols/guidance for faculty to follow as they refresh and maintain their courses each semester

→ Work to identify additional tools and multimedia approaches that put more control and power in the hands of faculty

→ Participate in studies of the courses we produce to determine efficacy

→ Identify faculty ready to engage in higher level multimedia engagement for their courses and work with them to deliver their content in a more engaging manner

THE UNIVERSITY OF FLORIDA IS

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TOP

10

NATIONALLY

AMONG PUBLIC RESEARCH UNIVERSITIES

*by U.S. News & World Report

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ACADEMIC ADVISING

The academic advising community continues to build upon its solid foundation and maintain its commitment to the original pillars of success established for the program.

ASSIGNED ADVISOR MODEL

Each UF Online student is assigned an advisor based on their major. The student will work with the same advisor as long as they remain in their major. This consistency allows for strong bonds to be formed; students often feel like they have found their personal UF Online guide to assist them in navigating their educational journey. Advisors have the opportunity to learn about each student's values, interests, and goals as well as their personal and professional commitments. After evaluating each student's current situation, the advisor and student work together to develop a personalized academic plan.

SMALL STUDENT TO ADVISOR RATIO

UF Online has continued to maintain the desired 250:1 student to advisor ratio. UF Online delivers advising dollars to each college to maintain this ideal number. Maintaining the 250:1 ratio allows advisors to spend more time with each student and reduces the amount of time students need to wait for an appointment or response from an e-mail question. This UF Online ratio is consistent with the recommendations of the Global Community for Academic Advising (NACADA) and provides a smaller student to advisor ratio than what is found in UF's residential programs.

ACCESSIBILITY

UF Online academic advisors continue to find ways to be available for the mostly non-traditional students they serve. Successful techniques include offering appointments during lunch hours and outside the 8 a.m. to 5 p.m. working hours, being available to "chat" in the secure Skype for Office environment, responding to e-mails in a timely manner, and making face-to-face sessions an option for those choosing to visit in person.

CONTINUOUS SUPPORT FROM ADMISSION TO GRADUATION

Once students are informed of their admission to UF Online, their first point of contact is usually their academic advisor. The initial conversation includes a transcript evaluation explaining to the student how any previous coursework will apply to their degree. Then, a general timeline is established based on the student's individual goals and commitment level. Finally, a first semester course plan is developed. These conversations continue as often as needed, but usually no less than once per term until the student graduates.

LIVE PROGRAMS FOR NEW STUDENTS

Academic advisors are heavily involved in the live PaCE Preview and College of Business New Student Welcome Program. The PaCE Preview is mandatory for all newly admitted PaCE students who confirm their admission. This consists of a full day of informational sessions followed by one-on-one sessions with an advisor and concluding with first semester registration. This highly successful program resulted in 98% of confirmed PaCE students attending and registering for classes during one of the three available summer sessions. The College of Business offers an optional live New Student Welcome Program during which program-specific information is shared and group advising and registration occurs. The program also allows online students to meet others who will be participating in the same program who may also be from the same geographical location. Many phone numbers are exchanged and study groups formed during this live interactive event.

REGULAR COMMUNICATION & MEETINGS FOR ALL UF ONLINE ADVISORS

Bi-weekly meetings are held to update all UF Online Academic Advisors on current policy changes, course availability, new programs, best practices, and any other information that will assist them in advising their students. Guest speakers are often invited to present on timely and relevant issues for the online advising community. In addition, a UF Online Dashboard that includes updates and relevant information is available as a resource for all advisors and administrators as well as a UF Online Advisors Listserv. These resources has helped solidify the UF Online advising community and assures its members are among the most educated and informed professionals on campus.

ACADEMIC ADVISING

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STUDENT SUCCESS & ENGAGEMENT

This past year, UF Online has focused on enhancements to the online student experience. The University supports every student as they pursue and realize their academic goals and will continue to expand its support and engagement for our growing online student community. UF Online cultivates student success by promoting an individualized approach to fulfill each student's specific needs, motivations, and goals. During the 2016-2017 academic year, the Student Success & Engagement team focused on fostering a positive student experience for all online students through engagement, community and connection events.

LAUNCH OF THE UF ONLINE VIRTUAL CAMPUS: UF PLAZA

Following an extensive design and build process by UF Online's in-house Salesforce lead, UF Online's virtual campus community, the UF Plaza, launched in the Fall term of 2016 as a beta-launch with students in the UF Online business major. Following a successful beta-launch, in Spring 2017, students from thirteen additional UF Online majors were granted access to the Plaza. All remaining majors were added by the end of Spring 2017. The key tenets of our virtual community (the Plaza) are:

→ Academic engagement through intentional groups

→ Social Engagement through connection events & student-created groups

→ A secure space for peer connections

→ Peer collaborative learning

→ Sharing of resources

→ Support & Encouragement

→ Community

The Plaza functions by meeting students where they are with focused resources, engagement opportunities, interactions, and community. The Plaza operates to both assist and augment advisors, staff, and faculty to tailor the student's academic experience to fulfill their specific needs, motivations and goals that will ultimately lead to their academic success. To fully influence and amplify both the students' and the advisors' experiences and interactions, presentations to students and trainings for advisors and faculty on how to use and get the most from the Plaza were implemented in Spring 2017.

The structure of the Plaza allows for groupings of students both as assigned groups and as organic, student-created groups. Assigned groups based on major are led by advisors and promote academic engagement through interactions with advisors, faculty, and peers. Including campus stakeholders and the student advisory committee from the ground up facilitated the continuing improvement and evolution of the Plaza. The intent of the Plaza is for it to act as the overarching community and bring engagement and education beyond the classroom to each online student. This will continue by providing UF Online students the means to both participate in high-impact academic and social engagement activities as well as a place to find support and encourage each other.

UF ONLINE CONNECTIONS PROGRAM:
COMMUNITY, CONNECTIONS, COLLABORATION

Launched in 2017, the UF Online Connections Program works to foster a thriving learning community across all online students, faculty, academic advisors, and staff. Coupled with strong academic programs, a vibrant and engaged online student experience assures UF Online students not only gain the skills they need but also the connections and network to support them after they graduate. This past year, the Connections program emphasized providing community and networking opportunities with key strategic in-person events. Themes and highlights of UF Online student engagement events include:

→ *Celebrating UF Traditions* with online students: UF Online's Homecoming event for online students and their friends and families.

→ *We Come to You* help sessions: For the first time, in March 2016, UF provided a local site visit in Coral Gables, FL to answer questions about PaCE and help students and their families to make an informed decision.

→ *Celebrating our Graduates*: UF Online graduation celebration held in May 2017 welcomed over 140 UF Online students in their caps and gowns, along with their families, in UF's famed "F Club" right near the Ben Hill Griffin Stadium. UF Online students were invited over, with close proximity to the university's main graduation events, for a special reception in their honor. Many brought loved ones including their children to the reception and enjoyed the complimentary official photos of them and their families in their UF graduation regalia. Best of all, online students mingled in person with their faculty and academic advisors, sometimes, for the very first time.

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STUDENT SUCCESS & ENGAGEMENT

PARTNERSHIPS

As UF Online works to serve online students, we collaborate and join with existing student activities and events whenever possible. This past year, UF Online collaborated with the CALS/MCB department to facilitate working dinners during their on-campus Lab Bootcamps. UF Online introduced students to the Plaza and sought feedback on resources they needed and hoped to see in the virtual campus. Based on student responses, the collaboration with the Career Resource Center was strengthened, as evidenced by the development of Virtual Career Fairs and Career workshops. This helped to keep all UF Online students informed of the Career Resource Center's virtual resources. UF Online also partnered with UF Admissions to engage high school guidance counselors at the High School Guidance Counselor Breakfasts (September 2016) and with prospective students and their families at the campus admissions welcome events for admitted students and their families, Florida Days (May 2017). Florida Days are campus-wide events that welcome newly admitted students to campus to learn more about UF as they make their final enrollment decisions. Presentations at Florida Days by UF Online staff helped to better inform students and their families about UF Online and the PaCE Program.

UF ONLINE OPTIONAL FEE PACKAGE: *USAGE ON THE RISE*

In April 2016, the University announced that online students would be eligible to opt in or remain out of a set of student activity fees. Starting in the Fall 2016 semester, students who opted in would have access to additional services. This optional package keeps costs low, puts UF Online students in the driver's seat, and funnels revenue directly to the services online students would like to utilize. This past year, we have seen a rise in students opting into the fee package and have heard very positive feedback from students and their families about the availability of this option.

"ANY OF MY SUCCESSES FROM HERE ON OUT, I OWE TO UF ONLINE.
If it was not for UF Online, I would not feel as confident about my future as I do now. I would have never been able to call myself a Gator, because I'm not living in Florida and couldn't attend the University of Florida on campus. UF Online gave me the OPPORTUNITY TO MEET OTHER GATORS, TO CHALLENGE MYSELF IN SCHOOL, AND TO BUILD MY FUTURE."

- ALURA ROMERO
(TELECOMMUNICATION MEDIA & SOCIETY MAJOR)

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DIVISION OF STUDENT AFFAIRS

During the 2016-17 orientation cycle, New Student & Family Programs (NSFP) was able to enhance the transition process for PaCE students by adding additional in-person Preview Orientation sessions. The addition of more sessions allowed for more suitable registration options for students. NSFP also tailored the Links for PaCE online orientation to be program specific. This revamped online orientation now address pre-Preview information, as well as post-Preview needs of transitioning students.

For UF Online-specific orientation initiatives, NSFP increased communication with campus partners to better enhance student services initiatives available for UF Online students. This included the creation of student Plaza specific pages and UF Online Optional Fee Package information within the Links Orientation for UF Online students. Additionally, quizzes were added to each of the modules within the Links Orientation. Doing so enhanced student learning and knowledge acquisition through orientation.

Communication on orientation cycles and timelines were shared with campus partners at the beginning of the academic year, so as to clearly communicate the new student timeline for the upcoming year. NSFP has also begun the bi-annual orientation remodel for the 2018 orientation cycle. Remodeling the orientation process involves engaging campus partners, both student affairs and academic affairs, to address individual department needs for onboarding new students.

Other UF Online initiatives include:

COMMUNICATIONS & MARKETING

After launching an in-house marketing and communications team in the last fiscal year, activities in this cycle focused on establishing processes and strategy, further developing messaging and tools, tracking and analyzing the campaigns and growing the team to meet demand.

SOCIAL MEDIA ENGAGEMENT

1. PROSPECTIVE ONLINE DEGREE SEEKERS

Advertising Investment · Website & Search Engine Optimization
Brand Awareness · Ad Impressions · Website visits · Leads

1

2. AWARENESS & LEAD GENERATION

Marketing Automation · Personal Outreach · ROC & OneStop
Self-Service Pathway · Marketing & Recruiting Activities
Share Story · Virtual Info Sessions · Respond to Emails
Talk with Recruiter · Explore Website

2

3. LEAD NURTURING & DEVELOPMENT

Applicants Admitted · Registration & Logistics
Personal Outreach · ROC & OneStop
Marketing Automation

3

4. YIELD

Student Events, Emails & Activities
Social Media Engagement

4

ENROLLED STUDENT

OVERALL UF ONLINE MARKETING & COMMUNICATIONS FUNNEL

A focus on strategy and process led to the development of the UF Online Marketing and Communications Funnel. The development of this funnel allowed us to visualize processes in place and identify gaps to make adjustments.

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WE'RE NOT JUST SHAPING GRADUATES,
WE'RE SHAPING GATORS

HIGHLIGHTS OF PHASE I: AWARENESS & LEAD GENERATION ACTIVITIES

In Phase I of the funnel, the marketing team is the primary driver of activities in this stage and the UF Online Recruiting and Outreach Center (ROC) provides support. There are two goals in this phase — to create awareness about UF Online programs and to generate leads. The primary activities in this phase were:

→ **Advertising** – The advertising budget is the largest part of the marketing budget and more than $1.8 million was spent on campaigns for this cycle.

→ **Sponsorships and Partnerships** – Additionally, UF Online created relationships with key entities to enhance and complement advertising efforts. The three key partnerships for this cycle were:

- **UF Athletics Association** – A branding strategy employed by many corporations is to sponsor a championship sports team to associate their brand in the minds of consumers with a winning team. Since UF is known for its championship winning sports teams, we partnered with the UAA through their marketing entity, IMG, for a sponsorship that included advertising in football email blasts, in arena logo placements, game announcements, radio ads/mentions and contests.

- **UF Alumni Association** – UF alumni are spread all over the world and by working with our alumni association and the programs they have created, we begin building interactive relationships that not only benefit us from a marketing perspective but also from the vantage point of student engagement as well. Full-page ads ran in the alumni print publication and there was outreach to Gator clubs around the country on social media.

- **Finish@UF** - To create more awareness about the existing articulation agreement between the University of Florida and state colleges, UF Online created the Finish@UF program to highlight how state college AA graduates have an accelerated and defined pathway for admission to UF Online programs where they meet the requirements. This program launched in Spring 2017 and was a major focus of the advertising campaign for that cycle.

→ **Promotional Support** – The UF Online marketing team collaborated with Enrollment Services on many levels to provide a variety of brochures, specialized major flyers and other materials. The ROC attended a variety of high school college fairs, state college transfer fairs and corporate education fairs. Additionally, the undergraduate campus admissions team distributed UF Online brochures and materials to high school students, parents, high school guidance counselors, and state college academic advisors.

→ **Social Media Interaction** – The marketing team employed an organic social media strategy that would complement social advertising campaigns and create interest and activity for students and prospects. Additionally, UF Online added a Snapchat account to its existing channels of Facebook, Twitter and Instagram.

→ **Website Redesign** – In March 2017, UF Online launched a new website that fully incorporated the look and messaging of the brand established in the previous cycle. This complete redesign of the site also featured a new component to our messaging – the Gators Online Advantage.

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HIGHLIGHTS OF PHASE II: LEAD NURTURING & DEVELOPMENT ACTIVITIES

Once a prospect submits their information to UF Online, they enter Phase II of our marketing funnel. All prospects are entered into our CRM and marketing automation system so they can receive planned communications and outreach from the marketing and recruiting teams. While marketing is still the lead in this phase, there is heavy involvement and interaction with the recruiting team. Our goal in this phase is to provide a self-service pathway where prospective students can find the information they need through mediums like our website, automated email campaigns and virtual information sessions (VIS)/ however, prospective students may reach out to the ROC at any time for assistance from an admissions officer. The two most prominent activities in this phase are:

→ **Email campaigns** – A combination of targeted email blasts and automated nurturing email campaigns deployed during this cycle. The targeted messages for the email blasts varied from promoting attendance to a VIS (at least five emails are sent for each VIS), application deadline reminders, and announcements about rankings and program enhancements. The five-email series nurturing campaigns are customized for each recruiter and have key messages with clear calls to action. More than 1.5 million emails were sent during this cycle.

→ **Virtual Information Sessions (VIS)** – The ROC hosted 79 VIS events during this cycle. The topics for the sessions varied: at least one VIS for each of our 19 majors, Finish@UF sessions, a session dedicated to high school guidance counselors, and general sessions on all programs.

HIGHLIGHTS OF PHASE III: YIELD

Submission of an application moves a prospect to the next stage of the funnel. It is also at this stage where the Enrollment Services team takes the lead and the marketing team is in a support role. The same automation and tracking tools are used in our lead development and nurturing. One area of support the marketing team provides at this stage is:

→ **Yield Postcards and Sunglasses** – The marketing team worked with the OneStop to produce a congratulatory postcard and gift of sunglasses to newly admitted students. This yield activity has a theme of "Your Future's So Bright, You've Got to Wear Shades." There is also messaging on the postcard that reaffirms the steps to enroll in UF Online.

A person moves to the final stage of the funnel when they enroll. The marketing team continues support in this stage while Student Engagement and Success takes the lead.

STRATEGY & ANALYSIS OF
MARKETING PROGRAMS

STRATEGY & STAFFING ENHANCEMENTS

The marketing and communications team continued to make progress from the very beginning of the cycle. The most significant areas to note are:

→ **Campaign Targeting** – For each cycle, tweaks and adjustments were made to enhance results for advertising campaigns.

- **Fall 2016** – In our Spring 2016 campaign, UF Online had ads and messaging for each major. For Fall 2016, the focus was narrowed. The majority of campaigns were general and only a few majors had targeted advertising – biology, business, environmental management, public relations and sport management. Additionally, the media channels used were narrowed down to Google Search and Display, Facebook, The Trade Desk, Billboards, NPR and Spotify.

- **Spring 2017** – Enhancements for this cycle focused on three key areas. First, an in-state awareness campaign was added. This addition included newspaper ads, airport ads, and bus wraps. Target markets were Gainesville, Miami, Orlando, Tallahassee, and Tampa. Second, an in-state campaign supporting the Finish@UF program was implemented. Specific messages were created for several state colleges. The message was "Start a (school mascot), Finish a Gator." Finally, there was a shift of the funds spent in-state versus out-of-state. For prior campaigns, the split was 70 percent out-of-state and 30 percent in-state. This cycle, the distribution was changed to 41 percent out-of-state to 58 percent in-state.

→ **Messaging – Gators Online Advantage** – The launch of the new UF Online website included an enhancement to our messaging. This messaging put forth the specific value proposition for Future Gators. The Gators Online Advantage highlights the following:

- UF Online Student Experience
- UF Academics
- UF Reputation
- Network and Career Opportunities
- Research Opportunities
- Flexibility of UF Online

→ **Staffing** – To meet the demands of marketing our growing program, staffing was increased in the marketing and communications area. While already part of the UF Online team, a senior graphic designer was moved to the marketing area full-time in August 2016. Additionally, three student assistants were hired. While two left at the end of the semester, one remained until the end of the fiscal year and assisted with social media and market research. In December 2016, a full-time marketing specialist was also added to the team. The addition of this staff allowed for further enhancements in social media, graphic design and email marketing that had an immediate impact on marketing results.

COMMUNICATIONS & MARKETING

MOVING FORWARD

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

→ Boosting UF on-campus communications.

→ Partnerships with agencies that specialize in international students.

→ Continued enhancements in analytics.

→ Focus on more consistent content production.

→ Analysis and investment changes to focus on lead quality versus lead volume.

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ADMISSIONS & ENROLLMENT

UF Online Enrollment Services is part of the Division of Enrollment Management and is under the leadership of the Vice President and Associate Provost for Enrollment Management. The unit includes the UF Online Recruitment & Outreach Center (ROC) and the UF Online OneStop Student Services Center. Both centers are geographically located on the university's main campus and share physical office space on the third floor of Criser Hall. The OneStop was established in Spring 2014 and the ROC was established in Spring 2016. Together, the unit currently has 17 full-time professional and clerical staff members, all of whom support UF Online students at various cycle of the enrollment cycle.

The UF Online Recruitment & Outreach Center and the UF Online OneStop Student Services Center work with a high degree of cohesion to accomplish a shared mission. Our mission is to provide UF Online prospective students, current students, and alumni first-class customer service throughout the entire enrollment life cycle, with a specific interest in increasing student enrollment and retention.

The Recruitment and Outreach Center (ROC) and the OneStop jointly support UF Online Admissions. The ROC is charged with recruiting the highest quality applicants to join the Gator Nation through UF Online's program. Admissions Officers are responsible for direct outreach to all UF Online prospective students, including freshmen, lower division transfers, upper division transfers, international candidates, and readmits. Once prospective students apply to the program, the OneStop Student Services Center provides all back-end admissions support to UF Online applicants. The OneStop student services team is responsible for application services, screening, and transfer evaluation. Once admitted, the ROC provides personalized support and outreach to admitted students to help ensure they are registered for classes and have the resources they need to be set up for success in the program.

UF ONLINE STUDENT SERVICES

Once admitted, the OneStop Student Services Center becomes a primary resource to UF Online students. The OneStop Center is a cross-functional services unit that provides convenient and centralized support for UF Online students on behalf of the Office of the University Registrar, Student Financial Affairs, and the University Bursar. Instead of having to contact three separate offices for multiple questions, UF Online students contact the OneStop and speak with staff members who are cross-trained in all of these areas. One website. One phone number. One email address. In addition, the Onestop serves as a centralized resource for campus partners who interact with UF Online students.

The ROC and OneStop communicate with prospective and current students through a variety of channels. The offices maintain extended hours to accommodate the needs of both traditional and non-traditional students. Together, the two teams coordinate activity to attract, engage, enroll, and retain the highest quality students in UF Online.

ENROLLMENT MANAGEMENT SERVICES:
YEAR IN REVIEW

UF Online welcomed additional new programs into the UF Online degree portfolio this past year and we have seen a growing number of prospective students interested in learning about online enrollment. As a result, the Recruitment & Outreach Center hired two additional Admissions Officers to join our phone-based recruitment team. We also introduced and hired for the role of a Student Enrollment Specialist to join the Recruitment and Outreach team. At the OneStop Student Services Center, application volume and customer service inquiries increased steadily. In addition, the responsibility of coordinating UF Online readmissions applications was transitioned from the Office of Admissions to the OneStop. For these reasons, we hired an additional Admissions Coordinator this past year to join the OneStop team.

SERVICE MODEL REDESIGN

UF Online Recruitment and Outreach Center - Over the last year, the demand from prospective students to learn about and eventually apply to UF Online sharply increased. As a result, we redesigned our service models for both the ROC and OneStop with specific goals to increase internal efficiency and to enhance external student service. Based on the new ROC service model, Admissions Officers could now focus exclusively on pre-applicant outreach while the Student Enrollment Specialist could focus on providing an enhanced layer of support to applicants and admits. In our new service model, a higher number of prospective students can learn about the Gators Online Advantage and UF Online applicants/admits receive increased support throughout the entire admissions process. Another noteworthy change is that UF Online's recruitment strategy for the South Florida market was reworked so that we could maximize our new resources at UF Coral Gables, which opened its doors in February 2017 and now acts as a storefront for the university.

UF Online OneStop Student Services Center - The service model at the OneStop was also redesigned this past year to appropriately support the program's enrollment goals. In the old model of service, the OneStop Coordinators were cross-trained in admissions processing and customer support. However, as UF Online's application volume increased, customer service inquiries for a growing number of our current students also peaked. To ensure that our applicants continued to receive timely admissions decisions and our current students continued to receive excellent service, we redesigned our service model so that the OneStop staff would have more narrowly defined roles. Applicants and current students would continue to receive the same services from our unit, but the OneStop roles were differentiated to maximize our resources and maintain high quality service through the entire student life cycle.

ADMISSIONS & ENROLLMENT

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NEW INITIATIVES

Now that the ROC and the OneStop both have established business practices and stable infrastructures, we have piloted new recruitment tactics and introduced additional tools and technologies. Below are the key ways that UF Online Enrollment Services invested our resources in the last 12 months to enhance the UF Online student experience.

RECRUITMENT

→ Experimented with extensive in-state travel to increase UF Online's brand awareness among students and key influencers

→ Focused on building stronger relationships with state and community colleges

→ Rolled out new content and a more comprehensive schedule of Virtual Information Sessions

→ Overhauled UF Online's presentation of admissions content for re-design of website

→ Developed a strategic communication plan for admitted students

STUDENT SUPPORT

→ Built an entirely new UF Online Admissions Application (To be released during the 2017-2018 Academic Year)

→ Re-designed the phone tree and call queues for the Onestop

→ Added additional CRM automations and enhancements

→ Provided Signiant input into the new Student Information System

The initiatives we have undertaken this year all have made a direct impact on how we serve the Gator Nation and how we build the Gator family.

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ADMISSIONS & ENROLLMENT

UF ONLINE
BY THE NUMBERS

Numbers alone do not tell the full story of UF Online. The stories of individual students, the adversities they have overcome, and the support they have received from advisors, family, and others to achieve their goals are part of what make up UF Online. The full story of UF Online must also include the advancements of UF faculty working with instructional designers to produce engaging and effective courses as well as the innovative policies developed by administrators – policies that are responsive to the needs of these non-traditional students while remaining true to the traditions of the University.

This year we present a more holistic view of the University's progress through UF Online, in the data and charts below. We intend for these additional data vantages to provide a much more accurate view of UF Online, the scope of the program, and the many factors that contribute to the success of our students and their families. Student academic achievement is at the core of our efforts so we maintain a close watch over these outcomes to insure that all of our efforts contribute to student success in the most efficient and effective manner possible. The charts and tables below contain important metrics from the 2016-2017 academic year (i.e. Summer 2016, Fall 2016, and Spring 2017).

NUMBERS SUMMARY 2016-17

INSTRUCTORS
Over 360 Instructors

ENROLLMENTS
· 330+ Courses
· 51,997 Credit Hours

ACADEMIC UNITS
13 Colleges ·
67 Departments ·

PROGRAMS
· 23 Majors & Academic Pathways
· 50+ PaCE Majors
· 5 Minors
· 6+ Certificates

ADVISORS
13 FTE Advisors ·
230:1 Student to Advisor Ratio ·

2,939 STUDENTS

943 New Students ·
1,996 Continuing Students ·
73% Fall to Fall Persistence Rate ·

· 322 Graduates this Year
· Cumulative Total of 965 Graduates

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ENROLLMENT

Enrollments in UF Online are reaching a sustainable year over year growth at around 30%.

Term	Head Count In State	Head Count Out of State	Head Count Total	Enrollments In State	Enrollments Out of State	Enrollments Total	Credit Hours In State	Credit Hours Out of State	Credit Hours Total
2014 Summer A	83	14	97	112	19	131	336	57	393
2014 Summer B	74	10	84	97	10	107	287	29	316
2014 Summer C	425	5	430	740	7	747	2,943	19	2,962
2014 Fall	849	42	891	2,130	130	2,260	7,641	411	8,052
2015 Spring	919	49	967	2,361	140	2,501	8,147	454	8,601
AY 2014-2015	1,172	68	1,236	5,440	306	5,746	19,354	970	20,324
2015 Summer A	204	20	224	269	25	294	807	72	879
2015 Summer B	266	26	292	362	32	394	1,115	96	1,211
2015 Summer C	572	23	595	928	33	961	3,632	105	3,737
2015 Fall	1,524	120	1,644	4,461	356	4,817	14,644	1,100	15,744
2016 Spring	1,641	128	1,769	4,574	354	4,928	15,058	1,111	16,169
AY 2015-2016	2,009	191	2,191	10,594	800	11,394	35,256	2,484	37,740
AY YOY Growth	71%	181%	77%	95%	161%	98%	82%	156%	86%
2016 Summer A	365	34	399	497	47	544	1,447	125	1,572
2016 Summer B	402	35	437	521	42	563	1,560	122	1,682
2016 Summer C	863	56	919	1,431	98	1,529	5,236	308	5,544
2016 Fall	2,092	147	2,239	6,316	448	6,764	20,147	1,391	21,538
2017 Spring	2,151	142	2,293	6,254	439	6,693	20,344	1,317	21,661
AY 2016-2017	2,725	214	2,939	15,019	1,074	16,093	48,734	3,263	51,997
AY YOY Growth	36%	12%	34%	42%	34%	41%	38%	31%	38%
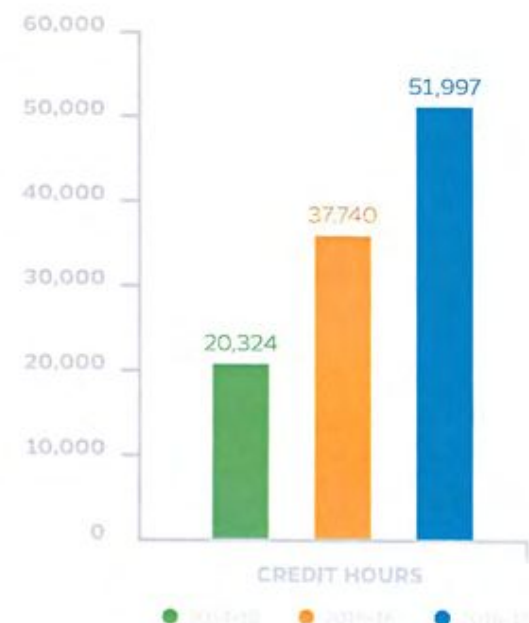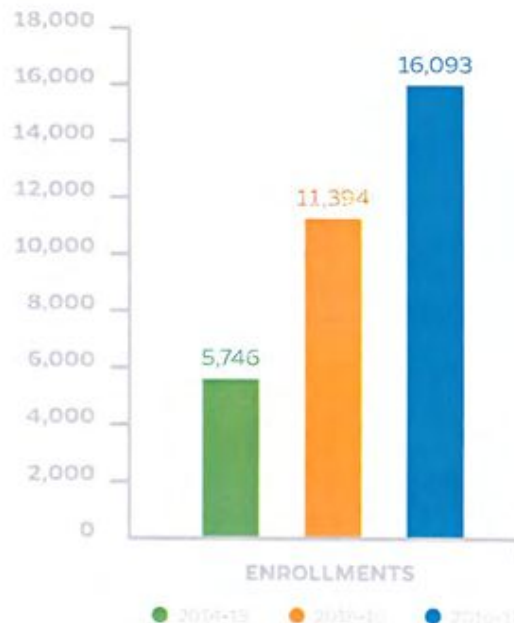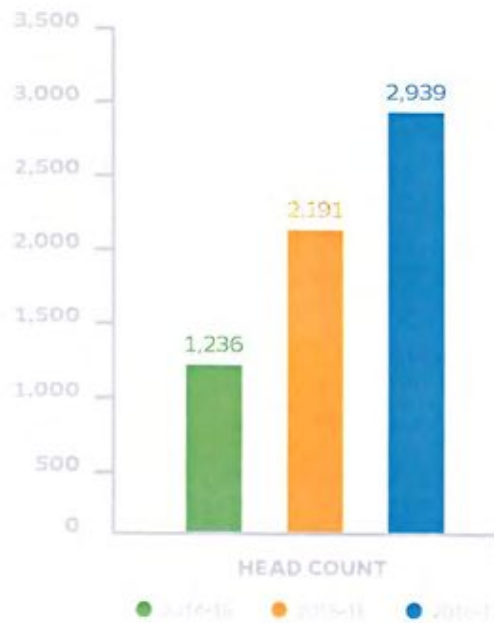
UF ONLINE HAS HELPED ME TO ACHIEVE ONE OF MY BIGGEST GOALS-

receiving my B.A. Thus, wherever the military will take us, I will have my degree to take with me. Even more so, because of UF online, I was able to receive my bachelor's degree and not worry where we might have to go. I really loved knowing that UF offered an entirely online B.A. degree and I never had to worry about not being able to finish because I had to move or something. I could take my school with me! Pursuing my BA at UF Online has been one of the best decisions I have ever made and **I AM SO THANKFUL I HAD THE OPTION OF RECEIVING MY DEGREE ONLINE.**

- PAIGE PRITCHETT
(SOCIOLOGY MAJOR)

UF ONLINE BY THE NUMBERS

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FALL 2016
STUDENT DEMOGRAPHICS

GENDER

57.8% FEMALE   **42.2%** MALE

FULL/PART-TIME   STUDENT TYPE   RESIDENCY

54.2% PART-TIME

45.8% FULL-TIME

2.2%

35.1%   **62.5%**
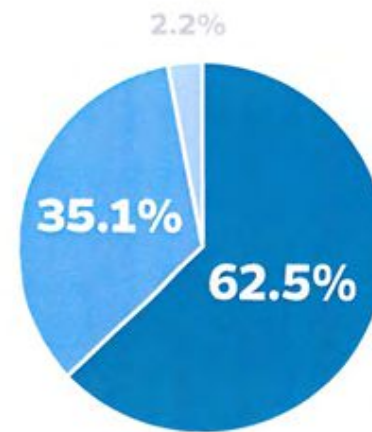
TRANSFER
FTIC
POST-BACC

7%

93%

IN STATE
OUT OF STATE

40

UF ONLINE BY THE NUMBERS

199
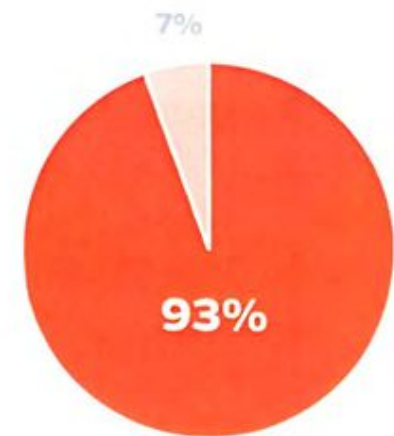
ETHNICITY	%
White (non-Hispanic) including Middle Eastern peoples	64.5%
Hispanic	17.6%
Black (non-Hispanic)	7.2%
Asian (including Indian subcontinent)	4.8%
Not reported	3.8%
American Indian or Alaskan Native	1.1%
Nonresident Alien	0.8%
Hawaiian Pacific Islander	0.3%

AGE	%
<20	27.4%
20 - 24	21.7%
25 - 29	16.7%
30 - 34	12.5%
35 - 39	7.7%
40 - 44	5.9%
45 +	8.1%

(AVERAGE AGE: 28)

GEOGRAPHIC DISTRIBUTION

In Fall 2016, UF Online students resided in over 40 states and across Florida. Around 91% of students resided in Florida, and the image below shows the geographic distribution of those students.

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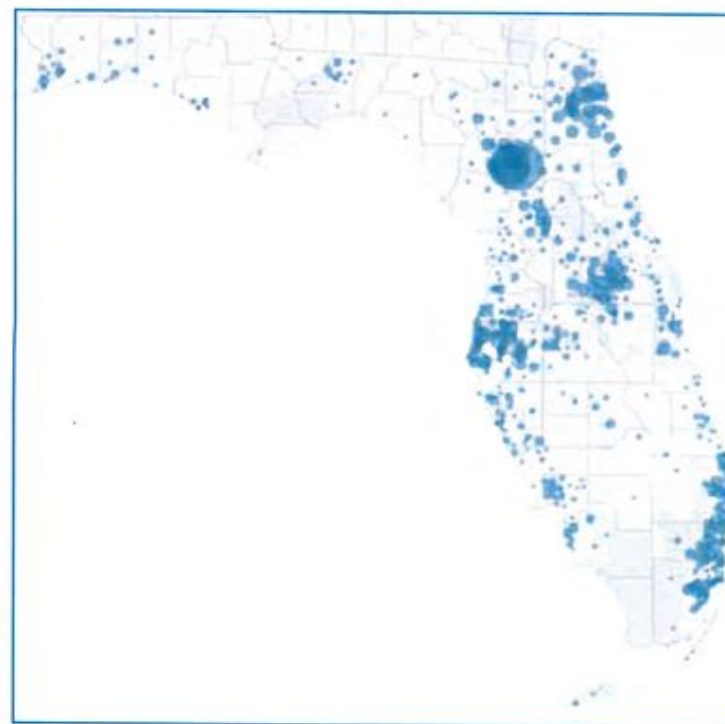
FALL 2016
OPTIONAL FEE PACKAGE SUBSCRIPTIONS

The table below contains the number of students who opted into the optional fee package for Fall 2016 and the credit hours generated by those students.

Student Type	Applied Term6	Opted In & Registered	SCH	Total Registered	% of Total (Opted in & Registered)/(Total Registered)
Non-PaCE	< 201608	20	198		
Non-PaCE	201608	14	177		
Subtotal		34	375	1,689	2%
PaCE	201508	28	346		
PaCE	201608	240	3,090		
Subtotal		268	3,436	556	48%
Total		302	3,811	2,245	13%

We inform incoming and continuing students of the optional fee package and provide them the ability to estimate their tuition and fees if they were to opt into the optional fee package.

The screenshot below shows the web page which students can use to calculate these estimates.

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UF ONLINE BY THE NUMBERS

FALL TO FALL
PERSISTENCE RATES

The tables below contain fall to fall persistence rates for non-PaCE and PaCE students comparing Fall 2015 with Fall 2016. The overall persistence rate for both PaCE and non-PaCE students was 73%.

NON-PACE STUDENTS

Major	Fall 2015 Enrolled	Fall 2015 minus Grads	Fall 2016 Enrolled	Persistence
Anthropology	5	5	5	100%
Biology	28	28	20	71%
Business Administration	612	488	341	70%
Computer Science	50	50	32	64%
Criminology & Law	182	152	106	70%
Environmental Management	35	32	25	78%
Geography	1	1	1	100%
Geology	30	30	21	70%
Health Education & Behavior	141	102	71	70%
Psychology	118	102	71	70%
Sociology	33	33	28	85%
Sport Management	98	80	60	75%
Telecommunication Media & Society	52	49	40	82%
Total	1385	1152	821	71%

PACE STUDENTS

College	Fall 2015 Enrolled	Fall 2015 minus Grads	Fall 2016 Enrolled	Persistence
AG	59	59	43	73%
AR	9	9	7	78%
BA	67	67	55	82%
FA	4	4	2	50%
HH	17	17	13	76%
JM	41	41	38	93%
LS	62	62	55	89%
Total	259	259	213	82%

FALL 2016 STATUS OF PACE STUDENTS

The table below contains the Fall 2016 status of PaCE students who first enrolled in Fall 2015.

College	Cancelled	Inactive Readmission Required	PaCE & UF Online	Transitioned to UF Main	Transitioned to UF Online	Total
AG	12	6	28	13		59
AR	1		3	5		9
BA	7	6	36	18		67
FA		1	2	1		4
HH	1	2	12	2		17
JM	1	1	15	23	1	41
LS	4	4	27	26	1	62
Total	26	20	123	88	2	259

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GRADUATES

The table and chart below contain the number of graduates from UF Online by term and college. Our graduates take many paths to graduation. While FTIC (First Time in College) students have been admitted to and graduated from UF Online, the average UF Online graduate finished high school over ten years before they were admitted to UF Online. Most of our graduates take around two years to earn their degree with some taking as long as four years.

Term	College						
	AG	BA	HH	JM	LS	NR	Total
2014 Spring	1	40	16		2		59
2014 Summer		49	11		3		63
2014 Fall	1	58	15		7		81
2015 Spring	3	43	8		12		66
2015 Summer	1	39	18		5		63
2015 Fall	1	55	17		10		83
2016 Spring	3	42	24	1	20		90
2016 Summer		31	16	2	19	22	90
2016 Fall	5	43	18	5	19		90
2017 Spring	6	38	36	8	54		142
2017 Summer	4	25	25	2	28	42	126
Total	25	463	204	18	179	64	953

Legend:
- College of Nursing
- College of Liberal Arts & Sciences
- College of Journalism & Communications
- College of Health & Human Performance
- Warrington College of Business Administration
- College of Agricultural & Life Sciences

UF ONLINE BY THE NUMBERS
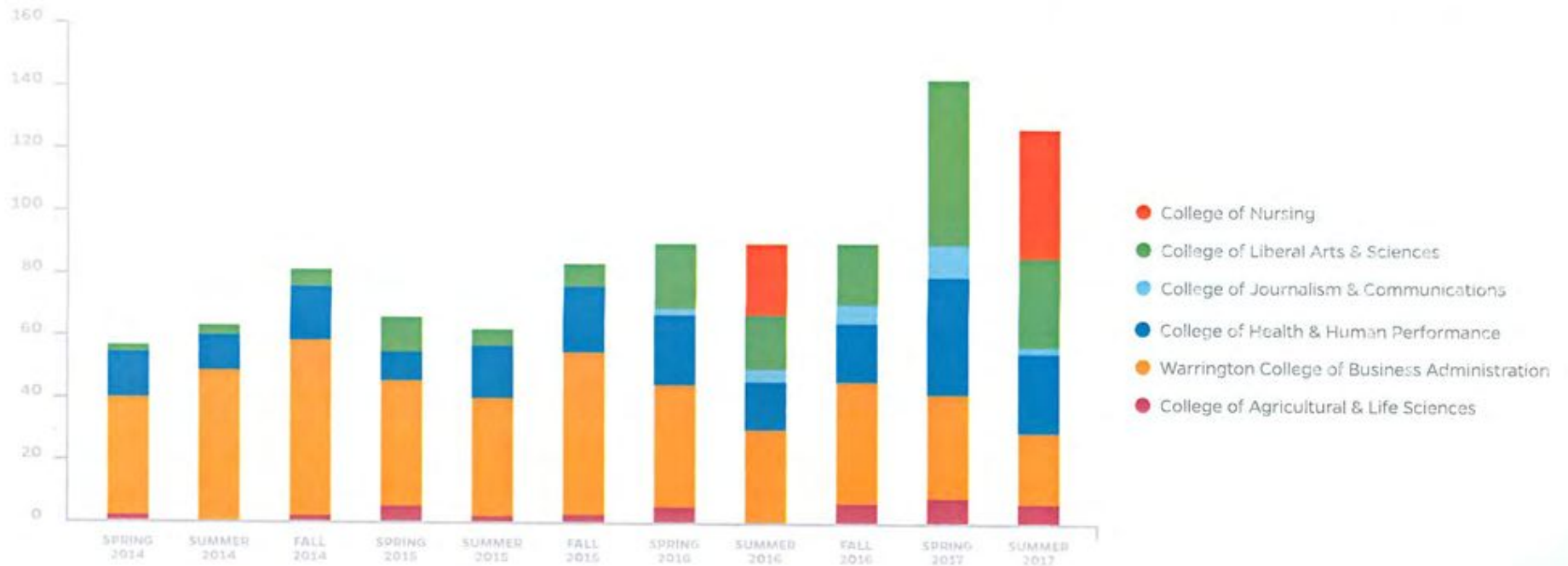
NEW APPLICANTS
& ADMITTED STUDENTS

The numbers of applicants, admitted and newly enrolled students for 2016-2017 are displayed in the chart.

Term6	Applied			Admitted			Newly Enrolled			
	In State	Out of State	Total	In State	Out of State	Total	In State	Out of State	Total	PaCE
2014 Summer	195	26	221	75	1	76	73	0	73	
2014 Fall	596	106	702	328	28	356	304	15	319	
2015 Spring	429	69	498	254	20	274	226	11	237	
AY 2014-2015	1,220	201	1,421	657	49	706	603	26	629	
2015 Summer	490	123	613	191	24	215	158	11	169	
2015 Fall	1,093	286	1,379	541	68	609	464	42	506	259
2016 Spring	773	121	894	427	35	462	359	20	379	
AY 2015-2016	2,356	530	2,886	1159	127	1,286	981	73	1,054	
2016 Summer	420	86	506	184	18	202	151	10	161	
2016 Fall	805	195	1000	395	56	451	342	37	379	427
2017 Spring	817	148	965	443	45	488	376	27	403	
AY 2016-2017	2042	429	2471	1022	119	1141	869	74	943	427

APPLIED:
2471

ADMITTED:
1141
46% Admit Rate

NEWLY ENROLLED:
943
83% Yield Rate

FINANCIALS

UF Online's financial model looks holistically at the relationship among revenue streams, expenses, income from student fees, and the role of carry forward balances. This past year we focused on completing our transition away from our previous online vendor, the growth of in-house expert teams and functions, and our ever-expanding portfolio of programs, student services and course offerings, all with increasing enrollments at only 75% of the tuition rate for in-state students. We are proud to present a healthy financial overview and will guide our expansion in 2018 and beyond with strong and steady revenue flows, strategic investments, and cash reserves that were held largely intact during this transition despite our plans to utilize them if needed during this time of transition and financial uncertainty. In summary, UF Online ended the year with a balance of $2,408,906. Separately, UF Online students paid fees totaling just over $1.4 million.

Going forward, we will continue sound financial management to serve more and more students with a preeminent online academic program supported by a vibrant learning community. We will continue our sound stewardship of appropriated funds and tuition revenue to strategically approach our budget to maximize investments in our core value for students.

SUMMARY

FY '16	FY '17	
$ 4,312,639	$ 3,533,617	CARRY FORWARD BEGINNING BALANCE
$ 10,409,570	$ 11,342,479	TOTAL REVENUES
$ 11,188,592	$ 12,467,190	TOTAL EXPENSES
$ 3,533,617	$ 2,408,906	REMAINING BALANCE
$ 777,258	$ 1,412,459	FEE REVENUES FOR UF THAT ARE PAID BY UF ONLINE STUDENTS

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	FYE 30-Jun-16	FYE 30-Jun-17
Carry Forward Beginning Balance	4,312,639	3,533,617
Tuition:		
In State	$4,409,682	$5,064,895
Out of State	$961,450	$1,277,584
Total Tuition Revenue	$5,371,132	$6,342,479
State Subsidy	$5,038,438	$5,000,000
Total Revenue	$10,409,570	$11,342,479
Expenses:		
Production	$1,126,245	$1,329,852
Delivery	$3,171,000	$4,302,309
Enrollment Management	$419,379	$772,736
Direct Administration	$738,233	$484,782
Pearson Services	$1,846,445	$1,223,079
UFIT	$285,097	$0
Student Services	$1,583,614	$356,311
Marketing	$1,406,928	$2,840,977
Proctoring	$172,743	$194,010
Advising		$555,766
Operating Expenses	$160,421	$32,563
Facilities Operations	$5,543	
RCM Taxes	$272,944	$374,806
Total Expenses	$11,188,592	$12,467,190

DETAILED FINANCIAL BREAKOUT

For the first year, we depict here each of the major components of the UF Online financial model in the charts that follow in detail: revenue, expenses, carry forward and lastly, student fee revenues. This past year saw rising costs as we invested in academic expansion but also significantly in marketing including a national ad campaign, an in-state awareness campaign, the launch of Finish@UF, and the development of an in-house communications and marketing team. During this final transition phase from a large Online Program Management company, UF Online utilized carry forward funds to mitigate uncertainty while ramping up in-house functions. Balances were held in reserve in this manner to ensure a smooth and invisible transition for all of our students, staff, and faculty during CY16 and CY17 while not jeopardizing current services and allowing for a considerable expansion of services. Going forward, UF Online will no longer utilize the carry forward method to this extent, opting instead to maximize the investment toward our academic core by fueling all seven dimensions of the UF Online program. Presented below are revenues and expenses from fiscal years 2016 and 2017.

Required fees for all UF Online students:			
	Capital Improvement Fee	267,858	361,870
	Financial Aid Fee	286,807	386,451
	Technology Fee	207,192	280,766
Optional Fee Package:			
	Activities and Services Fee	6,344	158,182
	Transportation Fee	3,106	78,017
	Athletic Fee	625	15,811
	Health Fee	5,328	131,361
Total Fee Revenues	$	777,258.46	$ 1,412,458.83

UF ONLINE STUDENT FEES

Finally, we present a detailed breakout of revenues generated by UF Online student fees.

LOOKING AHEAD:
CHALLENGES

As UF Online grows and moves through its phases of maturation as a program, UF Online eyes key challenges common to other institutions growing their online programs yet also some distinct challenges as we grow UF Online as part of the fabric of a large, leading public research university. These areas are articulated below and shape our future focus.

CLIMBING DENIAL RATE OF OVER 60% OF ALL APPLICANTS TO UF ONLINE PROGRAMS.

This past year we saw another increase in the overall applicant denial rate – both those applying from within the state and those across the country, but with the out–of–state denial rate 10% higher at 70%; when compared to an in-state denial rate of 60%. While we anticipated a moderate denial rate in light of the University's overall admissions selectivity and the growing interest and awareness in the University's online programs, this increase is a cause for concern given our goal to expand access to University programs.

To address these, we will focus efforts going forward on lowering media spend that appears to be generating pools of unqualified applicants and shifting those resources to more supportive recruitment pathways that help best ensure applicant preparedness for the University of Florida admissions criteria and process. Augmenting our website with tools for applicants to self-evaluate their own preparedness will also help prospective students better understand and prepare for the UF admissions criteria. Similarly, where we are seeing the most significant denial rates with out-of-state students, we will examine pilots where we can put in place transfer equivalency tools for out-of-state applicants to better assist them in preparing their application for successful UF admission and the acknowledgement of transfer credits.

MAINTAINING AFFORDABILITY WHILE EXPANDING PROGRAM OFFERINGS.

Given that the number of UF Online students continues to grow, and that the majority of our students benefit from a 25% lower tuition rate, UF Online is reexamining our ideal allocation of revenue. The state appropriations remain a critical fuel for academic program builds, delivery payments, select faculty salaries, and academic advisor salaries but over time, UF Online is seeing a need to provide funds for numerous additional faculty hires across colleges and boosts to existing academic advising funds to ensure we are increasing teaching and advising capacity to meet student demand.

As faculty and academic advisor salaries grow within the UF Online budget to meet student demand and maintain UF's quality programming and student support services, investments in marketing and other programs will likely need to decline. As a result, enrollment levels may slow their growth if not fueled by a significant marketing investment to ensure awareness in a crowded online post-secondary market. However, UF Online has reexamined the ideal use of revenue and will not slow its investment in the seven dimensions of value for our students while maintaining affordability to achieve our mission of expanded access. We simply anticipate that the reach of this valuable program will decline as we divert a greater proportion of UF Online revenue to faculty hires and salaries to meet student demand and in doing so, decrease marketing spend outside the state of Florida. As always, we will continually work to increase program efficiencies and decrease costs wherever possible, funneling any savings to the highest value areas for our students and faculty.

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SERVING A DIVERSE POPULATION OF LEARNERS AT UNIQUE LIFE & CAREER STAGES, ALL AMIDST A DYNAMIC & EVOLVING POST-SECONDARY MARKET FOR ONLINE PROGRAMS

UF Online is still in a transition phase as we map our ideal future – one that remains focused on academic rigor but which is also a welcoming, flexible option for students regardless of their life stage. We are successfully serving students in various life stages from many parts of the state and the country. UF Online therefore provides a dedicated advisor for each student to help them define an ideal academic pathway. However, this model is high cost and intensive for academic advisors and faculty to administer. Financially, we are prepared to enter an exciting yet dynamic next five years serving these transformative students in the digital undergraduate realm but we anticipate costs to remain high throughout this period and hopefully declining thereafter.

COMMUNICATING THE VALUE OF AN ACCREDITED, RIGOROUS PROGRAM FOR STUDENTS

A key aspect of any successful launch of a transforming educational offering involves not only agility but also clarity of value. Prospective students now are evaluating the changing market with their own information, often relying on commercials and marketing websites that appear to be objective. What may be getting lost is basic information about the value of accreditation as well as the value of faculty with both life experience and academic training. In addition, the need for students to be critical shoppers to ensure faculty engagement is a key component of any program they chose to enroll in for their education. UF Online therefore takes on a larger communication challenge in not only penetrating the market with the value of UF Online programs, but also in assisting prospective students on how to compare online programs.

WITH UF ONLINE, I was able to achieve my academic goals and be prepared as a competitive candidate for acceptance into a top university's graduate program. Best of all, UF Online allowed me the flexibility to meet my family and work commitments. I did things on my terms and how it worked best for me. **IT WAS ONE OF THE BEST DECISIONS I HAVE EVER MADE!**

– SHAYCE JOHNSTON
(PSYCHOLOGY MAJOR)

LOOKING AHEAD: CHALLENGES

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UF ONLINE
UNIVERSITY *of* FLORIDA

CONCLUSION

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

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
January 25, 2018

SUBJECT: Task Force on STEM Labs for Online Education

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PROPOSED COMMITTEE ACTION

For approval

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

In support of UF Online efforts and those across the SUS, the Steering Committee, which is helping guide the implementation of the 2025 Strategic Plan for Online Education, approved the creation of a system-wide task force to evaluate options for deployment of STEM labs for online students.

A one-year effort to inventory current online lab offerings across the SUS, identify gaps and opportunities, examine options, and produce findings and recommendations for moving forward was conducted by the SUS Online Labs Task Force, led by Evie Cummings, Assistant Provost and Director of UF Online.

Ms. Cummings will present the Task Force's report, and Dr. Shawn Weatherford, UF Lecturer of Physics, will provide an online Physics Lab demonstration.

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Supporting Documentation Included: STEM Labs for Online Students report

Facilitators/Presenters: Ms. Evie Cummings
                                      Dr. Shawn Weatherford

Report out from the System-wide Task Force

STEM Labs for Online Students

January 25, 2018

Presentation to the Innovation and Online Committee

Presenter, Labs Taskforce Chair: Assistant Provost and Director of UF Online, Evangeline Tsibris Cummings

UF ONLINE
UNIVERSITY of FLORIDA

UFONLINE.UFL.EDU

Overview

- Task Force launched in November 2016
- Charge: *To examine the current state of labs for online students, analyze the current state and offer recommendations (near term and longer term) to ensure the availability of high quality STEM labs for online students enrolled in Florida's SUS programs.*
- Membership and Process
- Observations
- Recommendations
  - Conceptual
  - Tactical

UF ONLINE

STEM Labs Task Force Membership

Evangeline Cummings (chair)	Assistant Provost & Director, UF Online	University of Florida
Maurice Edington	Dean, College of Science and Technology	Florida A&M University
Bryan Knuckley	Assistant Professor, Chemistry	University of North Florida
Baiyun Chen	Senior Instructional Designer, Center for Distributed Learning	University of Central Florida
Joseph Clark	Assoc. Director, Office of Distance Learning	Florida State University
Chris Pomory	Professor, Biology Department	University of West Florida
Korey Sorge	Assoc. Scientist, Physics	Florida Atlantic University
Johnny El-Rady	Instructor III, Cell Biology, Microbiology and Molecular Biology	University of South Florida
John Reilly	Chair, Chemistry and Physics	Florida Gulf Coast University
Maureen Walter	Senior Instructor in Biology	Florida International University
Joleen Cannon	Director, Center for Online Innovation and Production	University of Florida
Emma Brady	Lead STEM Instructional Designer, COIP	University of Florida
Glenn Kepic	Associate Director for Academic Advising and Curriculum, UF Online	University of Florida

Taskforce Observations

1. Statewide STEM labs for online students 2017 Inventory findings:
   - 91 labs for online students exist across the SUS – that's a success story.
   - The nature of those labs is complex and tied to faculty expertise.
   - Core needed in biology, chemistry, physics.
   - There is a rich spectrum of options and formats: "online" is complex
   - Many faculty using technology in their residential labs.

2. Demand for labs by online populations is not urgent given that most SUS campuses do not offer fully online STEM degrees.
   - UF is the exception in the state with online degrees in fields such as biology, microbiology and cell science; environmental management; communication sciences and disorders. Plus plans to bring online Dietetics, Computer and Electrical Engineering, Applied Kinesiology & Physiology

UF ONLINE

Observations, cont'd

3. **Chicken and Egg? Demand not urgent but growth in STEM labs will fuel growth in online STEM enrollments**

   - Our challenge: these STEM labs must be rigorous, high quality, interactive and collaborative learning environments. Faculty intensive to build.

   - Each a complex design and delivery concept; often comprised of many formats.

4. **Perception challenges remain among Medical and other Graduate professional school admissions**

   - Must be studied further: What are the concerns and how do they relate to the current state of high quality programs?

UF ONLINE

Observations, cont'd

5. Future of labs for online students is bright but not easy and faculty-intensive (no off-the-shelf vendor options meet quality standards)

6. Given what is already in place, there is a great opportunity for Florida to serve our students better and to reach students beyond Florida.

7. Significant resources (including faculty time and effort) will be required for the deployment of a high-quality, statewide network of lab options for online students

Recommendations on how we approach this:

1. Maintain sophistication in how we approach STEM labs for online students: Focus on quality not quantity, start with objectives and not a mandated format; ensure these remain faculty-driven, academic, high value, adaptable.

2. Use a spectrum framework: how think about labs for online students

3. Establish faculty communities of practice across the system

4. Engage graduate/professional programs to design for them in mind

5. Remain focused on efficiency, keeping costs low, interoperability and truly leveraging the technology

Simulated	In-Home	Hybrid	Boot camp	Proximate

Primarily Use Simulations, Remote Interactions   *Primarily Use On-campus Resources and Spaces*

Simulated and Interactive Learning Environments		Hybrid Labs *Digital learning environments and F2F*		Campus, Physical Lab Learning Environments

Recommendations to Move us Ahead:

1. Continue the System wide Taskforce
   - Workshops twice a year, face to face at rotating SUS locations
   - Distribute System wide survey ; manage pilots and design system framework for sharing and adapting pilots after successful launch

2. Bring Faculty Together across the System on Online Learning (including STEM and labs for online students)
   - Convene a 2018, 2-day conference for faculty across SUS teaching online

3. Launch a System wide Pilot in Chemistry, summer 2019
   - Led by UF Online, with each SUS institution invited to participate
   - Product: a lab 2045, 2046 series for each campus to adapt locally

UF ONLINE

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
January 25, 2018

SUBJECT: Technology Scorecard Report

PROPOSED COMMITTEE ACTION

For approval.

BACKGROUND INFORMATION

In response to the following two tactics in the 2025 Strategic Plan for Online Education, the cross-system Infrastructure Workgroup developed the **Technology Scorecard** to identify strengths and areas for improvement in the technology needed to provide online education to their students. The Technology Scorecard serves as a management tool to evaluate the infrastructure needed to support the development and delivery of online education.

Tactics:
Quality 2.2.1 - Using Quality Scorecard or a similar process, ensure that each institution has the technology needed to provide quality online education.

Quality 2.2.3 - Using Quality Scorecard or a similar process, ensure universities review their infrastructure to confirm that students, including students with disabilities, can easily access their online instruction.

Scorecard Results
There is a total of 51 points attainable on the scorecard. The Technology Scorecard contains 4 main topics: operations, support, security, and disaster recovery. Across all topics, there are a total of 17 quality indicators with indicators worth up to three points (scores range from 0-3).

Below are the ranges for the strength of an institution's distance learning infrastructure:

- 0 - 17 - Insufficient
- 18 - 25 - Needs improvement
- 26 - 33 - Good
- 34 - 41 - Very good
- 42 - 51 – Excellent

Figure 1- State Universities examined all internal systems, procedures, and policies to determine the appropriate score per quality indicator.

Per the quality indicators outlined in the Technology Scorecard, the State University System of Florida is performing well with its technology infrastructure. For an institution's distance learning infrastructure to qualify as "good," a university would need to score above 26; all universities in the SUS scored well above this mark.

Results reflect that universities are performing well in operations, support, security, and disaster recovery. All may want to pursue exemplary status in two areas: accessibility and disaster recovery testing. To score exemplary marks in these areas, a university should regularly perform accessibility audits and bi-annually conduct a full system disaster recovery test to ensure compliance with the Recovery Time Objective (RTO) and the Recovery Point Objective (RPO).

The Technology Workgroup discussed the "Insufficient" ratings with the institution that had given itself that scoring for three of the seventeen criteria and determined that the low scoring was due to the timing of the migration to Canvas, the institution's new learning management system. The institution is currently developing solutions to reach "Meets Criteria" or "Exemplary" upon completion of the migration.

Recommendations:

(1) The Scorecard should be administered on an annual basis.

2) The Infrastructure Workgroup will review and discuss scorecard opportunity areas with institutions that score below the "Meets Criteria" qualifier on any of the quality indicators to identify and make suggestions for improvements to infrastructure. A collaborative discussion on opportunity areas will enable the Infrastructure Workgroup to leverage the expertise from various state universities to help ensure that institutions that scored below "Meets Criteria" are able to improve their infrastructure accordingly.

Supporting Documentation Included: Technology Scorecard

Facilitators/Presenters: Mr. Joseph Riquelme

Distance Learning Technology Scorecard

Criteria for Supporting Distance Learning Infrastructure

Developed by the Infrastructure Workgroup for the 2025 SUS Strategic Plan for Online Education

Table of Contents

Background

Information technology infrastructure is deeply embedded in the distance learning experience. To ensure that systems enable student and faculty success, the course delivery and supporting technology is to be considered a critical system and supported as such. The Distance Learning Technology Scorecard enables institutions to evaluate the strengths and weaknesses of their distance learning technology, accessibility compliance, and support environment.

Overview of systems

1) **Learning Management System:** application that allows for the administration, distribution of content and resources, performance management and assessment, and reporting for courses. A Learning Management System typically integrates with a variety of third party tool providers to enable additional functionality.

2) **Student Information System:** application that facilitates the interaction and management of admissions, registration and financial aid processes. The system supports a variety of operational processes such as course scheduling, grading, student and personnel record management.

3) **Customer Relationship Management:** application used to manage and support interactions with customers.

4) **Enrollment Management Middleware:** system(s) which integrates with Student Information System, Learning Management System, and Customer Relationship Management System to enable and facilitate a variety of administrative processes such as automatic/manual course enrollment, course creation, and reporting.

Scoring

The scorecard provided contains 17 quality indicators where each indicator is worth up to three points. The reviewer will determine at what level their distance learning program meets the intent of the indicator after examining all internal systems, procedures, and policies.

3 = Exemplary	2 = Meets Criteria	1 = Insufficient	0 = Not Observed

- **0 points = Not Observed.** There are no indications that the standards are in place.
- **1 point = Insufficient.** There is existence of the standard, though much improvement is needed in this area.
- **2 points = Meets Criteria.** The standard is fully implemented.
- **3 points = Exemplary.** The standard goes beyond full implementation.

Scoring Ranges

There is a total of 51 points attainable on the scorecard. An evaluator should tally up all of the points attained on the scorecard and compare the total to the ranges below for guidance on the strength of an institution's distance learning infrastructure:

- **0 - 17 - Insufficient**
- **18 - 25 - Needs improvement**
- **26 - 33 - Good**
- **34 - 41 - Very good**
- **42 - 51 - Excellent**

The scorecard provides the opportunity to go beyond "Meets Criteria" with an "Exemplary" designation; an institution that "Meets Criteria" for all of the items on the scorecard will receive a minimum of 34 points.

Infrastructure Workgroup | Distance Learning Technology Scorecard | 4

Operations

The Learning Management System is an integral part of the distance learning environment where it serves as the central point for student and faculty interaction. Operational processes revolve around usability, reliability, and support structures to facilitate student, staff, and faculty success.

Suggested practices

- A website is available that details the requirements of the Learning Management System, provides access to tutorials on its use, and recommended best practices.[1]
- Maximize the power of a Learning Management System API to create middleware to facilitate integration with institutional systems.
- Learning Management System testing is frequently performed to ensure a quality and consistent user experience.[2]

Quality indicators

	Exemplary (3)	Meets Criteria (2)	Insufficient (1)	Score
Building and maintaining infrastructure	The Learning Management System is scalable and is prepared to handle client growth. Equipment and resources are available to monitor, adjust performance, and ensure that applications and systems run optimally.	The Learning Management System is scalable and is prepared to handle client growth. Equipment and resources are available to monitor system performance and applications. The system does not allow for real time performance adjustments.	The Learning Management System is partially prepared to handle client growth.	
	Comments: Optional			

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[1] "Teaching and Learning Online - UMass Amherst."
http://www.umass.edu/oapa/oapa/publications/online_handbooks/Teaching_and_Learning_Online_Handbook.pdf.
Accessed 28 Mar. 2017.
[2] "LMS Operation and Governance: Taming the Beast by Steve Foreman ...." 9 Sep. 2013,
https://www.learningsolutionsmag.com/articles/1244/lms-operation-and-governance-taming-the-beast-part-3-of-4.
Accessed 30 Mar. 2017.

Infrastructure Workgroup | Distance Learning Technology Scorecard | 5

Reliability and operability	Systems are highly reliable and operable with measurable standards being utilized, such as system downtime tracking or benchmarking. The institution is proactive in ensuring that the system maintains reliability during peak connectivity periods.	Systems are reliable and operable with measurable standards being utilized, such as system downtime tracking or task benchmarking.	Systems are reliable and operable. The institution does not regularly monitor system performance or perform benchmarking.	
	Comments: Optional			
Technical requirements and usage	The minimum computer and browser requirements of end-user interaction with the Learning Management System are defined, available, and accessible from multiple locations. Tutorial videos on how to use the system are available and regularly updated to ensure relevance.	The minimum computer and browser requirements of end-user interaction with the Learning Management System are defined, available, and accessible from multiple locations.	The minimum computer and browser requirements of end-user interaction with the Learning Management System are defined and available.	
	Comments: Optional			
Analytics and business intelligence	Dashboards and reports on users, courses, tools, and Learning Management System usage are available.	Dashboards and reports on users, courses, tools, and Learning Management System usage are available.	Dashboards and reports on users, courses, tools, and Learning Management System usage are available, though reporting is only	

Infrastructure Workgroup | Distance Learning Technology Scorecard | 6

	Support, training, and resources are available to assist users with the use of analytics.		available to administrative users.	
	Comments: Optional			
Academic integrity	The system supports a variety of assessment methods to mitigate the risk of academic misconduct. Procedures, tools, and best practices are available and in place to maintain the integrity of courses. For example: ● Secure examinations ● Support for proctored exams service ● Plagiarism detection	The system supports a variety of assessment methods to mitigate the risk of academic misconduct. Procedures and tools are available and in place to maintain the integrity of courses. For example: ● Secure examinations ● Support for proctored exams service ● Plagiarism detection	The system supports a variety of assessment methods to mitigate the risk of academic misconduct.	
	Comments: Optional			
Third party integration, customization, and support	The Learning Management System ecosystem supports integration with third party tools and custom services. The system supports content	The Learning Management System ecosystem supports integration with third party tools. The system supports content compliance standards	The Learning Management System ecosystem has limited support for third party tools.	

Infrastructure Workgroup | Distance Learning Technology Scorecard | 7

compliance standards such as SCORM, xAPI, AICC.	such as SCORM, xAPI, AICC.		
Comments: Optional			

Support

Support structures are in place to enable the success of users and their interactions with the various distance learning systems. Training procedures are in place to maximize the utilization of system features and services.

Suggested practices

- Provide training to users who support the technology infrastructure as the systems are continuously evolving.[3]
- Ensure that resources are available to support a variety of user technological aptitude levels. Support training in person, and online to accommodate the needs of a variety of users.
- The use of an enterprise CRM allows for a consolidated approach to handling student support services. [4]
- Leverage technology resources to monitor performance against quality assurance objectives to ensure quality outputs and improvements.[5]
- Develop accessibility checklists to ensure that new software and services comply with policies on product accessibility.[6]

Quality indicators

	Exemplary (3)	Meets Criteria (2)	Insufficient (1)	Score
End-user support	Personnel and resources are in place to support faculty, staff, and students in the	Personnel and resources are in place to support faculty, staff, and students in the	Personnel and resources are in place to support faculty, staff, and students in	

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[3] "University IT Strategy - University of Glasgow." 16 Jan. 2015, http://www.gla.ac.uk/media/media_387823_en.pdf. Accessed 24 Mar. 2017.
[4] "ITS Self-Study 2011 - UC Santa Cruz - Information Technology Services." 11 Jan. 2011, http://its.ucsc.edu/planning/docs/self-study2011-2.pdf. Accessed 20 Mar. 2017.
[5] "The Practice of a Quality Assurance System in Open and Distance ...." http://unpan1.un.org/intradoc/groups/public/documents/apcity/unpan029184.pdf. Accessed 30 Mar. 2017.
[6] "Procure accessible technology - UW-Madison Information Technology." 11 Feb. 2016, https://it.wisc.edu/guides/accessible-content-tech/procure-accessible-technology/. Accessed 30 Mar. 2017.

	development, use, and troubleshooting of technology and skills. Multiple modalities of end-user support are available. For example: ● Phone ● Chat ● Email End-user support is available during peak hours. System-support is available 24 hours per day.	development, use, and troubleshooting of technology and skills. Multiple modalities of end-user support are available. For example: ● Phone ● Chat ● Email End-user support is available during peak hours.	the development, use, and troubleshooting of technology and skills.	
	Comments: Optional		
Training	Resources are provided to users to facilitate interactions and use with the Learning Management System and related components. Training is available in person, and online: synchronously, and asynchronously. Professional development is available for support staff who maintain the distance learning infrastructure.	Resources are provided to users to facilitate interactions and use with the Learning Management System and related components. Training is available in person, and online: synchronously, and asynchronously.	Resources are provided to users to facilitate interactions and use with the Learning Management System and related components.	

	Comments: Optional			
Disability Support	Ability to provide personalized support to students with disabilities. Systems support the use of assistive technology tools such as: ● Screen readers ● Magnifiers Accommodations are available at the user and system level.	Ability to provide support to students with disabilities. Systems support the use of assistive technology tools such as: ● Screen readers ● Magnifiers	Ability to provide support to students with disabilities.	
	Comments: Optional			
Accessibility compliance	Compliance with Section 508 of the Rehabilitation Act of 1973 and alignment with Web Content Accessibility Guidelines (WCAG) 2.0. Processes are in place to vet and ensure that information technology implementation does not create barriers for access. Courses are audited to ensure compliance with accessibility law.	Compliance with Section 508 of the Rehabilitation Act of 1973. Processes are in place to vet and ensure that information technology implementation does not create barriers for access.	Compliance with Section 508 of the Rehabilitation Act of 1973 is considered on an as needed basis.	

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	Comments: Optional	

Security Policies

Distance learning information systems and their use enable the transfer of confidential student information, which presents a potential for risk of maintaining the security of student records. There is a delicate balance between maintaining student privacy and creating an online environment that is conducive to learning. To preserve the balance, institutions should examine their distance learning infrastructure to ensure that systems support privacy, while facilitating access to information.

Suggested practices

- Ensure compliance with the information security triad: confidentiality, integrity and availability.
- Authentication is available to ensure that the user who is accessing the information, is indeed who they present themselves to be. [7]
- Encode information upon transmission and storage to ensure that only authorized individuals have access. Use encryption to process information into another form, to prevent unauthorized access.[8]
- Roles on what a user can and cannot do are clear and defined. Every user that is part of the online learning environment is assigned to a role with specific privileges. [9]

Quality indicators

	Exemplary (3)	Meets Criteria (2)	Insufficient (1)	Score
Security plan	A documented security plan is in place and operational to ensure quality, in accordance with industry best practices.	A documented security plan is in place and operational to ensure quality, in accordance with industry best practices.	A user access and password management plan is in place.	

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[7] "Chapter 6: Information Systems Security | Information Systems for ...." https://bus206.pressbooks.com/chapter/chapter-6-information-systems-security/. Accessed 30 Mar. 2017.

[8] "Electronic Data Security | Institutional Review Board | University of ...." http://www.irb.pitt.edu/electronic-data-security. Accessed 30 Mar. 2017.

[9] "User Roles and Privileges - Blackboard Help." 11 Oct. 2016, https://en-us.help.blackboard.com/Learn/Administrator/Hosting/User_Management/User_Roles_and_Privileges. Accessed 30 Mar. 2017.

Infrastructure Workgroup | Distance Learning Technology Scorecard | 11

	Security plan addresses the confidentiality, integrity, and availability of data on systems that support distance learning. The security plan is frequently revised and tested to ensure relevance with latest information security developments.	Security plan addresses the confidentiality, integrity, and availability of data on systems that support distance learning.		
	Comments: Optional			
Data management practices	Data management practices comply with regional privacy and information system laws. Policies are in place for data input, maintenance, and removal. Access control is available where definitions are available for access categories and user roles. Data access roles are organized by users, owners, and custodians.	Data management practices comply with regional privacy and information system laws. Policies are in place for data input, maintenance, and removal. Access control is available where definitions are available for access categories and user roles.	Data management practices comply with regional privacy and information system laws.	
	Comments: Optional			

User access control	Administrative access is limited to privileged users. The Learning Management System and Enrollment Management Middleware support the ability for custom roles and privileges. A role based access control (RBAC) or access control list (ACL) is in place. A scheduled auditing process is in place to ensure privileged users do not access content above their defined access level.	Administrative access is limited to privileged users. The Learning Management System and Enrollment Management Middleware support the ability for custom roles and privileges. A role based access control (RBAC) or access control list (ACL) is in place.	Administrative access is limited to privileged users. The Learning Management System supports the ability for custom roles and privileges.	
	Comments: Optional			
User tracking	Inspection abilities are present. The system allows for retrieval and investigation of user access logs. The system gathers information on page access and interactions.	Inspection abilities are present. The system allows for retrieval and investigation of user access logs. The system gathers information on user page access, though it does not provide details on page interactions.	Inspection abilities are present. The system allows for retrieval and investigation of user access logs.	

	Comments: Optional

Disaster Recovery

An unforeseen event has the ability to bring a distance learning environment to a halt. A disaster recovery plan can enable an institution to recover as quickly as possible and resume operations for students, faculty, and staff. Not having a disaster recovery plan puts student success and institutional reputation at risk.

Suggested practices

- Ensure that the Learning Management System maintains an uptime of at least 99.9% with a software monitoring system in place to notify users of outages or disruptions.[10] [11]
- Implement a redundancy system to eliminate any single points of failure.
- A comprehensive backup plan is part of the disaster recovery plan. Regular backups of all data should be performed to minimize the impact that data loss would have on the institution.[12]
- An assessment of what effect downtime would have on the institution should be considered. If the systems that support distance learning go down, what would happen.

Quality indicators

	Exemplary (3)	Meets Criteria (2)	Insufficient (1)	Score
System testing	Testing procedures and policies are documented and in place to ensure that system updates maintain confidentiality, system integrity, and provide a minimal impact on	Testing procedures and policies are documented and in place to ensure that system updates maintain confidentiality and system integrity. System testing takes	Testing procedures and policies are documented and in place to ensure that system updates maintain confidentiality and system integrity.	

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[10] "Scope of UMassOnline Hosted Learning Management System Services." 29 Jul. 2015, https://confluence.umassonline.net/display/UMOLTT/Scope+of+UMassOnline+Hosted+Learning+Management+System+Services. Accessed 30 Mar. 2017.
[11] "Texas A&M IT Assessment Report 2011-2012 - Office of the Vice ...." http://cio.tamu.edu/files/IT_Weave_Online_Assessment_11_12.pdf. Accessed 28 Mar. 2017.
[12] "IT Disaster Recovery Plan | Ready.gov." https://www.ready.gov/business/implementation/IT. Accessed 30 Mar. 2017.

	Learning Management System availability. System testing takes place on a non-production environment.	place on a non-production environment.		
	Comments: Optional			
Disaster Recovery Plan	The institution has established a disaster recovery plan for the continuance of the Learning Management System and associated systems, in the event of prolonged service disruption: ● Recovery time objective (RTO) is defined as resuming normal operations within a maximum of 12 hours of a system failure. ● Recovery point objective (RPO) is defined as being able to retrieve a data backup point within 24 hours of a system failure.	The institution has established a disaster recovery plan for the continuance of the Learning Management System and associated systems, in the event of prolonged service disruption: ● Recovery time objective (RTO) is defined as resuming normal operations within a maximum of 24 hours of a system failure. ● Recovery point objective (RPO) is defined as being able to retrieve a data backup point within 48 hours of a system failure.	The institution has established a disaster recovery plan for the continuance of the Learning Management System and associated systems, in the event of prolonged service disruption: ● Recovery time objective (RTO) is defined as resuming normal operations within a maximum of 48 hours of a system failure. ● Recovery point objective (RPO) is defined as	

Infrastructure Workgroup | Distance Learning Technology Scorecard | 15

			being able to retrieve a data backup point within 1 week of a system failure.	
	Comments: Optional			
Disaster Recovery Test	Full system disaster recovery tests are performed bi-annually to ensure compliance with Recovery Time Objective (RTO) and Recovery Point Objective (RPO).	Partial Disaster recovery tests are performed annually to ensure compliance with Recovery Time Objective (RTO) and Recovery Point Objective (RPO).	Disaster recovery tests are performed occasionally to ensure compliance with Recovery Time Objective (RTO) and Recovery Point Objective (RPO).	
	Comments: Optional			

Total Score   _____

Additional References

1. Barnhart, J., & LeMaster, J. (2012). Developing an Institution-Wide Data Management Policy. Community College Leadership Forum. Retrieved April 19, 2017, from http://uwm.edu/academicaffairs/wp-content/uploads/sites/32/2015/02/Developing-an-Institution-Wide-Data-Management-Policy.pdf

2. Bradley, T. D. (2016, October 7). Optimizing IT's Role In Student Success. Retrieved April 19, 2017, from https://www.eab.com/research-and-insights/it-forum/studies/2016/optimizing-its-role-in-student-success

3. Burns, M. (2015, January 06). Checking Under the Hood: Choosing a Learning Management System. Retrieved April 19, 2017, from https://elearningindustry.com/choosing-a-learning-management-system

4. Gfeller, H., & Gardner, B. (2014). Learning Management System Administration and Evaluation. Education Advisory Board - Business Affairs Forum. Retrieved April 19, 2017, from https://www.eab.com/-/media/EAB/Research-and-Insights/BAF/Custom/2014/09/Learning-Management-System-Administration-and-Evaluation.pdf.

5. Jong, J., & Krenkel, A. (2013). Technology Accessibility Policies and Resources. Education Advisory Board - Student Affairs Forum. Retrieved April 24, 2017, from https://www.eab.com/-/media/EAB/Research-and-Insights/SAF/Custom/2013/09/Technology-Accessibility-Policies-and-Resources.pdf.

6. Meerts, J. (2003, October 20). Course Management Systems (CMS) - EDUCAUSE Evolving Technologies Committee. Retrieved April 19, 2017, from https://net.educause.edu/ir/library/pdf/dec0302.pdf

7. McGuire, Ben. "Weighing the benefits and risks of enterprise CRM." Education Advisory Board. Accessed April 19, 2017. https://www.eab.com/blogs/it-forum-perspectives/2016/2/weighing-the-benefits-and-risks-of-enterprise-crm.

8. Quality Scorecard for the Administration of Online Programs. (2014). Retrieved March 8, 2017, from https://onlinelearningconsortium.org/consult/quality-scorecard/

9. UF Standards and Markers of Excellence. (15, August 27). Retrieved March 8, 2017, from http://teach.ufl.edu/wp-content/uploads/2016/07/UF-Standards-and-Markers-of-Excellence.pdf

10. Uptime Institute Professional Services, LLC. (2012). Data Center Site Infrastructure Tier Standard: Topology. Retrieved April 19, 2017, from http://www.gpxglobal.net/wp-content/uploads/2012/10/TIERSTANDARD_Topology_120801.pdf

11. Shelton, K. (2010). A Quality Scorecard for the Administration of Online Education Programs. Online Learning, 14(4). doi:10.24059/olj.v14i4.163

12. Whitaker, L., Danchisko, K., Nelson, C., Starchack, M., & Miller, C. (2015). A Common Currency. A Common Currency: Achieving Excellence in Data Governance and Adoption of Analytics. Retrieved April 24, 2017, from https://www.eab.com/-/media/EAB/Research-and-Insights/ITF/Studies/2015/A-Common-Currency/30820_ITF-Common-Currency.PDF.

AGENDA
Audit and Compliance Committee
Room 208
Turnbull Conference Center
Florida State University
555 West Pensacola Street
Tallahassee, FL 32301
January 25, 2018
9:30 a.m. – 10:30 a.m.
or
Upon Adjournment of Previous Meeting

Chair: Ms. Wendy Link; Vice Chair: Mr. H. Wayne Huizenga, Jr.
Members: Frost, Levine, Morton, J. Patel, Valverde

1.	**Call to Order and Opening Remarks**	**Governor Wendy Link**
2.	**Minutes of Committee Meeting**	**Governor Link**
	Minutes: August 31, 2017	
3.	**Charters Revisions**	**Mr. Joseph Maleszewski**
		Inspector General and
		Director of Compliance
4.	**Enterprise Risk Management Project**	**Mr. Maleszewski**
5.	**FGCU Follow-Up for OIGC Case No. 2017-025**	**Mr. Maleszewski**
6.	**SUS Compliance Program Implementation Status**	**Mr. Maleszewski**
7.	**OIGC Updates**	**Mr. Maleszewski**
8.	**Concluding Remarks and Adjournment**	**Governor Link**

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
January 25, 2018

SUBJECT: Minutes of Committee Meeting held August 31, 2017

PROPOSED COMMITTEE ACTION

Approval of the August 31, 2017, Committee meeting minutes.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will consider approval of the minutes of the August 31, 2017, Committee meeting.

Supporting Documentation Included: Minutes: August 31, 2017

Facilitators/Presenters: Governor Wendy Link

MINUTES
BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
AUDIT AND COMPLIANCE COMMITTEE MEETING
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/.*

Chair Wendy Link convened the meeting of the Audit and Compliance Committee on August 31, 2017, at 10:06 a.m., in the Ballroom of Emerson Alumni Hall, on the campus of the University of Florida in Gainesville, Florida. The following Audit and Compliance Committee members were present: Alan Levine; Patricia Frost (by phone); H. Wayne Huizenga, Jr.; Darlene Jordan; Ned Lautenbach; Ed Morton; and Fernando Valverde. The following members of the Board were also present: Richard Beard (by phone), Sydney Kitson, Tom Kuntz, Kishane Patel, Pam Stewart, Norman Tripp, and Gary Tyson.

1. Call to Order

Ms. Link called the meeting to order.

2. Approval of Minutes

Mr. Morton motioned that the Committee approve the minutes of the Audit and Compliance Committee meeting held June 21, 2017, as presented. Mrs. Jordan seconded the motion. The minutes were approved.

3. SUS Audits Summary

Mr. Maleszewski presented a 2016-2017 fiscal year summary of audit coverage for the State University System. This summary was also published as part of the Office of Inspector General and Director of Compliance newsletter published in October 2017. This newsletter can be accessed at:
http://www.flbog.edu/board/office/ig/_doc/OIGC-Newsletter-October-2017.pdf

4. OIGC Annual Report for Fiscal Year 2016- 2017

Mr. Maleszewski referenced the OIGC's annual report and quarterly newsletter previously provided to Board members and included in their board materials. He

explained that he is statutorily required to prepare an annual report summarizing audit, compliance, and investigative activities of the OIGC office.

5.   OIGC Update

Mr. Maleszewski emphasized the role of the internal audit function to evaluate and contribute to the effectiveness of an organization's risk management practices. As a result, Mr. Maleszewski indicated that he planned to survey universities regarding their risk management practices and report the survey results at the next Audit and Compliance Committee meeting.

Mr. Maleszewski indicated that he continues to monitor corrective actions taken in response to the FGCU investigative report issued in March 2017.   He expects to provide a January 2018 update on this topic.

Mr. Maleszewski discussed Board of Governors regulation 4.003 which requires each university to implement an effective compliance and ethics program by November 2018. He indicated that he will provide an update on university compliance and ethics programs at the January 2018 Audit and Compliance Committee meeting.

Mr. Maleszewski concluded his presentation by stating that he expects to share draft revisions of the OIGC and Audit and Compliance Committee charter documents and seek Committee and Board approval of the updates at an upcoming meeting.

6.   Concluding Remarks and Adjournment

Ms. Link asked Board members if anyone had any questions or comments. Hearing none, the Audit and Compliance Committee was adjourned at 10:39 a.m.

_____
Wendy Link, Chair

_____
Lori Clark, Compliance and Audit Specialist

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
January 25, 2018

SUBJECT: Charter Revisions

PROPOSED COMMITTEE ACTION

Approval of charters.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Inspector General Maleszewski will present the revised *Audit and Compliance Committee Charter* and the *Office of the Inspector General and Director of Compliance Charter* for the Audit Committee's review and consideration for approval. These documents need periodic revision to ensure they remain compliant with appropriate authoritative statutes, regulations, and professional standards. Mr. Maleszewski and his staff have updated both charter documents to ensure alignment with the appropriate authoritative sources, professional standards, and our chapter four Board of Governors regulations (4.001 – 4.004) approved by the Board in November 2016.

If approved by the Audit Committee, this item will be presented to the Board of Governors with a recommendation for approval.

Supporting Documentation Included:	1. *Board of Governors Audit and Compliance Committee Charter* 2. *Office of the Inspector General and Director of Compliance Charter*
Facilitators/Presenters:	Mr. Joseph Maleszewski

CHARTER:
AUDIT AND COMPLIANCE COMMITTEE

1.0   Purpose

The purpose of this document is to serve as the State University System of Florida (System) Board of Governors (Board) Audit and Compliance Committee's (AACC) Charter. This charter identifies the authority under which the AACC operates, and specifies its establishment, composition, quorum, meetings, governance structure, duties, and responsibilities.

A related, but separate charter governs the duties and responsibilities of the Office of Inspector General and Director of Compliance (OIGC).

2.0   Authority

Article IX, Section 7, Florida Constitution, establishes the state university system and the Board as the governing body corporate of the System.

Article VI, Section C.(2), *Operating Procedures of the Board of Governors of the State University System of Florida*, establishes the AACC as a standing committee of the Board.

3.0   Establishment

The AACC is charged with oversight of the System's audit, investigative, risk, and control functions, as well as the processes for monitoring compliance with laws, rules, and regulations.

4.0   Composition

The AACC will consist of at least five members of the Board and should include at least one member who is a "financial expert."[1] The AACC chair and committee members shall be appointed by the Board chair. The term shall commence upon appointment. To enhance the independence of the AACC and mitigate any potential conflicts that may arise from members serving in dual-roles, the Board chair shall not serve as the AACC chair or vice chair.

5.0   Quorum

A majority of committee members present at a committee meeting constitutes a quorum for purposes of committee business.

6.0   Meetings

The AACC will meet at least four times a year, with authority to convene additional meetings, as circumstances require. Any meeting of the AACC may be conducted through a telephone conference call or by any other technological means. All committee members are expected to attend each meeting.

AACC meetings shall be open and noticed to the public in accordance with Article I, Section 24 of the Florida Constitution and the requirements of chapter 286, Florida Statutes.

The AACC chair will invite members of management, auditors, or others to attend meetings and provide pertinent information, as necessary.

Meeting agendas will be prepared and provided in advance to members, along with appropriate meeting materials. Minutes will be prepared. Records of the meetings, including any video or audio recordings, are public records subject to chapter 119, Florida Statutes.

6.1 Confidential/Exempt Issues

Most matters addressed by the AACC are subject to public records consideration in accordance with chapter 119, Florida Statutes. However, the AACC will, from time to time, have to address matters which are either confidential or exempt under statute or federal law.

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[1] Financial expert is defined as an individual who possesses expertise through education or substantial practical business experience in the function and meaning of financial statements and an understanding of proper oversight and accountability for financial matters.

AUDIT AND COMPLIANCE COMMITTEE CHARTER

Proper protection of confidential and exempt information helps to promote the integrity of the audit and investigative activity and protects the university system against breaches of data and information technology security.

To the extent provided by law, the inspector general and director of compliance (inspector general), will report issues of a confidential or exempt nature directly and individually to the Board chair, AACC chair, and the chancellor (as appropriate).

7.0   Governance Structure

The AACC, the inspector general, university boards of trustees audit and compliance committees, university chief audit executives (CAE), and chief compliance officers (CCO) each serve important roles in ensuring that processes are in place to meet the System's responsibility for operational and financial accountability, integrity, efficiency, and in detecting fraud and abuse. Additionally, these individuals are responsible for activities that promote ethical conduct and maximize compliance with applicable laws, regulations, rules, policies, and procedures.

The inspector general shall provide leadership and coordination of audit, investigative, and compliance functions for the Board and is generally responsible for promoting accountability, operational and financial integrity, and efficiency.

8.0   Duties and Responsibilities

This section outlines the duties and responsibilities of the AACC, the AACC chair, and the inspector general.

8.1 AACC Responsibilities

The AACC is responsible for:

a. Assisting the Board in fulfilling fiduciary and oversight responsibilities in relation to financial reporting, internal control systems, compliance, risk management systems, and internal and external audit functions. Its role is to provide advice and recommendations to the Board within the scope of this charter.

b. Reviewing and approving the AACC and OIGC charters.

   c. Reviewing the external quality assessment of the OIGC required by law[2] and professional auditing standards.

   d. Directing the inspector general to conduct management reviews, audits, and investigations into any matters within its scope of responsibility.

   e. Obtaining advice and assistance from outside legal, accounting, or other advisers, as necessary, to perform its duties and responsibilities.

   f. Meeting with and seeking any information it requires from employees, officers, directors, or external parties.

8.1.a Reporting and Communication Responsibilities

With regard to reporting and communication responsibilities, the AACC shall:

   i. Report regularly to the Board about AACC activities, issues, and related recommendations; and

   ii. Provide for open communication among the OIGC, university board of trustees chairs and audit and compliance committees, university presidents, university CAEs, university CCOs, external auditors, and the Board.

8.1.b Internal Control

Regarding internal controls, the AACC shall:

   i. Consider the effectiveness of the Board office and universities' internal control systems, including information technology security and control; and

   ii. Understand the scope of internal and external auditors' review of internal controls over operations and financial reporting, and obtain reports on significant findings and recommendations, together with management's responses.

8.1.c Financial Statement Audits

The AACC shall receive and review Board office and university financial statement audits conducted for the purpose of determining whether the Board office or university:

   i. Presented basic financial statements in accordance with generally accepted accounting principles;

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[2] Section 11.45(2)(i), Florida Statutes

ii. Established and implemented internal controls over financial reporting and compliance which prevent or detect errors or actions that could have a direct and material effect on the financial statements;

iii. Complied with the various provisions of laws, rules, regulations, contracts, and grant agreements that are material to the financial statements; and

iv. Addressed any significant deficiencies and material weaknesses in the design or operation of internal controls over financial reporting which are reasonably likely to adversely affect the university's ability to record, process, summarize, and report financial data; or any fraud, whether material or not, that involves management or other employees who have a significant role in the university's internal controls.

The AACC shall follow up, as appropriate, on any findings contained in Board office and university financial statement audits.

8.1.d External Audits

With regard to external audits, the AACC shall:

i. Receive and review all external auditors' reports of Board office operations and follow-up to ensure the chancellor takes timely and appropriate corrective actions;

ii. Receive and review all external auditors' reports of each state university operations and follow-up, as appropriate, to ensure university boards of trustees and presidents take timely and appropriate corrective actions; and

iii. Receive reports from the inspector general regarding external audits of universities submitted to the Board office in accordance with Board regulations (e.g., auxiliary facilities and services, direct support organizations, and other component units) and follow-up, as appropriate, to ensure such entities, university boards of trustees, and presidents take timely and appropriate corrective actions.

8.1.e Internal Audits

With regard to internal audits, the AACC shall:

i. Receive and review the inspector general's Board office risk assessment results;

ii. Approve the OIGC risk-based work plan and all significant changes to the plan;

iii.   Review OIGC audit activities relative to its plan;

iv.   Receive and review internal audit reports of Board office operations and follow-up to ensure the chancellor takes timely and appropriate corrective actions; and

v.   Direct the inspector general to serve as liaison for the Board on the State University Audit Council, which is comprised of the CAEs at each state university.

8.1.f Compliance

With regard to compliance, the AACC shall:

i.   Review the effectiveness of the Board office and universities in implementing laws, rules, regulations, contracts, and grant agreements;

ii. Review the effectiveness of the System's efforts to comply with laws, rules, regulations, contracts, and grant agreements; and

iii. Direct the inspector general to serve as liaison for the Board on the State University System Compliance and Ethics Consortium, which is comprised of the CCOs, and other compliance directors and representatives at each of the state universities.

8.1.g Investigative Responsibilities

With regard to investigations, the AACC shall:

i.   Provide a process for receiving anonymous complaints and review the nature and disposition of reported matters;

ii. Direct the inspector general to conduct, coordinate, or request investigations when the Board determines that a state university board of trustees is unwilling or unable to address significant and credible allegations relating to waste, fraud, or financial mismanagement within a state university; and

iii. Receive and review investigative reports, and follow-up to ensure timely and appropriate corrective actions are taken by the responsible party.

8.1.h Other AACC Activities

The AACC may conduct other activities that the Board or AACC determine are necessary and appropriate, consistent with this charter, regulations, rules, and governing laws.

8.2 AACC Chair Responsibilities

The AACC chair shall:

a. Preside at all AACC meetings and call any special or emergency meetings of the committee. The AACC chair may assign members responsibility for specific projects.

b. Approve decisions regarding the appointment, replacement, and removal of the inspector general. This responsibility ensures selection of an inspector general who possesses the qualifications and competencies necessary to perform the position duties and responsibilities. Additionally this responsibility insures that the inspector general is operationally independent.

c. Provide input to the chancellor on the annual performance evaluation of the inspector general.

The AACC vice chair shall perform the duties of the AACC chair and have the same power and authority in the absence or disability of the AACC chair.

8.3 Inspector General Responsibilities

The inspector general is responsible for:

a. Fulfilling the *Office of Inspector General and Director of Compliance Charter* including its mission, standards of work, code of ethics, access, independence and objectivity, organization, and responsibilities;

b. Serving as the CAE and CCO of the Board office and performing all such duties as necessary to assist the AACC's implementation of its duties and responsibilities;

c. Serving as the AACC's liaison for communications with university CAEs and CCOs;

d. Serving as liaison for the Board on the State University Audit Council;

e. Serving as liaison for the Board on the State University System Compliance and Ethics Consortium;

f. Keeping the AACC informed of all issues affecting or that may affect the Board office and universities and make recommendations for improvement, if necessary; and

g. Attending and participating in meetings of the AACC and preparing and submitting such reports or meeting materials as may be required by the

Board or by law, or as deemed necessary by the Board chair, AACC chair, chancellor, or the inspector general.

9.0   Review

The AACC shall periodically review this charter and assess its adequacy in achieving the goals and objectives of the Board.

History: Adopted 3-26-09, Reviewed and Amended 6-18-10, 6-21-12, 6-19-14, x-x-x

CHARTER:
OFFICE OF INSPECTOR GENERAL
AND DIRECTOR OF COMPLIANCE

1.0   Purpose

The purpose of this document is to serve as the Office of Inspector General and Director of Compliance's (OIGC) charter. It identifies the authority under which the OIGC operates; specifies its mission, organization, standards of work, code of ethics, access, independence, and objectivity; and distinguishes between the OIGC's responsibilities for the Board of Governors (Board) office and the State University System of Florida (System).

A related, but separate charter governs the duties and responsibilities of the Board's Audit and Compliance Committee (AACC).

2.0   Authority

Article IX, Section 7, Florida Constitution, establishes a single state university system comprised of all public universities.

Section 20.155, Florida Statutes, establishes the OIGC with all the powers, duties, and responsibilities authorized in section 20.055, Florida Statutes.

Section 20.055, Florida Statutes, establishes the duties of Offices of Inspectors General to provide a central point for coordination of and responsibility for activities that promote accountability, integrity, and efficiency in government.

2.1 Regulations Development

The inspector general and director of compliance (inspector general) will coordinate with appropriate university staff to develop Board regulations specific to audits, investigations, compliance, and related areas as needs are identified. Regulations will be developed and amended in accordance with the Board's *Regulation Development Procedure* and the Board office's internal operating procedures.

3.0   Mission

The mission of the OIGC is to promote accountability, integrity, and efficiency by providing quality audits, investigations, management reviews, and technical assistance.

It is our priority to deliver value-added services marked by objectivity, timeliness, and sufficiency.

4.0   Organization

The inspector general shall serve as the chief audit executive (CAE) and the chief compliance officer (CCO) for the Board office. To provide for the independence of the OIGC, its personnel report to the inspector general, who in turn reports administratively to the chancellor and functionally to the Board through the AACC chair.

The inspector general is responsible for establishing and maintaining an internal audit function in accordance with the Standards of Work section of this document.

5.0   Standards of Work

All work in the OIGC is conducted in accordance with the *Principles and Standards for Offices of Inspector General,* published by the Association of Inspectors General.

5.1 Audit Engagements

Audit engagements shall be performed in accordance with the *International Professional Practices Framework* (*Standards for the Professional Practice of Internal Auditing*), published by the Institute of Internal Auditors, Inc.; or, where appropriate, the *Government Auditing Standards*, published by the United States Government Accountability Office; or the *Information Systems Auditing Standards* published by ISACA.[1] These standards require that auditors plan and perform audits to obtain sufficient and appropriate evidence that provides a reasonable basis for findings and conclusions pursuant to the audit objectives.

In accordance with the *Core Principles for the International Professional Practices Framework*, the inspector general and OIGC staff shall:

   a. Demonstrate integrity;

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[1] Previously known as the Information Systems Audit and Control Association, ISACA now goes by its acronym only, to reflect the broad range of Information Technology governance professionals it serves.

b. Demonstrate competence and due professional care;
c. Be objective and free from undue influence (independent);
d. Align with the strategies, objectives, and risks of the organization;
e. Be appropriately positioned and adequately resourced;
f. Demonstrate quality and continuous improvement;
g. Communicate effectively;
h. Provide risk-based assurance;
i. Be insightful, proactive, and future-focused; and
j. Promote organizational improvement.

5.2 Investigative Assignments

Investigative assignments shall be performed in accordance with the Quality Standards for Investigations included in the *Principles and Standards for Offices of Inspector General*, published by the Association of Inspectors General.

5.3 Professional Competence

The *International Professional Practices Framework* and the Quality Standards for Offices of Inspector General from the *Principles and Standards for Offices of Inspector General* require that auditors and inspector general staff possess professional competence and maintain knowledge of operations and appropriate expertise in the subject matters being addressed. Therefore, the inspector general will periodically report on OIGC personnel, including their qualifications, certifications, training, and development.

6.0 Code of Ethics

All OIGC staff members shall abide by the *Florida Code of Ethics for Public Officers and Employees* as codified in sections 112.311-112.3261, Florida Statutes; the Board office Code of Ethics included in its *Internal Operating Policies and Procedures Manual*; the Code of Ethics issued by the Institute of Internal Auditors; and the Federal Sentencing Guidelines Manual, Chapter 8, Part B, Section 2.1(b). OIGC staff shall also follow the Code of Ethics of professional organizations to which they belong.

7.0 Access

In accordance with the statutory provisions of sections 20.055 and 20.155, Florida Statutes, the inspector general and OIGC staff shall have access to all information and personnel necessary to perform their duties and responsibilities. This shall include freedom from any interference with audits, investigations, or compliance activities and include timely access to records and other sources of information.

8.0   Independence and Objectivity

The inspector general conducts its work free from actual or perceived impairments to independence. Professional standards provide that the OIGC activity must be independent, and OIGC staff must be objective in performing their work.

   a. The inspector general shall periodically review with the AACC the standards of independence used as benchmarks as described in the Standards of Work section of this document.

   b. The inspector general shall have sufficient independence and timely access to the chancellor, Board chair, AACC chair, and Board members to freely discuss policies, findings, recommendations, follow-up, potential issues (e.g., impairments to independence or conflicts of interest), and other matters.

   c. The inspector general serves as both the Board office's CAE and CCO. Having responsibilities outside of internal auditing gives rise to potential impairments to independence and objectivity that must be disclosed in accordance with professional auditing standards. These standards also require, that where the CAE has responsibilities that fall outside of internal auditing, safeguards must be in place to limit impairments to independence or objectivity.

9.0   OIGC's Board Office-related Responsibilities

The OIGC has three functional responsibilities: audit, investigations, and compliance.

9.1 OIGC Board Office-related General Responsibilities:

   a. Conduct, supervise, or coordinate activities carried out or financed by the Board office for the purpose of promoting economy and efficiency in the administration of, or preventing and detecting fraud and abuse in, its programs and operations;

   b. Keep the AACC chair and the chancellor timely informed concerning fraud, abuses, and deficiencies relating to programs and operations administered or financed by the Board office; recommend corrective action concerning fraud, abuses, and deficiencies; and report on progress made in implementing corrective action;

   c. Ensure that an appropriate balance is maintained between audit, investigative, compliance, and other accountability activities;

   d. Follow-up on responses or corrective actions regarding audit, investigative,

compliance, or other accountability activities;

e. Prepare AACC agendas, materials, and meeting minutes as well as Board meeting reports;

f. Inform the AACC chair and chancellor of resource and staffing needs; and

g. Prepare an annual report, not later than September 30 of each year, summarizing the activities of the office during the immediately preceding state fiscal year.

9.2 OIGC Board Office-related Audit Responsibilities

The goal of the OIGC's audit responsibilities is to promote integrity, accountability, and process improvement by providing objective, timely, sufficient, and value-added audit services. According to the *International Professional Practices Framework:*

> Internal auditing is an independent, objective assurance and consulting activity designed to add value and improve an organization's operations. It helps an organization accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes.

The OIGC shall review and evaluate internal controls necessary to ensure the fiscal and operational accountability of the Board office. The inspector general shall conduct financial, compliance, electronic data processing, and performance audits of the Board office and prepare audit reports of his or her findings. The scope and assignment of the audits shall be determined by the inspector general; however, the AACC chair and the chancellor may at any time direct the inspector general to perform an audit of a special program, function, or organizational unit. The performance of audits shall be under the direction of the inspector general.

The internal audit function of the OIGC shall be responsible for the following activities.

9.2.a Audit Plans

The inspector general shall develop long-term and annual audit plans based on the findings of periodic risk assessments. The audit plans shall be submitted to the Board and the chancellor for approval. A copy of the approved plan shall be submitted to the Auditor General. Any significant deviation from the approved annual audit plan shall be reviewed and approved by the Board and the chancellor.

9.2.b Conducting Audits

Audit workpapers and reports shall be public records to the extent that they do not include information that has been made confidential or exempt from the provisions of

OFFICE OF INSPECTOR GENERAL AND DIRECTOR OF COMPLIANCE CHARTER

section 119.07(1), Florida Statutes.

At the conclusion of each audit, the inspector general shall submit preliminary findings and recommendations to the person responsible for supervision of the program function or operational unit. Such person shall respond to any adverse findings within 20 working days after receipt of the preliminary findings. Such response shall be included in the final audit report.

At the conclusion of an audit in which the subject of the audit is an entity contracting with the state or an individual substantially affected,[2] if the audit is not confidential or otherwise exempt from disclosure by law, the inspector general shall submit the findings to the entity contracting with the state or the individual substantially affected. Such person shall be advised in writing that he or she may submit a written response within 20 working days after receipt of the findings. The response and the inspector general's rebuttal to the response, if any, shall be included in the final audit report.

The inspector general shall submit the final report to the AACC, the chancellor, and to the Auditor General.

9.2.c Audit Follow-up

With regard to internal audit follow-up, the OIGC is responsible for monitoring the disposition of results communicated to management in accordance with the *International Standards for the Professional Practice of Internal Auditing* as published by the Institute of Internal Auditors.

With regard to external audit follow-up, the OIGC is responsible for monitoring the implementation of the Board office's corrective action to any report on the Board office issued by the Auditor General or by the Office of Program Policy Analysis and Government Accountability (OPPAGA). No later than six (6) months after the Auditor General or OPPAGA publishes a report on the Board office, the inspector general shall provide a written response to the AACC and the chancellor on the status of corrective actions taken. The inspector general shall file a copy of such response with the Joint Legislative Auditing Committee.

9.2.d Quality Assurance and Improvement Program

The OIGC shall have a quality assurance and improvement program which complies with the *International Standards for the Professional Practice of Internal Auditing* as published by the Institute of Internal Auditors.

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[2] The terms "entities contracting with the state" and "individuals substantially affected" are defined in section 20.055(1), Florida Statutes.

9.2.e External Audit Liaison

The OIGC is responsible for ensuring effective coordination and cooperation between the state Auditor General, federal auditors, and other governmental bodies with a view toward avoiding duplication of efforts.

9.2.f Advising on Policy, Rule, and Regulation Development

The OIGC is responsible for reviewing policies, rules, and regulations relating to the programs and operations of the Board office and making recommendations concerning their impact.

9.2.g Performance Measures

With regard to performance measures, the OIGC is responsible for:

i. Advising in the development of performance measures, standards, and procedures for the evaluation of Board office programs;

ii. Assessing the reliability and validity of performance measure information and making recommendations for improvement, if necessary; and

iii. Reviewing actions taken by the Board office to improve program performance and meet program standards and, if necessary, making recommendations for improvement.

9.3 OIGC Board Office-related Investigative Responsibilities

The goal of the OIGC's investigative responsibilities is to deter, detect, and investigate internal and external fraud, waste, mismanagement, misconduct, and other abuses.

The investigative function of the OIGC shall be responsible for the following activities.

9.3.a "Get Lean" Matters

The OIGC serves as the coordinator for the State Comptroller's "Get Lean" hotline regarding any State University System of Florida matters.

9.3.b Inspectors General Act Investigative Duties and Responsibilities

Pursuant to section 20.055, Florida Statutes, the OIGC shall be responsible for initiating, conducting, supervising, and coordinating investigations designed to detect, deter, prevent, and eradicate fraud, waste, mismanagement, misconduct, and other abuses in activities carried out or financed by the Board office. This may include, but is not limited to:

OFFICE OF INSPECTOR GENERAL AND DIRECTOR OF COMPLIANCE CHARTER

i. Whistle-blower Matters

The OIGC is responsible for receiving complaints and coordinating all activities of the Board office as required by the Whistle-blower's Act, pursuant to sections 112.3187 – 112.31895, Florida Statutes.

ii. Non Whistle-blower Matters

The OIGC is responsible for receiving and considering complaints which do not meet criteria contained in the Whistle-blower's Act, and conducting, supervising, or coordinating such inquiries, investigations, or reviews as the inspector general deems appropriate.

At the conclusion of each investigation, the inspector general shall publish an investigative report. For each investigation in which the subject of the investigation is an entity contracting with the state or an individual substantially affected, the inspector general shall submit the investigative findings to the subject if the investigation is not confidential or otherwise exempt from disclosure by law. Such subject shall be advised in writing that they may submit a written response within 20 working days after receipt of the findings. The subject's response and the inspector general's rebuttal to the response, if any, shall be included in the final investigative report.

iii. Possible Criminal Violations

The OIGC is responsible for reporting expeditiously to an appropriate law enforcement agency whenever the inspector general has reasonable grounds to believe there has been a violation of criminal law.

9.3.c Investigative Follow-up

The OIGC is responsible for monitoring the implementation of investigative corrective actions and keeping the AACC chair and chancellor informed of the status of such corrective actions.

9.4 OIGC Board Office-related Compliance Responsibilities

The goal of the OIGC's compliance responsibilities is to promote and support a culture of compliance, risk mitigation, and accountability. The goals of the Board office compliance program are to effectively assist in the prevention and detection of conduct that is contrary to applicable laws, regulations, policies, or procedures; and to promote a culture that encourages a commitment to compliance. The OIGC shall:

a. Prioritize implementation of a compliance program to focus on areas of higher risk which could impact health or safety; and operational, fiscal, or academic integrity;

b. Provide recommendations, education, and training in connection with identified compliance gaps; and

c. Monitor, disseminate, and communicate compliance issues.

10.0 OIGC's System-related Responsibilities

With regard to the System, the OIGC has three functional responsibilities: audit, investigations, and compliance.

10.1 OIGC System-related Audit Responsibilities

With regard to the System, the OIGC's audit responsibilities include:

a. Receiving and reviewing independent audited financial statements, independent operational audits, and internal audit reports of university operations and affiliated organizations in order to identify trends in such reports and confirm that adverse trends are being addressed by universities;

b. Keeping the AACC and the chancellor informed of repeat audit findings from the Auditor General for financial and operational audits of the state universities; and

c. Serve as liaison for the Board on the State University Audit Council.

10.2 OIGC System-related Investigative Responsibilities

The OIGC is organized to promote accountability, efficiency, and effectiveness and to detect fraud and abuse within state universities.

The OIGC receives complaints from various sources alleging fraud, waste, abuse, misuse of funds, or misconduct regarding activities carried out or financed by a state university. Upon receipt of such a complaint, the OIGC shall refer the matter to the university's CAE in accordance with Board regulation 4.001(4).

Upon receipt of any significant and credible allegation(s) of fraud, waste, mismanagement, misconduct, or other abuses made against a CAE or a CCO at a state university, the OIGC shall refer the matter to the board of trustees for handling in the manner adopted in accordance with Board regulation 4.001(6). Upon receipt of case disposition information from the board of trustees, the OIGC will assess the university action and final case disposition information to determine whether it is sufficient to demonstrate that the board of trustees was both willing and able to address the allegations. When case disposition information does not clearly demonstrate that the board of trustees was both willing and able to address significant and credible

allegations, then the OIGC will conduct a preliminary inquiry in accordance with section 10.2.a of this charter.

Upon receipt of any significant and credible allegation(s) of fraud, waste, mismanagement, misconduct, or other abuses made against a university's president or board of trustees member, the OIGC shall separately inform the Board chair, the AACC chair, and the chancellor of the complaint. The matter will be handled in accordance with Board regulation 4.001(5)(a) and (b).

Upon receipt of any significant and credible allegation(s) of fraud, waste, mismanagement, misconduct, or other abuses made against a university's board of trustees chair, the OIGC shall separately inform the Board chair, the AACC chair, and the chancellor of the complaint. In accordance with section 20.155, Florida Statutes, and Board regulation 4.001, if it is determined that a state university board of trustees is unwilling or unable to address allegations made by any person relating to waste, fraud, or financial mismanagement, the OIGC shall conduct, coordinate, or request investigations into those allegations.

10.2.a Preliminary Inquiries

The purpose of a preliminary inquiry is to inform decision-making in determining whether significant and credible allegations warrant further investigation or other appropriate action.

To the extent provided in law, the inspector general shall report the results of preliminary inquiries separately to the Board chair, the AACC chair, and the chancellor, and recommend appropriate action.

10.2.b Investigations

In any instances where the OIGC has conducted, coordinated, or requested an investigation involving a state university, an investigative report shall be published. For each investigation in which the subject of the investigation is an entity contracting with the state or an individual substantially affected, the inspector general shall submit the investigative findings to the subject if the investigation is not confidential or otherwise exempt from disclosure by law. Such subject shall be advised in writing that he or she may submit a written response within 20 working days after receipt of the findings. The subject's response and the OIGC rebuttal to the response, if any, shall be included in the final investigative report.

10.2.c Possible Criminal Violations

The inspector general shall confer with the appropriate law enforcement entity in all instances where there are reasonable grounds to believe a violation of criminal statutes has occurred.

10.2.d Consultative Assistance

The OIGC shall be available to the university CAEs and CCOs for consultation or other assistance, as appropriate.

10.3 OIGC System-related Compliance Responsibilities

The inspector general is responsible for championing compliance and ethics programs in the System and fostering a culture of integrity, trust, and respect. The inspector general will report to the Board about the activities and progress of university compliance and ethics programs.

In the event a university CCO reports to the inspector general that the university's board of trustees was unable or unwilling to resolve a restriction or barrier imposed by any individual on the scope of an inquiry or the failure to provide access to necessary information or people for the purposes of such inquiry, the inspector general shall notify the Board.

The inspector general serves as Board liaison on the State University System of Florida Compliance and Ethics Consortium. The consortium is comprised of CCOs and compliance representatives at each of the state universities.

11.0 Review

The AACC shall periodically review the *Office of Inspector General and Director of Compliance Charter*.

History: Adopted 6-18-09, Reviewed and Amended 6-18-10, 6-21-12, 6-19-14, x-x-x

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
January 25, 2018

SUBJECT: 2017 SUS Enterprise Risk Management Practices Survey – Results Summary

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Inspector General Maleszewski will describe enterprise risk management (ERM) and provide the results of the 2017 SUS ERM Practices Survey regarding each SUS institution's current efforts to identify and manage risks.

Supporting Documentation Included: None

Facilitators/Presenters: Mr. Joseph Maleszewski

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
January 25, 2018

SUBJECT: FGCU Follow-up for OIGC Case No. 2017-025

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Inspector General Maleszewski will provide Committee members with an update on the progress Florida Gulf Coast University has made in addressing the four remaining corrective actions of the 15 recommendations made in the whistle-blower investigative report issued March 28, 2017.

Supporting Documentation Included: None

Facilitators/Presenters: Mr. Joseph Maleszewski

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
January 25, 2018

SUBJECT: SUS Compliance Program Implementation Status

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PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Inspector General Maleszewski will provide Committee members with a status of SUS institutions implementation of Board of Governors regulation 4.003, *State University System Compliance and Ethics Programs*. The regulation requires each institution to implement a university-wide compliance and ethics program as a point for coordination of and responsibility for activities that promote ethical conduct and maximize compliance with applicable laws, regulations, rules, policies, and procedures. The regulation requires centralized compliance and ethics programs to be in place by November 2018.

In January 2017, Mr. Maleszewski requested each university president and board of trustees chair complete a checklist, containing the required elements specified in regulation 4.003, as a means of monitoring universities' progress and to serve as a baseline. He provided a summary to this Committee at its March 30, 2017, meeting.

In November 2017, Mr. Maleszewski disseminated the November 2016-November 2017 SUS Compliance Program Status Checklist to provide an updated summary of the progress made during the first year of the regulation's implementation. He will provide us with a summary of the results.

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Supporting Documentation Included: SUS Compliance Program Status Checklist
Summary, November 2016 – November 2017

Facilitators/Presenters: Mr. Joseph Maleszewski

SUS Compliance Program Status Checklist Summary - Year 1

Univ.	University-Wide Compliance Program	Program Plan	BOT Committee	Chief Compliance Officer	External 5-Year Program Review
FAMU	🟡 🟡 🟡 ✓	🟡 🟡 ✓ ✓ 🟡	✓ ✓ ✓	✓ ✓ ✓ ✓	N/B
FAU	🟡 ✓ ✓ ✓	🟡 🟡 ✓ ✓ ✓	✓ ✓ ✓	✓ ✓ 🟡 ✓ 🟡	N/B
FGCU	✓ ✓ ✓ 🟡	✓ ✓ ✓ ✓ 🟡	✓ ✓ ✓	✓ ✓ ✓ ✓	N/B
FIU	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	N/B
FPU	🟡 🟡 🟡 ✓	🟡 🟡 🟡 🟡 ✓	✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	N/B
FSU	🟡 N/B 🟡 🟡	N/B N/B 🟡 🟡 🟡	🟡 🟡 N/B N/B	🟡 🟡 N/B N/B N/B	N/B
NCF	🟡 🟡 ✓ 🟡	🟡 🟡 ✓ ✓ N/B	✓ ✓ ✓	✓ ✓ ✓ ✓	N/B
UCF	✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓ ✓	N/B
UF	✓ ✓ ✓ ✓	✓ ✓ 🟡 ✓ ✓	✓ ✓ ✓	✓ ✓ ✓ ✓	N/B
UNF	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓ ✓	N/B
USF	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓ ✓	N/B
UWF	🟡 ✓ ✓ ✓	🟡 🟡 🟡 ✓ 🟡	✓ ✓ ✓ 🟡	🟡 🟡 ✓ 🟡 🟡	N/B

✓	Indicates that the university president and board chair assert that the regulation components making up this area are fully implemented in accordance with Board of Governors Regulation 4.003.
● (green)	Indicates that the university president and board chair anticipate regulation components making up this area to be completed by November 3, 2017.
● (amber)	Indicates that the university president and board chair anticipate regulation components making up this area to be completed by November 3, 2018 (completion of items beyond this date constitute non-compliance with Board of Governors Regulation 4.003).
● (red)	Indicates that the university president and board chair anticipate regulation components making up this area to be completed by May 3, 2019 (six months beyond the period established in Board of Governors Regulation 4.003).
N/B	Indicates that the university president and board chair acknowledge that the university has not begun implementing the regulation components making up this area. The "N/B" indicator should be used in conjunction with one of the green/amber/red light indicators to communicate anticipated completion periods for items not yet begun.

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
January 25, 2018

SUBJECT: OIGC Update

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Inspector General Maleszewski will provide Committee members with an update of his office's recent activities.

Supporting Documentation Included: None

Facilitators/Presenters: Mr. Joseph Maleszewski

AGENDA
Nomination and Governance Committee
Turnbull Conference Center
Florida State University
555 West Pensacola Street
Tallahassee, Florida 32301
January 25, 2018
10:45 a.m. – 11:00 a.m.
or
Upon Adjournment of Previous Meetings

Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Sydney Kitson
Members: Levine, Tripp

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

2. **Minutes of Committee Meeting**   **Governor Lautenbach**
  - Minutes, November 9, 2017

3. **Recommendations of Candidates to fill Trustee**   **Governor Lautenbach**
  Vacancies and Reports on Applicant Interviews

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

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Nomination and Governance Committee
January 25, 2018

SUBJECT: Minutes of Committee Meeting held November 9, 2017

PROPOSED COMMITTEE ACTION

Approval of Minutes of the Meeting held on November 9, 2017, at the University of Central Florida.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and approve the Minutes of the Meeting held on November 9, 2017 at the University of Central Florida.

Supporting Documentation Included: Minutes: November 9, 2017

Facilitators/Presenters: Governor Ned Lautenbach

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
NOMINATION AND GOVERNANCE COMMITTEE
GRAND BALLROOM
FAIRWINDS ALUMNI CENTER
UNIVERSITY OF CENTRAL FLORIDA
ORLANDO, FLORIDA
NOVEMBER 9, 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 November 9, 2017 at 1:52 p.m., with the following members present: Wayne Huizenga, Ned Lautenbach, Alan Levine, and Norman Tripp.

1.   Approval of Minutes of Meeting held June 22, 2017

Mr. Lautenbach moved approval of the Minutes of the meeting held June 22, 2017, as presented. Mr. Tripp seconded the motion, and members of the Committee concurred.

2.   Recommendations of Candidates to fill Trustee Vacancies and Reports on Applicant Interviews

Chair Kuntz said there were trustee vacancies for all 12 universities. In accordance with the Board of Governors process, sub-committees reviewed the applications and interviewed potential candidates. He thanked the Committee members for their time well spent. He noted that this is an extremely important function given the significant responsibilities a trustee has to his or her university. He advised that the Committee would discuss the candidates in alphabetical order of the universities, beginning with Florida Agricultural and Mechanical University.

Chair Kuntz advised the Committee would be taking up a trustee vacancy at Florida Agricultural and Mechanical University. He noted Mr. Huizenga, Mr. Tripp and Mr. Levine were responsible for vetting the applicants.

Mr. Levine noted that the Board always has great applicants but this was the hardest time he has had selecting one candidate. Two excellent candidates applied for one spot. Before he spoke about his recommendation, he shared background information on the other candidate, Ms. Kristin Harper. He advised that she is the Vice President of Marketing at Cardinal Health. She is the Co-founder and Board Chair of Pacesetters

MINUTES: NOMINATION AND GOVERNANCE COMMITTEE
November 9, 2017

Unlimited. He stated that while she was not selected, he hopes she continues to pursue this opportunity in the future.

Mr. Levine recommended the reappointment of Ms. Kimberly Moore to the Florida Agricultural and Mechanical Board of Trustees subject to Senate confirmation and attending an orientation session and annual Trustee Summit

He advised that Ms. Moore currently serves on the Florida A & M Board of Trustees and she is doing a great job as the Vice Chair. She serves as the Vice President for Workforce and Innovation at Tallahassee Community College. She is also a Board Member of the Greater Tallahassee Chamber of Commerce. He noted that he thinks she will continue to build a bridge between state colleges and university.

Mr. Tripp seconded the motion with one condition; Mr. Tripp moved that all appointments subject to Senate confirmation and attending an orientation session and annual Trustee Summit.

Mr. Huizenga seconded the motion, and all members of the Committee concurred.

Chair Kuntz said the Committee would be taking up a trustee vacancy at Florida Atlantic University. He noted Mr. Lautenbach, Mr. Tripp and Mr. Levine were responsible for vetting the applicants.

Mr. Tripp recommended Mr. Brent Burns be appointed to the Florida Atlantic University Board of Trustees subject to Senate confirmation and attending an orientation session and annual Trustee Summit.

He advised that Mr. Burns is the President and Chief Operating Officer at JM Enterprises, a Board Member of Kids and Distress ad Boys and Girls Club of Broward County.

Mr. Lautenbach seconded the motion, and members of the Committee concurred unanimously.

Chair Kuntz said the Committee would be taking up a trustee vacancy at Florida Gulf Coast University. He noted Mr. Huizenga, Mr. Lautenbach and Mr. Tripp were responsible for vetting the applicants.

Mr. Lautenbach recommended Mr. Richard Eide be appointed to the Florida Gulf Coast University Board of Trustees subject to Senate confirmation and attending an orientation session and annual Trustee Summit. He advised that Mr. Eide is the owner of Princess Palms LLC and his entire career has been focused finance.

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MINUTES: NOMINATION AND GOVERNANCE COMMITTEE
November 9, 2017

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 Florida International University. He noted Mr. Huizenga, Mr. Lautenbach and himself were responsible for vetting the applicants.

Mr. Lautenbach recommended Mr. Roger Tovar be appointed to the Florida International University Board of Trustees subject to Senate confirmation and attending an orientation session and annual Trustee Summit. He advised that Mr. Tovar received his Bachelor's Degree in Business and Master's Degree in Accounting at Florida International University. He is the owner and CEO of Palmetto57 AutoGroup, AMS Group, Chicagoland Restaurants and Albany Auto Group.

Mr. Tripp seconded the motion, and members of the Committee concurred unanimously.

Chair Kuntz said the Committee would be taking up a trustee vacancy at Florida Polytechnic University. He noted Mr. Levine and Mr. Tripp were responsible for vetting the applicants.

Mr. Levine recommended Dr. Louis Saco be appointed to the Florida Polytechnic University Board of Trustees subject to Senate confirmation and attending an orientation session and annual Trustee Summit. He advised that Dr. Saco is the CEO and Chairman of the Watson Clinic. He previously served on the University of South Florida Board of Trustees. He noted that he had to resign due to conflicts that are no longer applicable.

Mr. Tripp seconded the motion, and members of the Committee concurred unanimously.

Chair Kuntz said the Committee would be taking up a trustee vacancy at Florida State University. He noted Mr. Lautenbach, Mr. Huizenga and himself were responsible for vetting the applicants.

Mr. Lautenbach recommended the appointment of Mr. Jim Henderson be appointed to the Florida State University Board of Trustees subject to Senate confirmation and attending an orientation session and annual Trustee Summit. He advised that Mr. Henderson is the Chairman and CEO of Assured Partners, past president and chief operating officer of Brown and Brown Insurance and a past member of the Board of Regents.

Mr. Tripp seconded the motion, and members of the Committee concurred unanimously.

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MINUTES: NOMINATION AND GOVERNANCE COMMITTEE
November 9, 2017

Chair Kuntz said the Committee would be taking up a trustee vacancy at New College of Florida. He noted Mr. Tripp, Mr. Levine and himself were responsible for vetting the applicants.

Mr. Tripp recommended Mr. George Skestos be reappointed to the New College of Florida Board of Trustees subject to Senate confirmation and attending an orientation session and annual Trustee Summit. He advised that Mr. Skestos is a current member of the New College of Florida Board of Trustees. He founded several business including Homewood Corporation, Trinity Home Builders and Buckeye Management Company. He is a past member of the Ohio State Board of Trustees.

Mr. Levine seconded the motion, and members of the Committee concurred unanimously.

Chair Kuntz said the Committee would be taking up a trustee vacancy at University of Central Florida. He noted Mr. Huizenga, Mr. Tripp and himself were responsible for vetting the applicants.

Mr. Tripp recommended Ms. Beverly Seay be reappointed to the University of Central Florida Board of Trustees subject to Senate confirmation and attending an orientation session and annual Trustee Summit. He noted that Ms. Seay is a current member of the University of Central Florida Board of Trustees. She is the Executive Director of Nebraska Applied Research Institute, board member for the Association of Governing Boards and Chair of the UCF College of Engineering and Computer Science Dean's Advisory Board.

Mr. Lautenbach seconded the motion, and members of the Committee concurred unanimously.

Chair Kuntz said the Committee would defer the appointment for the University of Florida until January.

Chair Kuntz said the Committee would be taking up a trustee vacancy at University of North Florida. He noted Mr. Huizenga, Mr. Levine and himself were responsible for vetting the applicants.

Mr. Levine recommended the appointment of Dr. Anne Egan to the University of North Florida Board of Trustees subject to Senate confirmation and attending an orientation session and annual Trustee Summit. He advised that Dr. Egan is a pediatrician and partner at The Carithers Pediatric Group and the Section Chief of Pediatrics at St. Vincent's Hospital. She is a past board member of the Jacksonville Children's Commission.

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MINUTES: NOMINATION AND GOVERNANCE COMMITTEE
November 9, 2017

Mr. Lautenbach seconded the motion, and members of the Committee concurred unanimously

Chair Kuntz said the Committee would defer the appointment for the University of South Florida until January.

Chair Kuntz said the Committee would be taking up a trustee vacancy at University of West Florida. He noted Mr. Lautenbach, Mr. Levine and Mr. Tripp were responsible for vetting the applicants.

Mr. Levine recommended the reappointment of Ms. Suzanne Lewis to the University of West Florida Board of Trustees subject to Senate confirmation and attending an orientation session and annual Trustee Summit. He advised that Ms. Lewis is the past superintendent of Yellowstone National Park Service. She had a 32-year career with the National Park Service. She is a member of the University of Florida Historic St. Augustine, Inc. Board of Directors. He advised that she has done a great job serving on the University of West Florida Board of Trustees.

Mr. Huizenga seconded the motion, and members of the Committee concurred unanimously

5.   Concluding Remarks and Adjournment

Having no further business, the meeting was adjourned at 2:08 p.m. November 9, 2017.

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Tom Kuntz, Chair

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Vikki Shirley
Corporate Secretary

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Nomination and Governance Committee
January 25, 2018

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 expired on January 6, 2018:

1. University of Florida, and
2. University of South Florida.

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 Lautenbach

STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors

AGENDA
Board of Governors Meeting
Room 208
Turnbull Conference Center
Florida State University
555 West Pensacola Street
Tallahassee, FL 32301
January 25, 2018
11:00 a.m. – 12:30 p.m.
or
Upon Adjournment of Previous Meetings

1.	**Call to Order and Pledge of Allegiance**	**Chair Ned C. Lautenbach**
2.	**Chair's Report to the Board of Governors and Remarks on the State of the System**	**Chair Lautenbach**
3.	**Recognition of Outgoing Chair Thomas G. Kuntz and Governor Richard "Dick" Beard**	**Chair Lautenbach**
4.	**Minutes of Board of Governors Meeting** • Minutes, November 9, 2017	**Chair Lautenbach**
5.	**Chancellor's Report**	**Chancellor Marshall M. Criser III**
6.	**Think Florida**	**Chair Lautenbach**
7.	**Public Comment**	**Chair Lautenbach**
8.	**Consideration of Amendments to Board of Governors Operating Procedures**	**Chair Lautenbach**

9.	**Confirmation of Appointment of the President for Florida Agricultural & Mechanical University**	**Chair Lautenbach** **Chair Kelvin Lawson** *FAMU Board of Trustees*

10. Strategic Planning Committee Report **Governor Darlene Jordan**
- University of Florida Strategic Plan
- Florida Gulf Coast University Strategic Plan

11. Academic and Student Affairs Committee Report **Governor Norman Tripp**

12. Innovation and Online Committee Report **Governor Edward Morton**
- Task Force on STEM Labs for Online Education
- Technology Scorecard

13. Audit and Compliance Committee Report **Governor Wendy Link**
- Charters Revisions

14. Nomination and Governance Committee Report **Chair Lautenbach**
- Appointment of University Trustees

15. Presidential Search Report
- University of North Florida **Governor Link**
- University of Central Florida **Governor Syd Kitson**

16. Concluding Remarks and Adjournment **Chair Lautenbach**

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
January 25, 2018

SUBJECT: Chair's Report to the Board of Governors and Remarks on the State of the University System

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PROPOSED BOARD ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Chair, Ned Lautenbach, will convene the meeting with opening remarks and deliver the State of the System address.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Ned Lautenbach

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
January 25, 2018

SUBJECT: Recognition of Outgoing Chair Thomas G. Kuntz and Governor Richard "Dick" Beard

PROPOSED BOARD ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Board will recognize the achievements of outgoing chair, Thomas G. Kuntz, and the service of Richard "Dick" Beard on the Board of Governors.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Ned Lautenbach

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
January 25, 2018

SUBJECT: Minutes of Board of Governors Meeting held November 9, 2017

PROPOSED BOARD ACTION

Approval of minutes of the Board of Governors meeting held on November 9, 2017 at the University of Central 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 November 9, 2017 at the University of Central Florida.

Supporting Documentation Included: Minutes: November 9, 2017

Facilitators/Presenters: Chair Ned Lautenbach

MINUTES: FLORIDA BOARD OF GOVERNORS   NOVEMBER 9, 2017

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BOARD OF GOVERNORS
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ORLANDO, FLORIDA
NOVEMBER 9, 2017

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

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
GRAND BALLROOM
FAIRWINDS ALUMNI CENTER
UNIVERSITY OF CENTRAL FLORIDA
ORLANDO, FLORIDA
NOVEMBER 9, 2017

1.   Call to Order and Chair's Remarks

Chair Thomas G. Kuntz convened the meeting at 2:09 p.m., on November 9, 2017, with the following members present: Vice Chair Ned Lautenbach; Timothy M. Cerio; H. Wayne Huizenga, Jr.; Darlene Jordan; Sydney Kitson; Alan Levine; Wendy Link; Edward Morton; Jay S. Patel; Kishane Patel; Pam Stewart; Norman Tripp; Dr. Gary Tyson; Dr. Fernando Valverde; and Dr. Zach Zachariah. Patricia Frost participated by phone.

Chair Kuntz thanked President John Hitt and Chair Marcos Marchena for hosting the meeting, and extended a special thanks to the University of Central Florida for its efforts in connection with the meeting and the Trustee Summit. He also thanked President Hitt for his twenty-five years of service to the university. Chair Marchena thanked UCF Chief of Staff Dr. Rick Schell, Dr. Nancy Marshall and others for their efforts in working with Board staff to host the Trustee Summit and the Board meeting. President Hitt welcomed the Board and thanked them for their support of UCF initiatives such as the medical school, the Rosen School of Hospitality, the downtown campus, the new hospital, and many others. He stated he is looking forward to his new role as President Emeritus beginning in July.

Chair Kuntz next introduced three new Board members. Mr. Timothy Cerio is of counsel to the law firm of GrayRobinson in Tallahassee and focuses his practice on regulatory, health care law, and complex litigation. He previously served as General Counsel to Governor Scott and is a current Commissioner on the Constitution Revision Commission. Mr. Cerio stated he is honored to serve on the Board and congratulated President Hitt on his dedicated and longstanding service to UCF.

Mr. Jay Patel is the CEO of LHS Companies, a real estate development company operating in the Florida panhandle. Mr. Patel was a member of the University of West Florida Board of Trustees up until he was appointed to the Board of Governors and has three honorary doctorates in education, theology, and the hospitality industry. Mr. Patel said it is an honor to serve on the Board and he looks forward to working with the

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MINUTES: FLORIDA BOARD OF GOVERNORS   NOVEMBER 9, 2017

members and the universities. He is also pleased to have the opportunity to serve on the Board with his son.

Dr. Zachariah previously served on the Board from its inception in 2003 until January 2010. He is board-certified in internal medicine and cardiology and serves as the Medical Director of UHealth Cardiology at the University of Miami Health Systems in Ft. Lauderdale. Dr. Zachariah said it is an honor to be back on the Board and he looks forward to working with everyone.

Chair Kuntz also recognized Ms. Patricia Frost and Vice Chair Ned Lautenbach for their reappointment to the Board.

Chair Kuntz thanked all of the trustees who attended the Trustee Summit and especially the Trustee Chairs who worked to ensure the roundtable discussions had by their boards were productive. He also expressed appreciation for the excellent presentation by the United States Secretary of Labor, Mr. Alexander Acosta, about the new apprenticeship program at the Department of Labor. President Rosenberg is a member of the new Task Force being spearheaded by the Department to implement this program. He encouraged even greater participation by the trustees at future Trustee Summits.

2. Trustee Summit

The Trustee Summit was held on November 8, 2017. In addition to Secretary Acosta's presentation, the Summit featured breakout sessions with a business panel that focused on skills employers need in their workforce and steps universities can take to develop those skills in their students; and a student entrepreneur panel that provided insight into the types of university opportunities, services, and mentoring that benefited their career paths. Representatives from the Florida Attorney General's Office and the Florida Commission on Ethics provided training on Florida's Sunshine Laws and Code of Ethics for Public Officers, and the trustee boards held roundtable discussions on priorities identified by the respective board chairs. In addition, the Chair and Vice Chair of the Board met with the chairs and vice chairs of the university boards of trustees to discuss funding priorities, potential changes to the performance-based funding model, and pending legislation.

3. Minutes of Board of Governors Meeting

    A.   Board of Governors Meeting held August 31, 2017

Mr. Tripp moved approval of the Minutes of the meeting held August 31, 2017, as presented. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

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MINITES: FLORIDA BOARD OF GOVERNORS   NOVEMBER 9, 2017

4.   Chancellor's Report

Chancellor Criser reported on higher education legislation pending in the House of
Representatives and the Florida Senate that would continue the funding level
established last year for Bright Futures Academic Scholars, increase the amount of
funding for Bright Futures Medallion Scholars, and extend Bright Futures scholarship
awards to summer terms. The bills would also extend the Benacquisto Scholarship
Program and expand the First Generation Scholarship Program funding from a $1:1
state match to a $2:1 state match. He indicated several presentations have already been
made before legislative committees, together with two presentations to the Education
Subcommittee of the Constitution Revision Commission on the governance and
financing structures of the State University System. Chancellor Criser noted he
appreciated the opportunity to highlight the fact Florida has been ranked first by *U.S.
News and World Report* for postsecondary education and that UF, FSU, USF, UCF, and
FIU have all moved up in the national rankings for public postsecondary institutions.

He introduced new Board staff: Dr. Traki Taylor, the new Assistant Vice Chancellor in
the Office of Academic and Student Affairs; Ms. Aileen Velasquez, a new Facilities
Planner in the Finance and Facilities Office, and Ms. Kristin Whitaker, the Assistant
Vice Chancellor for Public Policy and Advocacy.

Chancellor Criser also recognized Mr. Tim Jones, Assistant Vice Chancellor for Finance
and Administration, Mr. Jason Jones, Chief Data Officer, and Mr. Gene Kovacs, Chief
Information Officer, for their efforts to complete the integration of the data
administrators and institutional researchers. And he recognized Dr. Jan Ignash for her
efforts in working with college and university faculty to implement the new civics
literacy requirements enacted last session.

Finally, Chancellor Criser explained he briefed Florida's congressional delegation on
Florida's response to Hurricanes Irma and Maria and that discussions to solicit
continued support for those efforts are ongoing.

5.   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 three requests for public
comment from Ms. Hosetta Coleman, Lieutenant Colonel Gregory Clark, and Dr. Tara
Blackwell.

Chair Kuntz recognized Ms. Hosetta Coleman for public comment. Ms. Coleman said
she is the vice chair of the FAMU Foundation Board of Directors and spoke in favor of
the Florida Agricultural & Mechanical University Board of Trustees' request for the

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MINUTES: FLORIDA BOARD OF GOVERNORS   NOVEMBER 9, 2017

Board of Governors to waive the requirement to conduct a presidential search. Ms. Coleman expressed a desire for stability in leadership at the university and praised Dr. Robinson's leadership abilities and vision for student success. She indicated that twelve historically black colleges or universities are looking to fill presidential vacancies and FAMU has an advantage given Dr. Robinson's proven leadership and commitment to the university.

Chair Kuntz next recognized Lieutenant Colonel Gregory Clark, the president of the FAMU National Alumni Association. He explained Dr. Robinson received a vote of confidence at the National Alumni Association Convention by its executive board, the membership, the FAMU Foundation, and the FAMU Boosters. He urged the Board to consider the appointment of Dr. Robinson as the 12th president of FAMU. He believes Dr. Robinson and his leadership team understand the challenges faced by the university and are working well with the board of trustees, faculty, students, and alumni to meet those challenges.   He respectfully requested the Board to consider the board of trustees' request for a waiver of the presidential search process.

The final speaker was Dr. Tara Blackwell who indicated she was representing adjunct faculty at the University of South Florida. Dr. Blackwell said the metrics of the performance-based funding model addresses student outcomes but does not measure the degree to which faculty have an influence on negotiating their working conditions. She explained having an influence on working conditions helps teachers become better teachers, which improves student outcomes. And, unlike tenure-track faculty and graduate students, she said adjunct professors do not have a voice on campus and the University of South Florida is not allowing them to form a union. Dr. Blackwell asked the Board to instruct the university to stop blocking the formation of a union for adjunct professors on campus.

6.   Election of Board Officers, Chair and Vice Chair

Chair Kuntz moved to the next item on the agenda which was the election of officers. Chair Kuntz opened the floor for nominations for the position of chair of the Board.

Mr. Tripp nominated Ned Lautenbach to serve as Chair for a term beginning January 1, 2018 and ending December 31, 2019. Mr. Kitson seconded the motion, and the members concurred unanimously. Mr. Lautenbach thanked the Board for their confidence. He noted he has big shoes to fill, but said he is honored to become the chair and looks forward to working with everyone.

Chair Kuntz next opened the floor for nominations for the position of vice chair. Mr. Tripp nominated Sydney Kitson to serve as Vice Chair for a term beginning January 1, 2018 and ending December 31, 2019. Dr. Zachariah seconded the motion, and the members concurred unanimously. Mr. Kitson stated this is an incredible honor and

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MINUTES: FLORIDA BOARD OF GOVERNORS   NOVEMBER 9, 2017

that he looks forward to serving with Mr. Lautenbach. He thanked the Board for their confidence in him and recognized the bold leadership of former chairs Dean Colson, Mori Hosseini and Thomas Kuntz. He emphasized that while performance-based funding is working, there is still more to do given the Board's goal to become the best university system in the country and to provide students with the best education at an affordable price.

7.   Confirmation of Reappointment of the Interim President for Florida Agricultural & Mechanical University

Chair Kuntz said on September 12, 2017, the FAMU Board of Trustees extended Dr. Robinson's contract as interim president until September 14, 2018, and is requesting confirmation of Dr. Robinson's reappointment.

Mr. Tripp moved to confirm the reappointment of Dr. Larry Robinson as Interim President of FAMU and Mr. Morton seconded the motion. Chair Kuntz recognized Chair Kelvin Lawson to explain the request. Chair Lawson said the FAMU Board of Trustees extended Dr. Robinson's contract for one year and that the terms and conditions remain unchanged. The members then concurred unanimously in the vote to confirm Dr. Robinson's reappointment.

8.   Request for Waiver of Presidential Search Process from Florida Agricultural & Mechanical University Board of Trustees

Chair Kuntz stated on August 18, 2017, the FAMU Board of Trustees voted unanimously to request a waiver from the Board of Governors that would allow the board of trustees to either conduct a national search or, alternatively, select Dr. Larry Robinson to serve as the university's next permanent president. Chair Lawson submitted a letter on behalf of the FAMU Board of Trustees requesting a waiver of the requirements in Board Regulation 1.002 pertaining to the presidential search and selection process. Chair Kuntz noted the regulation was first adopted last year and this is the first request the Board has received for a waiver of the process. Chair Kuntz turned to Chair Lawson to explain the request.

Chair Lawson stated the board is requesting a waiver of the regulation because they have had Dr. Robinson as their president on three separate occasions and they are making significant progress as they focus on their new strategic plan and work plan. He explained the board hired a psychologist to understand what the board, their constituents, alumni and other stakeholders wanted in a leader and he was pleased to report the data matched up well. He pointed to the forward momentum and progress that is being made and believes Dr. Robinson is the person who can continue to build on that progress. Chair Lawson asked for the Board's consideration of their request,

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MINUTES: FLORIDA BOARD OF GOVERNORS   NOVEMBER 9, 2017

noting that they could not proceed to a vote until the Board made a decision on their request for a waiver.

Ms. Link moved to waive the requirements of Regulation 1.002 relating to Presidential Search and Selection for FAMU and Mr. Lautenbach seconded the motion. Mr. Levine spoke in favor of the motion, relaying a prior conversation with Chair Lawson about the need for a process to develop a profile of the type of leader that would serve FAMU well. Mr. Tripp also spoke in favor of the motion as did Chair Kuntz who noted the unique circumstances that supported the waiver. Chair Kuntz then called for a vote and the members concurred unanimously in the granting of the waiver.

9.   Audit and Compliance Committee Report

Chair Kuntz called on Ms. Link for the Audit and Compliance Committee report. Ms. Link reported the Board's Inspector General, Mr. Joe Maleszewski, is surveying the universities on their approach to identifying and managing risks and the survey results will be presented to the committee at the January 2018 meeting.   His office is also preparing a State University System Compliance Program Checklist for universities to use in updating the committee on their implementation of a university-wide compliance and ethics program. Finally, Mr. Maleszewski's office is continuing to monitor Florida Gulf Coast University's progress in implementing the corrective actions required in the whistle-blower investigative report issued last March. The university expects to have all fifteen corrective actions implemented by the end of this year and Mr. Maleszewski will provide a detailed report at the January 2018 meeting.

10.   Strategic Planning Committee Report

Chair Kuntz called on Mr. Morton for the Strategic Planning Committee report. Mr. Morton reported the committee took up three items, two for information and one for action. The informational items included a review of the updated Educational Sites Survey Inventory and a review of the supplemental information provided by the University of West Florida, the University of Central Florida, Florida Agricultural and Mechanical University, and Florida State University showing how the universities' strategic plans, metrics and projected outcomes aligned with the Board's *2025 Strategic Plan* goals. He noted this information was requested by the Board at the August 2017 meeting when the universities' strategic plans were approved contingent upon the submission of this additional information. Mr. Morton reported the information was responsive and will assist the Board in determining what each university can contribute to the overall System-wide effort.

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MINUTES: FLORIDA BOARD OF GOVERNORS   NOVEMBER 9, 2017

The one action item related to a legislative budget request submitted by Florida Gulf Coast University, which was approved by the committee and forwarded to the Budget and Finance Committee for consideration.

11.   Innovation and Online Committee Report

Chair Kuntz recognized Mr. Lautenbach for the Innovation and Online Committee report. Mr. Lautenbach reported the committee received an update on the implementation of the forty-nine tactics in the *2025 Strategic Plan for Online Education*. Of those tactics, the implementation work groups are making headway on thirty-one tactics, eleven are in the initial stages, and seven will be addressed soon. He stated the initiatives will ensure quality in all aspects of online programs – from courses, to professional development, to student services, to technology – while ensuring access to affordable programs.

12.   Facilities Committee Report

Chair Kuntz called on Mr. Huizenga for the Facilities Committee report. Mr. Huizenga stated the Facilities Committee met and approved two items.

      A.   FAMU-FSU College of Engineering Educational Plan Survey Validation

Mr. Huizenga moved approval of the FAMU-FSU College of Engineering Educational Plant Survey Validation. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

      B.   Amend 2018-2019 Fixed Capital Outlay Legislative Budget Request

Mr. Huizenga moved to amend the 2018-2019 Fixed Capital Outlay Legislative Budget Request, as presented. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

13.   Academic and Student Affairs Committee Report

Chair Kuntz recognized Mr. Tripp to report on the Academic and Student Affairs Committee. Mr. Tripp reported the following academic programs were approved by the committee, in addition to a request from the University of Florida Levin College of Law to implement a new semester pricing tuition model.

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A.   Academic Programs

i.   Doctor of Athletic Training, CIP 51.0913, Florida International University

Mr. Tripp reported the Committee considered a request for implementation of a doctorate program from Florida International University in Athletic Training to be implemented effective Fall 2018.

Mr. Tripp moved approval of the Doctor of Athletic Training, CIP 51.0913, at Florida International University. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

ii.   Ph.D. Integrative Anthropological Sciences, CIP 45.0299, University of Central Florida

Mr. Tripp reported the Committee considered a request for implementation of a doctorate program from the University of Central Florida in Integrative Anthropological Sciences to be implemented effective Fall 2018.

Mr. Tripp moved approval of the Ph.D. in Integrative Anthropological Sciences, CIP 45.0299, at the University of Central Florida. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

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

Mr. Tripp reported the Committee considered a request for implementation of a semester-pricing tuition model from the University of Florida Levin College of Law to be implemented effective Fall 2018.

Mr. Tripp moved to approve the Semester Pricing Tuition Model at the University of Florida Levin College of Law for the following programs: Juris Doctor (CIP 22.0101); LLM in Energy, Environment and Natural Resources Law (CIP 22.0207); LLM in Taxation (CIP 22.0211); LLM in International Taxation (CIP 22.0210); and LLM in Comparative Law (CIP 22.0206). Mr. Lautenbach seconded the motion, and the members concurred unanimously.

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MINUTES: FLORIDA BOARD OF GOVERNORS   NOVEMBER 9, 2017

     B.   Support of the Action of Florida State University to Suspend Greek Life
           Organizations

Mr. Tripp reported on the committee's discussion with President Thrasher on the recent
tragic death of a student at Florida State University. Following the tragedy, President
Thrasher suspended the activities of all fraternities and sororities at the university and
called for campus-wide discussions on what needs to be done to make a permanent
change in the Greek life culture. Mr. Tripp stated the committee approved a motion
supporting the suspension and Chair Kuntz inquired whether he would like to present
the same motion to the full Board. Mr. Tripp then made a motion to support the actions
of Florida State University to indefinitely suspend Greek organizations on campus; to
request the State University System Presidents to place all student organizations on
notice of the Board's support of the university's actions and intent to take further action
if necessary; and to revisit the issue at the January meeting. Mr. Levine seconded the
motion, and the members concurred unanimously.

14.   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
three strategies for improving 2+2 articulation. Those strategies are to develop a web-
based advising toolkit; encourage universities to improve and expand existing local 2+2
enhancement programs and identify key components of effective programs; and to
develop a 2+2 data and information toolkit. Mr. Levine stated the workgroup is making
progress on implementing these strategies and at the next meeting, a determination as
to the future of this committee would be at the discretion of the new chair of the Board.

15.   Budget and Finance Committee Report

Chair Kuntz recognized Mr. Lautenbach for the Budget and Finance Committee report.
Mr. Lautenbach reported the committee heard a presentation from New College of
Florida on the implementation of Year One of their Growth Plan and reviewed the
Mental Health and Safety Plans developed by the universities. He then presented the
following action items for Board approval.

     A.   Performance-Based Funding Model

Mr. Lautenbach moved to amend the Performance-Based Funding Model to incorporate
the new textbook methodology developed by the State University System workgroup
for Metric 3. Mr. Huizenga seconded the motion, and the members concurred
unanimously.

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MINUTES: FLORIDA BOARD OF GOVERNORS   NOVEMBER 9, 2017

Mr. Lautenbach moved to amend Metric 9 of the Performance-Based Funding Model for the University of Florida, Florida State University, and New College of Florida to use the percentage of Bachelor Degrees awarded without excess hours. Mr. Huizenga seconded the motion, and the members concurred unanimously.

16.   Nomination and Governance Committee Report

Chair Kuntz stated the committee recommended the following persons to fill trustee vacancies at the following universities for terms that run from January 6, 2018 to January 6, 2023, except for the vacancy at the Florida Polytechnic University which term runs from November 9, 2017 to November 7, 2022. He explained the appointments are subject to confirmation by the Florida Senate and each appointee attending an orientation conducted by the Board office and the annual Trustee Summits.

        A.   Appointment of University Trustees

Chair Kuntz moved approval of the reappointment of Kimberly Moore to the Florida Agricultural &Mechanical University Board of Trustees, subject to Senate confirmation and attending an orientation session and annual Trustee Summits. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

Chair Kuntz moved approval of the appointment of Brent Burns to the Florida Atlantic University Board of Trustees, subject to Senate confirmation and attending an orientation session and annual Trustee Summits. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

Chair Kuntz moved approval of the appointment of Richard Eide to the Florida Gulf Coast University Board of Trustees, subject to Senate confirmation and attending an orientation session and annual Trustee Summits. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

Chair Kuntz moved approval of the appointment of Roger Tovar to the Florida International University Board of Trustees, subject to Senate confirmation and attending an orientation session and annual Trustee Summits. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

Chair Kuntz moved approval of the appointment of Dr. Louis Saco to the Florida Polytechnic University Board of Trustees, subject to Senate confirmation and attending an orientation session and annual Trustee Summits. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

Chair Kuntz moved approval of the appointment of Jim Henderson to the Florida State University Board of Trustees, subject to Senate confirmation and attending an

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MINUTES: FLORIDA BOARD OF GOVERNORS   NOVEMBER 9, 2017

orientation session and annual Trustee Summits. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

Chair Kuntz moved approval of the reappointment of George Skestos to the New College of Florida Board of Trustees, subject to Senate confirmation and attending an orientation session and annual Trustee Summits. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

Chair Kuntz moved approval of the reappointment of Beverly Seay to the University of Central Florida Board of Trustees, subject to Senate confirmation and attending an orientation session and annual Trustee Summits. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

Chair Kuntz moved approval of the appointment of Dr. Anne Egan to the University of North Florida Board of Trustees, subject to Senate confirmation and attending an orientation session and annual Trustee Summits. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

Chair Kuntz moved approval of the reappointment of Suzanne Lewis to the University of West Florida Board of Trustees, subject to Senate confirmation and attending an orientation session and annual Trustee Summits. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

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 stated a compensation study was completed and the University of North Florida Board of Trustees approved a pay range. She reported the search consultant, Parker Executive Search, is actively recruiting and will continue to build the pool of prospective applicants through January 2018. She anticipates the Search Committee will screen the applicants at the beginning of February and schedule interviews with about eight candidates, with the goal of recommending three finalists to the Board of Trustees by February 7, 2018.

The board and the campus community will conduct interviews the week of February 12, with final interviews by the board resulting in the selection of a President-Elect by February 16, 2018. She explained the university's goal is to complete the process to allow for confirmation by the Board of Governors at its March 28-29 meeting, which will be held at the University of North Florida.

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MINUTES: FLORIDA BOARD OF GOVERNORS   NOVEMBER 9, 2017

Chair Kuntz thanked Ms. Link for her dedicated service on the search committee and the value she was bringing to the process.

18.   Concluding Remarks and Adjournment

Chair Kuntz said the next meeting will be held on January 24-25, 2018, at Florida State University.

Having no further business, the meeting was adjourned at 3:10 p.m. on November 9, 2017.

_____
Thomas G. Kuntz, Chair

_____
Vikki Shirley,
Corporate Secretary

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
January 25, 2018

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
January 25, 2018

SUBJECT: Think Florida

PROPOSED BOARD ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Background Information: As part of the *Think Florida: A Higher Degree for Business* campaign, Board members regularly have the opportunity to hear from universities and the business community about the latest synergies regarding talent, research and partnerships.

Today's panel includes Mr. Ricardo Schneider, President of Danfoss Turbocor Compressors, Inc. and Dr. Susan S. Fiorito, Director of the Jim Moran School of Entrepreneurship. The discussion will be moderated by John Thrasher, President of Florida State University. Professor Fiorito will share information about the Jim Moran School of Entrepreneurship and the unique educational and employment opportunities it provides for students. Mr. Schneider will provide information about his company, why he selected Tallahassee as the site for the company's headquarters, and share his perspective on what Florida universities can do to attract more business and industry.

Supporting Documentation Included: None

Facilitators/Presenters: President John Thrasher

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
January 25, 2018

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 Ned Lautenbach

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
January 25, 2018

SUBJECT: Consideration of Amendments to Board of Governors Operating Procedures

PROPOSED BOARD ACTION

Consideration of Amendments to Board of Governors Operating Procedures

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 286.0114, Florida Statutes

BACKGROUND INFORMATION

Article VI, Section C is being amended to reflect the addition of a new standing committee on Academic and Research Excellence and to establish the Select Committee on 2+2 Articulation as a new standing committee. The scope of responsibilities of the two committees are set forth in the draft Operating Procedures for consideration.

Supporting Documentation Included: Board of Governors Operating Procedures

Facilitators/Presenters: Ms. Vikki Shirley

OPERATING PROCEDURES OF
THE BOARD OF GOVERNORS OF
THE STATE UNIVERSITY SYSTEM OF FLORIDA

ARTICLE I.   CORPORATE NAME

The Board of Governors is a body corporate to be known as the "Board of Governors of the State University System of Florida."

ARTICLE II.   AUTHORITY AND RESPONSIBILITY

The Board of Governors (the Board) is the governing body of the State University System of Florida (the System) that is vested with all of the powers, duties and authority delegated to the Board by Article IX, Section 7 of the Florida Constitution for the operation, regulation, control, management and governance of the whole university system. The Board of Governors possesses such other authority granted under the Florida Constitution and as provided by the laws of Florida.

ARTICLE III.   MEMBERSHIP OF THE BOARD

The Board of Governors is comprised of seventeen members. Fourteen members of the Board are appointed by the Governor and three members serve by virtue of their offices: the Commissioner of Education, the Chair of the Advisory Council of Faculty Senates, and the President of the Florida Student Association. The appointed members are confirmed by the Florida Senate and serve staggered terms of seven years. Such members shall serve until their successors are appointed and qualified. In the event of a vacancy of an appointed member by whatever cause, except for the expiration of a term, the Board shall request the Governor to appoint a successor to fill the vacancy for the remainder of the unexpired membership term.

ARTICLE IV.   OFFICERS OF THE BOARD AND CHANCELLOR

Section A.   Officers

The officers of the Board of Governors shall consist of the Chair, the Vice Chair, and the Corporate Secretary.

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Section B.   Selection of Officers and Term of Office

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. The term of office shall commence on the first day of the January following the November election. Each officer shall serve for two years and may be re-elected for one additional consecutive two-year term. Any exception to this term of office shall be approved by a two-thirds vote of the members present at the meeting, provided there is a quorum.

Section C.   Vacancy in Office

In the event of a vacancy in the office of the Chair, the Vice Chair shall assume the position of Chair and shall serve out the remainder of the Chair's term of office. In the event of a vacancy in the office of the Vice Chair, the Board shall hold a special election as soon as practicable to select a successor who shall serve out the remainder of the Vice Chair's term of office.

Section D.   Chair

(1)   The Chair shall preside at all meetings of the Board and shall have the authority to call any special or emergency meetings of the Board.

(2)   The Chair shall appoint the members of all standing and ad hoc committees of the Board and select the chairs of such committees.

(3)   The Chair is authorized to execute all instruments and documents approved or issued by the Board or as delegated by the Board.

(4)   The Chair shall serve as the official spokesperson of the Board and shall exercise such other powers and duties that inure to the office of Chair of a body corporate.

Section E.   Vice Chair

The Vice Chair shall perform the duties of the Chair and have the same power and authority in the absence or disability of the Chair.

Section F.   Chancellor

(1)   The Chancellor is the chief executive officer of the Board and the State University System. The Chancellor shall perform all such duties as necessary to assist with the Board's implementation of its constitutional duties

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and responsibilities related to the governance of the System. The Chancellor is responsible for the prompt and effective execution of all Board regulations, policies, guidelines and resolutions.

     (2)   The Chancellor shall serve as the Board's liaison for communications with university boards of trustees, university presidents and other university officers and employees, the Legislature, other state entities, officers, agencies, the media, and the public.

     (3)   The Chancellor shall keep the Board informed of all issues affecting or that may affect the System and make such recommendations to the Board for the development of any new regulations, policies or guidelines and any amendments to existing regulations, policies or guidelines.

     (4)   The Chancellor shall attend and participate in all meetings of the Board, its committees, and prepare and submit such reports as may be required by the Board or by law, or as deemed necessary by the Chancellor.

     (5)   The Chancellor shall be responsible for preparing and submitting an annual legislative budget requests for the System and the general office to the Board for approval and for recommending any amendments as may be required.

     (6)   The Chancellor shall be responsible for the efficient operation of the general office, and is authorized to enter into any contracts necessary for the operation of the Board and the general office, to employ all personnel and establish all policies and procedures incident to general office personnel and operations, to submit an annual legislative budget request for the general office to the Board for approval and for recommending any amendments as may be required, to provide any general office budgetary information as may be requested by the Board or Board Chair, to oversee all departments and functions, and to take any other actions as deemed appropriate by the Chancellor to foster efficient and effective Board operations.

Section G.   Corporate Secretary

Upon recommendation of the Chancellor, the Chair shall select a member of the general office staff to serve as the Corporate Secretary. The Corporate Secretary shall serve at the pleasure of the Board and shall:

     (1)   Maintain an accurate record of the proceedings of the Board;

     (2)   Have custody of all official records and documents of the Board;

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(3)   Have custody of the corporate seal of the Board, affix the seal to official documents and attest to same;

(4)   Notice all meetings of the Board as required by applicable law; and

(5)   Serve as agency clerk for the Board.

ARTICLE V.   MEETINGS OF THE BOARD

Section A.   Regular Meetings

There shall be no fewer than six regular meetings per year which shall be open and noticed to the public in accordance with the Article I, Section 24 of the Florida Constitution and the requirements of Chapter 286, Florida Statutes.

Section B.   Special Meetings

The Chair may convene special meetings, including workshops or retreats, of the Board as deemed appropriate. Such meetings shall be open and noticed to the public in accordance with the Article I, Section 24 of the Florida Constitution and the requirements of Chapter 286, Florida Statutes.

Section C.   Emergency Meetings

The Chair may convene a meeting of the Board for the purpose of acting on emergency matters affecting the System or as necessary to preserve the health, safety or welfare of the public. Such meetings shall be open to the public and the Board shall provide such notice of the meeting as is reasonable under the circumstances.

Section D.   Use of Technology

Any meeting of the Board may be conducted through a telephone conference call or by any other technological means.   Any such meetings shall be open and noticed to the public in accordance with the Article I, Section 24 of the Florida Constitution and the requirements of Chapter 286, Florida Statutes.

Section E.   Agenda

The Chair, in consultation with the Chancellor of the System, shall approve items to be placed on the agenda for each Board meeting. Any member may request items to be placed on the agenda for discussion or action at a meeting, subject to approval by the Board. Any such item approved by the Board will be placed on the agenda for the next regularly scheduled meeting. All agenda

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items and supporting documentation must be submitted to the Chancellor with sufficient time for distribution to the Board members at least seven days in advance of the meeting where the item will be considered.

Section F.   Quorum and Voting

A majority of the members of the Board must be present to constitute a quorum to transact official business. The decision of the majority of members in attendance and voting on an issue shall prevail, unless otherwise provided herein. The vote upon any resolution, motion or other matter may be by voice vote, but the Chair may require a roll call vote if deemed appropriate. A member may abstain from voting only under those circumstances prescribed by law. Voting by proxy or by mail is not permitted.

Section G.   Minutes

Minutes of the meetings of the Board shall be kept by the Corporate Secretary who shall file and preserve all minutes, agendas and agenda materials, notices, resolutions, and other documents pertaining to the business and proceedings of the Board. Records of the meetings, including any video or audio recordings, are public records subject to Chapter 119, Florida Statutes.

Section H.   Appearances before the Board

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 of the Board. For meetings held telephonically, public comment forms can be obtained from the Corporate Secretary and must be submitted prior to the date of the 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. The Board will reserve a maximum of fifteen minutes during the plenary meeting of the Board to take public comment. 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.

Section I.   Parliamentary Rules

When not in conflict with any of the Board's Operating Procedures, regulations, policy, or state law, Robert's Rules of Order shall be utilized as a guide in conducting the meetings of the Board.

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ARTICLE VI.   COMMITTEES

Section A.   Purpose

The Chair shall have the authority to establish standing and ad hoc committees of the Board. Standing and ad hoc committees of the Board shall consider matters that are encompassed within the subject matters assigned to each committee and make recommendations to the Board.   Unless specifically delegated or otherwise provided by Board regulation, authority to act on all matters is reserved to the Board.

Section B.   Membership and Quorum

The Chair of the Board shall have the authority to appoint and remove members of each committee, and select committee chairs. A majority of committee members present at a committee meeting constitutes quorum for purposes of committee business.

Section C.   Standing Committees

The standing committees of the Board and the scope of responsibility for each committee are as follows:

(1)   *Academic and Research Excellence:* The activities of this committee shall include, but not be limited to, developing system-level policy or initiatives to enhance the quality and national prominence of the constituent universities through the promotion of academic programs of distinction, increasing university research and research opportunities for students and faculty, and through the development of world class faculty and scholars. In addition, the committee is responsible for spearheading the System's efforts to translate research into economic development, with input from the State University System Vice Presidents for Research.

(2~~1~~)   *Academic and Student Affairs*: The activities of this committee shall include, but not be limited to, providing leadership for the development of system-level policy regarding admissions, articulation, academic programs, ~~research and economic development,~~ and student support services for the System; the review and approval of academic programs, limited access requests, and exceptions to state mandated program lengths; and regulations and issues relating to the aforementioned areas of responsibilities.

The committee shall identify and address issues that are critical to the well-being of state university students through regular contact with and input from the ~~SUS~~State University System Council for Student Affairs and the Florida Student

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Association. ~~In addition, the committee is responsible for issues associated with the System's efforts in research and economic development.~~

(3~~2~~)   *Audit and Compliance*:   The activities of this committee are governed by the *Audit and Compliance Committee Charter* that articulates the committee's duties and responsibilities. The committee's responsibilities, as they relate to the operation and management of the Board, are to provide oversight of activities related to internal audit, financial controls, compliance and ethics; to review significant accounting and reporting issues and confirm appropriate management responses; to review risk assessment methodologies and risk management policies; to assess the effectiveness of the internal control system; and to review and confirm appropriate management response to any report of significant audit or compliance-related findings and recommendations.

The committee's responsibilities, as they relate to the operation and management of the System, are to act as a liaison with university boards of trustees; review university independent financial and operational and internal university audit reports; identify trends in these reports and confirm that adverse trends are being addressed; initiate inquiries if the committee has reasonable cause to believe a university is not providing for appropriate response to significant or repeat audit findings; direct the Board's Inspector General to conduct an inquiry or investigation if the committee has reasonable cause to believe that a university board of trustees is unwilling or unable to provide for objective investigation of credible allegations of fraud or other substantial financial impropriety; and perform due diligence to help ensure the accuracy of data submitted to the Board.

(4~~3~~)   *Budget and Finance:* The activities of this committee shall include, but not be limited to, the review of annual operating budget guidelines and legislative budget requests, university operating budgets, annual financial statements, tuition differential proposals, new fees, increases to existing fees, flexible tuition policies, select regulations and other budgetary or financial issues that may arise.

(5~~4~~)   *Facilities*:   The activities of this committee shall include, but not be limited to, the approval of the annual system-wide Fixed Capital Outlay Legislative Budget Request, concurrency requests and applicable regulations; the issuance of debt; the facilitation of the Public Education Capital Outlay and Alec P. Courtelis Facility Enhancement Challenge Grant project lists; and monitoring of any financial or facility-related matters which may occur.

(6~~5~~)   *Legislative Affairs*: The activities of this committee shall include, but not be limited to, the development and implementation of strategies for advocacy of the Board's legislative agenda to the Legislature, Governor, and appropriate constituent groups. The committee is also responsible for coordination of the involvement of other Board members and external stakeholders.

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(7<u>6</u>)   *Strategic Planning*: The activities of this committee shall include, but not be limited to, providing leadership for the development of the System Strategic Plan and the subsequent monitoring of progress toward System goals; the review and approval of institutional strategic plans; the review of University Work Plans; the review and approval of the System Annual Reports; and select regulations and issues regarding System structure and other topics related to strategic planning and performance monitoring, including providing leadership for the development of system-level policy regarding health initiatives and the Strategic Plan for Health Initiatives.

(8<u>7</u>)   *Nomination and Governance*: The activities of this committee shall include, but not be limited to, the review and recommendation of applicants to serve as trustees on the university boards of trustees. The committee is responsible for enhancing interaction and communication between members of the Board of Governors and members of the boards of trustees, and for addressing matters related to the governance of the State University System including, but not limited to, the delegation of authority to university boards of trustees.

(9<u>8</u>)   *Innovation and Online*: The activities of this committee shall include, but not be limited to, investigating policies and best practices for transformative and innovative approaches to the delivery of higher education. The committee will engage thought leaders to assist in exploring initiatives that may include systemwide cost efficiencies and effectiveness for university programs and services, credentialing, funding models for online education, collaborating for online course and/or program production and delivery, and meeting workforce needs through online education.

(10<u>9</u>)   *Tuition Appeals*: This committee, consisting of the Chair of the Board and the Chair of each Board committee, shall hear all university appeals associated with the Board's denial of a university's tuition differential, new fee, or flexible tuition proposal.

<u>(11)   *Two + Two Articulation:* The activities of this committee shall include, but not be limited to, identifying and implementing best practices and strategies to facilitate the seamless articulation of students between Florida College System institutions and state universities.</u>

ARTICLE VII.   CONFLICT OF INTEREST

Members of the Board shall adhere to the provisions of the Code of Ethics for Public Officers in Chapter 112, Part III, Florida Statutes, and Board of Governors Regulation 1.006.

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ARTICLE VIII.   AMENDMENT OR SUSPENSION OF PROCEDURES

Section A.   Amendments

The Board's Operating Procedures may be amended or repealed by a two-thirds vote of the members present at any regular meeting, provided there is a quorum and that such proposed amendment or repeal has been publicly noticed prior to the meeting at which the proposed action is to be taken.

Section B.   Suspension of Operating Procedures

Any provision of the Board's Operating Procedures may be suspended by a two-thirds vote of the members present in considering any matter to come before the Board, provided there is a quorum.

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
January 25, 2018

SUBJECT: Confirmation of President for Florida Agricultural & Mechanical University

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PROPOSED BOARD ACTION

Confirm appointment of Dr. Larry Robinson as the president of Florida Agricultural & Mechanical University.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Board of Governors Regulation 1.001 University Boards of Trustees Powers and Duties; Section 7, Article IX, Florida Constitution.

BACKGROUND INFORMATION

On November 30, 2017, the Board of Trustees of Florida Agricultural & Mechanical University selected Dr. Larry Robinson to serve as the twelfth president of the university. Florida Agricultural & Mechanical University Board of Trustees Chair Kelvin Lawson requested confirmation of the appointment by the Board of Governors and provided a written description of the selection process and search criteria, the Curriculum Vitae of Dr. Robinson, and the proposed Employment Agreement. Dr. Robinson is an outstanding scholar and researcher and served as Provost and Vice President of Academic Affairs from 2003 to 2005. He also served as the Chief Operating Officer of the university in 2007 and as Interim President from July 2012 to March 2014 during a leadership transition, and most recently as Interim President beginning September 15, 2016.

Supporting Documentation Included:	1. Letter from Florida Agricultural & Mechanical University Board of Trustees Chair 2. Selection Process and Search Criteria 3. Curriculum Vitae of Dr. Robinson 4. Proposed Employment Agreement
Facilitators/Presenters:	Chair Ned Lautenbach Mr. Kelvin Lawson, Chair, Florida A&M University Board of Trustees

Florida Agricultural and Mechanical University
Tallahassee, Florida 32307-3100

BOARD OF TRUSTEES

TELEPHONE: (850) 599-3225
FAX: (850) 561-2152

January 9, 2018

Ned C. Lautenbach, 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 President Dr. Larry Robinson

Dear Chair Lautenbach:

On November 30, 2017, the Florida Agricultural and Mechanical University Board of Trustees (FAMU BOT) selected Dr. Larry Robinson to serve as the University's 12th President. As previously communicated, the FAMU BOT has selected an established leader to direct the University's activities moving forward.
Dr. Robinson's has consistently demonstrated his commitment to serve this University and its constituents. His outstanding scholarship, academic career, research accomplishments and public service in the state and national arena are distinguished as evident in the attached curriculum vitae.

A summary of the selection process and criteria and a copy of the proposed employment contract are also enclosed for your consideration in the confirmation process. Please note that compensation will be paid in compliance with state laws including statutory provisions governing compensation, termination, and severance.

In accordance with the Board of Governors Regulation 1.001(5)(c), the FAMU BOT respectfully requests the Board of Governor confirm Dr. Robinson as the 12th President of the University during its January 24-25, 2018 Meeting. Please contact me or the University's Office of the General Counsel, if we can answer any questions or provide additional information.

Sincerely,

Kelvin Lawson, Chair
Florida A&M University Board of Trustees

cc: Marshall Criser, III, Chancellor, State University System of Florida
    Sydney Kitson, Vice Chair, BOG
    Alan Levine, Member, BOG
    Vikki Shirley, General Counsel, BOG
    Dr. Larry Robinson, President, FAMU

FAMU IS AN EQUAL OPPORTUNITY/EQUAL ACCESS UNIVERSITY

Presidential Selection Documentation
Florida Board of Governors
Confirmation of
Dr. Larry Robinson
12th President of Florida Agricultural and Mechanical University

Submitted by:
Florida Agricultural and Mechanical University Board of Trustees
January 2018

Board of Trustees
Florida Agricultural and Mechanical University

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Presidential Leadership/Review Special Committee

COMMITTEE MEMBERS

Mr. Thomas Dortch, *Chair*
Member, FAMU BOT

Dr. Bettye Grable
Faculty Senate President, FAMU BOT

Mr. Devin Harrison (Justin Bruno, former SGA President)
Student Government President, FAMU BOT

Mr. David Lawrence
Member, FAMU BOT

Mr. Belvin Perry, Jr.
Member, FAMU BOT

Staff: Atty. Linda Barge-Miles

Presidential Selection Process

In September 2016, the FAMU Board of Trustees Chairman Kelvin Lawson charged the Presidential Review/Leadership Special Committee (Committee) to work on a structure, process, and procedures, and to create a presidential profile for selecting a candidate to serve as president for Florida Agricultural and Mechanical University (University). Chair Lawson appointed Trustee Thomas Dortch to chair the Committee. He also recognized the need to include the University's stakeholders in this process; therefore, he appointed the Faculty Senate President-Bettye Grable, the Student Government President-Justin Bruno (succeeded by Devin Harrison), as well as Trustees David Lawrence and Belvin Perry, Jr. to the Committee.

To facilitate the process of creating a presidential profile, the Committee recommended that the Board retain a consultant and schedule stakeholder meetings to obtain criteria to create the presidential profile.

The Committee held faculty, staff, and alumni stakeholder forums in April and May of 2017, wherein it received input from the public and stakeholders regarding their expectations of the next president. The University also engaged RHR International as the consultant to assist with the selection of the new president of the University. RHR worked with the Board and key stakeholders to develop the presidential profile, which was adopted by the Board in September of 2017.

The University requested the Board of Governors grant a waiver of the requirements in BOG Regulation 1.002. In November 2017, the Board of Governors granted the waiver allowing the University to opt out of a national search for a president. On November 29, 2017, the Committee evaluated the Presidential Profile to Dr. Larry Robinson's qualifications and, in considering him for the presidential vacancy and recommended Dr. Robinson's appointment as president of the University.

On November 30, 2017, the FAMU Board of Trustees unanimously selected Dr. Larry Robinson as the 12th President of Florida Agricultural and Mechanical University, pending BOG confirmation.

rhr

Revised

THE WINNING FORMULA® PROFILE FOR PRESIDENT

Florida A&M University

Background and Approach

The Board of Trustees of Florida A&M engaged RHR International to consult with them regarding the selection of the new president of the university. As the first step in the process, RHR agreed to create a role profile that reflects the priorities in the strategic plan. The profile can serve as the guide for hiring, selection, assessment, succession planning, training and development.

RHR International interviewed the Board of Trustees and other key stakeholders from Florida A&M University to identify critical leadership requirements (The Winning Formula® profile) for the position of president. The individuals interviewed include:

Perry Belvin, Jr.
Justin Bruno
Matthew Carter
Greg Clark
Marshall M. Criser III
Thomas Dortch
Bettye Grable
Reverend R B Holmes
Thomas Jones
Lakin Lawindo
David Lawrence
Kelvin Lawson
Gary McCoy
Harold Mills
Kimberly Moore
Craig Reed
Karen Southwell
Kim Washington
Nicole Washington
Robert Woody

This report includes the following sections:

The Winning Formula Profile:

- Role Imperatives
- Essential Leadership Behaviors

The Winning Formula Profile

ROLE IMPERATIVES

Supports institutional excellence by growing the endowment to $155M and annual giving to $15M by 2022

Manages multiple constituencies and mediates between conflicting interests

Establishes and communicates a compelling vision and stewards a culture of accountability to raise performance levels

Leads a fiscally responsible organization that lives within its budget and provides exemplary customer service while reducing the average cost to students to $11,000

Creates a climate of innovation while honoring the traditions and mission of the university, achieving an average of 6 patents a year and growing R&D expenditures to $50M+ annually

Drives performance across critical metrics for:

- Student recruitment – Total enrollment of 12,000+ students
- Retention – 85% of student second year retention with GPA above 2.0
- Graduation rates – 4-year graduation rate of 40%, 6-year graduation rate of 60%
- Employability – 75% of graduates enrolled or employed full-time earning a salary of $25K+

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The Winning Formula Profile

ESSENTIAL LEADERSHIP BEHAVIORS

BUILDS THE UNIVERSITY COMMUNITY THROUGH MANAGING MULTIPLE CONSTITUENCIES

- Represents the university's interests to the board, faculty, administrators, staff, students, alumni, boosters, donors, government, businesses, media, and the larger community
- Makes tough trade-off decisions through careful consideration of multiple factors and mediates conflicts between key constituents while not being bound by politics or patronage
- Operates with integrity and transparency; holds self and others to the highest standards of ethical behavior
- Understands the educational needs of traditionally underserved populations and advocates for remediation and support; opens the University to new student groups
- Partners with faculty and staff in their common objective to raise the academic standing and shared governance of the university; demonstrates an appreciation and support for the teaching mission of the institution
- Takes responsibility for outcomes and delivers on commitments
- Serves the state and local community within which the university operates as a partner in revitalization efforts
- Builds strong relationships of trust and candor; demonstrates caring for all individuals; operates as a peer in the eyes of board members

Rationale: The president serves as the hub of the university community, representing the needs of its many constituents and serving as arbiter of conflicting interests. To do so, the president must demonstrate impartiality and wisdom in balancing power and ensuring fair representation of all parties. The president will need to uphold the mission and honor the history of the institution while not being bound by politics or patronage.

The Winning Formula Profile

GROWS THE ENDOWMENT THROUGH FUNDRAISING AND FISCAL MANAGEMENT

- Serves as the primary contact point for major funding sources, boldly looking for new and increased contributions from donors
- Builds strong alliances with government and private sector partners to bring new programs and grants to the university
- Demonstrates strong financial acumen and responsible money management in budgeting and spending
- Drives efficiencies and evidences sound management practices to carefully and effectively control and provide oversight of expenditures
- Partners with the board of trustees on identifying strategic priorities and making critical decisions regarding investments
- Takes a long-term, data-driven approach to financial decision making, making responsible choices and trade-offs based on the facts on hand
- Is humble and willing to be influenced yet is confident in his/her convictions; is willing to offer a point of view and tenaciously drive the FAMU agenda

Rationale: Florida A&M is facing fiscal challenges in managing through declining enrollment and a performance based funding system that has resulted in tightening budgets. The new president will be called upon to address these deficits through sound management practices and finding new sources of revenue to balance the budget. These sources will include philanthropists, research funding, grants, alliances with other institutions and through the addition of new programs that will attract public and private dollars. The president will be called upon to make strategic choices that will enhance the university while demonstrating fiscal responsibility and sound business judgement.

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The Winning Formula Profile

BALANCES STRATEGIC THINKING WITH CRISP EXECUTION

- Crafts a shared vision that reflects the views of all key stakeholders and articulates a clear strategy that guides action and keeps individual behavior on track

- Forges alignment and buy-in across all stakeholders to the strategic vision and key priorities for execution

- Puts metrics and accountability systems in place to ensure that strategies are executed successfully without losing sight of student welfare

- Is driven to have impact; knows how to get things done; translates ideas into actionable plans; develops and skillfully executes growth plans; demonstrates strong business acumen

- Sets clear priorities and holds people accountable to outcomes, timelines, and checkpoints; follows up to ensure successful completion of objectives

Rationale: FAMU has suffered over the last decade from a series of short-term leaders, each of whom have changed direction about the future of the university. This has resulted in a lack of engagement from faculty, staff and students. The president will need to demonstrate a big picture orientation that culminates in a shared vision that energizes constituents and paints a compelling future state for the institution. At the same time, sound management requires that individual behavior aligns with that vision, and managing the execution of the strategy is a fundamental responsibility of the president. Putting the accountability systems in place and ensuring that plans are executed on time and within budget is a core leadership commitment.

The Winning Formula Profile

COMMUNICATES EFFECTIVELY TO ENHANCE THE PUBLIC IMAGE OF THE UNIVERSITY

- Is an inspirational communicator who wins hearts and minds of audiences through painting a compelling future vision for the university; thrives under conditions of high visibility and scrutiny
- Serves as the public face of the university, selling the vision through multiple communication channels
- Listens carefully to all members of the university community and provides feedback that demonstrates an appreciation of diverse perspectives
- Aligns organizational activities and ensures consistency of message; evolves the message to stay relevant
- Leverages deep understanding of the FAMU market to recruit and retain new students and employees, engaging top talent to join the university
- Communicates a compelling case for change and assists others along the journey; effectively and intentionally leads and manages change; employs effective change-management tools and processes
- Expands the footprint of the university to include new partnerships and constituent groups

Rationale: As the most public spokesperson for the university, the president is called upon to represent the views of all constituents and advocates for the mission of the institution. This will require strong public speaking and communication skills, in listening, writing and talking. The president will serve as a change agent in setting direction for FAMU, selling the vision and influencing others to join in a common effort for institutional advancement.

The Winning Formula Profile

GROWS ORGANIZATIONAL CAPABILITY THROUGH STRATEGIC TALENT MANAGEMENT

- Has a keen eye for talent; recruits, coaches, and retains highly qualified leaders
- Builds a strong management team with a clear sense of purpose that works together to reach shared objectives
- Manages performance through setting high standards and demanding excellence; provides feedback and makes the hard decisions on underperformers
- Builds an aligned and engaged organization; inspires and builds trust; helps people see their roles in delivering on the collective vision
- Actively works to build and protect the positive aspects of the culture and ensures consistency across the institution
- Demonstrates personal willingness to learn and evolve as the demands of the role change over time
- Drives innovation by never accepting just "good enough" effort, constantly pushing for what more can be done and encouraging efforts to try new things that can drive breakthrough results
- Demonstrates managerial courage and pivots easily to reflect new realities
- Delegates authority for decision making to the lowest appropriate level

Rationale: In the end, the president will only be as effective as the team that he or she builds around them. This will require strong talent management skills in selecting the most qualified applicants, setting challenging standards for achievement and holding all parties accountable for top performance. To be a top-flight learning institution, FAMU must take responsibility for the lifelong development and growth of its faculty, staff and students. This will require the president to serve as the keeper of the organizational culture, setting the standard through personal example.

Biographical Sketch
Dr. Larry Robinson

Larry Robinson, Ph.D., is the President designate and a Distinguished Professor in the School of the Environment (SOE) at Florida Agricultural and Mechanical University (FAMU). Previously he served as the Interim President at FAMU from September 2016 – November 2017, July 2012 to April 2014, Director of FAMU's Environmental Sciences Institute from 1997 to 2003, Provost and Vice President for Academic Affairs from 2003 to 2005, Interim President in 2007, and Vice President for Research in 2009. From 2001 to 2010, he served as Director of the National Oceanic and Atmospheric Administration's (NOAA) Environmental Cooperative Science Center housed at FAMU. His research interests include environmental chemistry, environmental radiochemistry and environmental policy and management.

In 2007–2009, Robinson served as Senior Scientific Advisor at the U.S. Department of Agriculture's Cooperative State Research, Education and Extension Service. In May 2010, Robinson took a leave of absence from FAMU to serve in a U.S. Senate confirmed position as Assistant Secretary of Commerce for Conservation and Management at NOAA. While there, he supported and managed NOAA's coastal and marine programs, including marine sanctuaries for preserving areas of special national significance, fisheries management and preparation of nautical charts. He also supported NOAA's participation in addressing the BP oil spill crisis and served on the Ocean Policy Task Force and Gulf Coast Restoration Task Force. In addition to his US Senate Confirmation Hearing in March 2010, Robinson testified at a U.S. House of Representatives' Hearing on "Combating the BP Oil Spill" in May 2010 and a US Senate Hearing on "The Use of Dispersants for the BP Deepwater Horizon Oil Spill" in July 2010.

Robinson was asked to return to the University as a Special Assistant to the FAMU President in November 2011 and was selected again as Provost and Vice President for Academic Affairs in March 2012. In 1984–1997, Robinson served as a Research Scientist and Group Leader of a neutron activation analysis (NAA) facility at Oak Ridge National Laboratory, (ORNL). His research responsibilities at ORNL included trace element analysis in environmental science, epidemiology, forensics, material science and paleontology; environmental radiochemistry; and nuclear safeguards and non-proliferation.

Robinson served as a member of the Ocean Research and Resources Advisory Panel (and Chair of the Ocean Observing Sub-panel); founding member of the Council of Environmental Deans and Directors; founding member of the National Ecological Observatory Network (NEON) Science Technology Education Advisory Committee (STEAC); member of ORNL's Environmental Sciences Division's External Advisory Board; member of the Department of Energy's Oak Ridge Reservation Environmental Management Site Specific Advisory Board; and a member of the Florida Chapter of the Nature Conservancy Board of Trustees. Robinson has served on the National Research Council (NRC) Committee on Mine Placement of Coal Combustion Wastes,

NRC Committee on Restoration of the Greater Everglades Ecosystem and the NRC Committee to Review the Corps of Engineers Florida Aquifer Storage and Recovery Technical Data Report.

Robinson attended Lemoyne-Owen College, earned a B.S. in chemistry summa cum laude from Memphis State University and a Ph.D. in nuclear chemistry from Washington University in St. Louis, Missouri.

Curriculum Vitae
Dr. Larry Robinson

Distinguished Professor
School of the Environment
Florida A&M University
Tallahassee, FL 32307
Electronic mail: Larry.Robinson@famu.edu

Education

1984, Ph.D., Nuclear Chemistry, Washington University, St. Louis, MO
1979, B.S., Chemistry, summa cum laude, Memphis State University
1975-1976, Student, LeMoyne-Owen College

Management/Leadership Training

(Courses provided by staff or consultants of Martin-Marietta Energy Systems or Lockheed – Martin)
Towers-Perrin Compensation Best Practices (August 1996)
Leading Out Loud: Building Commitment Through Authentic Communication (1996)
Advanced Leadership Program (August 1995)
Ethics Awareness and Standards of Conduct (November 1994)
Positive Discipline (November 1994)
Affirmative Action / Cultural Diversity (October 1994)
Performance Planning and Review (October 1994)
Management Performance Based Observation (January 1994)
Franklin Time Management (September 1992)
Coaching: The Key to Team Success (August 1992)
Quality Assurance Fundamentals (May 1992)
Ethics: Phase III (March 1991)
Kepnor-Tregoe Problem Solving /Decision making (January 1989)

Professional Experience

November 2017– Present, President, Florida A&M University

2016–2017, Interim President, Florida A&M University

2014–2016, Distinguished Professor, School of the Environment

2012–2014, Interim President Florida A&M University

2012, Provost and Vice-President of Florida A&M University

2011–2012, Special Assistant to the President at Florida A&M University. Coordinated the administrative and eminent scholar searches, the integration of Graduate Studies and Title III programs with the Division of Sponsored Research, and the reorganization of the administrative structure. Led Internal Crisis Management Team established to develop a comprehensive plan to address hazing at the university.

2010–2011, Assistant Secretary of Commerce for Conservation and Management, and Deputy NOAA Administrator. Supported and managed NOAA's coastal and marine programs, including marine sanctuaries for preserving areas of special national significance, fisheries management to sustain economic prosperity, and nautical charts for safe navigation. Supported NOAA's participation as a lead agency addressing the BP oil spill crisis. Served as the NOAA representative to the National Ocean Policy Deputy's Committee; the National Science and Technology Council Committee (NSTC) on Science, Technology, Engineering and Math Education; the NSTC Committee on Environment and Natural Resources; the South Florida Ecosystem Restoration Task Force; the Great Lakes Restoration Task Force; the Gulf Coast Ecosystem Restoration Task Force; and other key restoration related taskforces. Led an interagency working group on ocean plumes established to model and predict ocean transport of radiation threats to U.S. assets in the Pacific and in the continental United States from radioactivity released by the damaged Japanese Fukushima Nuclear Power Plant.

2009–2010, Vice President for Research Florida A&M University

2007–2009, Senior Scientific Advisor U.S. Department of Agriculture Cooperative State Research, Education and Extension Service

2005–2009, Professor Environmental Sciences Institute Florida A&M University
Research Interests: Environmental chemistry in coastal ecosystems; coastal ecosystem policy and management; and environmental radiochemistry and the application of nuclear methods to detect trace elements in environmental matrices.

2007, Chief Executive Officer/Interim President, Florida A&M University: Selected by FAMU Board of Trustees to lead the University during leadership transition.

2003–2005, Provost and Vice President for Academic Affairs Florida A&M University. Managed deans and directors of 13 colleges, schools and institutes. Instituted university-wide assessment program and undergraduate student retention and progression program. Instituted mentoring program for tenure earning faculty and a revised reward system for faculty with federally funded research awards.

2001–2010, Director NOAA Environmental Cooperative Science Center. Directed and coordinated the efforts of over 25 scientists at 8 universities to conduct research, education and outreach in coastal and marine ecosystems.

1997–2003, Director/Professor, Environmental Sciences Institute, Florida A&M University. Led efforts to establish B.S. and Ph.D. programs in Environmental Science in 1998 and 1999, respectively. Built a nationally recognized program.

1984–1997, Research Scientist and Group Leader of a neutron activation analysis (NAA) laboratory, Oak Ridge National Laboratory, (ORNL). Research involved trace element analysis in environmental science, epidemiology, forensics, paleontology, nuclear safeguards and non-proliferation, and material science. Supervised the work of other scientists and managed state-of-the-art experimental facilities at the High Flux Isotope Reactor. Also served as Radiation Safety Officer for a division consisting of 150 personnel from 1988-1993. Led the effort at ORNL to analyze hair and nail samples of former President Zachary Taylor, 1991.

1983, Graduate Research Associate, Los Alamos National Laboratory, Inorganic and Nuclear Chemistry Division: On-line irradiation/separation using continuous flow centrifuge apparatus at the Omega West Research Reactor. Extensive use of radiochemical methods.

Membership in Professional Organizations

American Association for the Advancement of Science
Ecological Society of America
National Association of Black Chemists and Chemical Engineers
Sigma Xi

Contracts and Grants (partial)
(Generated over $35 million since 1997)

Title: *Technical Assistance in Site Evaluation and Review of Waste Minimization*
Agency: Florida Department of Environmental Protection / Florida Atlantic University
Project Period: 8/4/97-11/28/97
Amount: $9,500

Title: *Marine Biotechnology Estuarine Environmental Science Research Program*
Agency: U.S. Department of Energy
Project Period: 9/1/97-8/31/01
Amount: $5,448,407

Title: *Development of a Strategy for Environmental Equity and Justice/Scarboro Community Environmental Study*
Agency: U.S. Department of Energy
Project Period: 9/1/97-12/31/99
Amount: $152,554

Title*: Locating Contaminated Seep Areas using an Underwater Radon Monitor*
Agency: U.S. Department of Defense / Florida State University
Project Period: 9/29/97-6/30/00

Amount: $130,149

Title: *Marine Biotechnology Estuarine Environmental Science Research Supplemental*
Agency: U.S. Department of Energy
Project Period: 3/1/98-2/28/00
Amount: $760,611

Title*: HBCU/MI Environmental Technology Consortium*
Agency: U.S. Department of Energy / Clark Atlanta University
Project Period: 9/30/97-9/30/02
Amount: $1,371,933

Title: *Tertiary Education Linkages Program- South Africa Project*
Agency: U.S. Agency for International Development/ United Negro College Fund
Project Period: 3/23/00-3/22/03
Amount: $408,509

Title: *Optical Studies of Harmful Algal Blooming in Florida*
Agency: National Oceanic and Atmospheric Administration
Project Period: 9/1/01-8/31/02
Amount: $54,883

Title*: Development of an Environmental Studies Program at the Royal University of Phnom Penh, Cambodia*
Agency: U.S. Agency for International Development/ United Negro College Fund
Project Period: 6/1/01-5/31/04
Amount: $200,000

Title: *Florida Interdisciplinary Center for Environmentally Sound Solutions*
Agency: National Science Foundation /University of Florida
Project Period: 4/15/02-3/31/05
Amount: $27,546

Title: *Environmental Cooperative Science Center*
Agency: National Oceanic and Atmospheric Administration
Project Period: 10/1/01-9/30/06
Amount: $12,500,000

Title: *Environmental Cooperative Science Center*
Agency: National Oceanic and Atmospheric Administration
Project Period: 9/1/2006 -8/30/2011
Amount: $12,500,000

Teaching Experience

Professor, Environmental Sciences Institute, Florida A&M University, 1997–present.

Visiting Professor, Environmental Science Institute, Florida A&M University, 1995–1996. Supervised Ph.D. candidate's research in trace element analysis of biological material in association with Alzheimer's disease at Oak Ridge National Laboratory (ORNL). 1991–1994.

Directed and conceived undergraduate students' Honor Thesis research in trace element analysis and expert system development at ORNL. 1990–1994.

Directed Historically Black College Professors' research in trace element analysis and radionuclide migration in soil at ORNL. 1990–1994.

Directed Department of Energy's Regional High School Teachers Research Associate project on laboratory robotics at ORNL. 1993.

Trained International Atomic Energy Agency Fellows in nuclear methods of analysis at ORNL. 1988.

Teaching Fellow, Department of Chemistry, Washington University. Supervised radiochemistry laboratory course for graduate students and undergraduate analytical chemistry laboratory course. 1980–1982.

Instructor, Inroads Incorporated, St. Louis, Missouri. Taught college level chemistry to advanced high school students. 1981–1983.

Instructor, Student Educational Services, Washington University. Workshop leader for general and organic chemistry courses. Taught a course on scientific problem solving for incoming freshmen. 1981–1984.

Courses Taught

Environmental Chemistry	Environmental Radiochemistry
Radiation Measurement and Detection	Radiation Protection
Sources and Control of Environmental Pollution	

Theses and Dissertations Supervised

"Implementation of Environmental Justice: A Case Study Department of Energy Oak Ridge Operations", Karen Barnes, M.S., 1998

"Development and Testing of a Prototype Submersible Radon Detection System", Judith Weaver, M.S., 1999

"Measurement of Uranium Isotopes in the Scarboro Community", Donatto Surratt, M.S., 1999

"Comparison of Large Scale verses Small Scale Conductivity Measurements in the R-Area at the Savannah River Site", William Johnson, M.S., awarded 2000

"Atmospheric Biomonitoring of Radionuclides and Heavy Metals Using Mosses and Lichens", Apeti Ayaovi, M.S., awarded 2001

"Determination of Trace Element Concentrations in Vegetation by Laser Induced Breakdown Spectroscopy", John Branch, Jr., M.S., 2003

"The Utilization of Relaxed Eddy Accumulation and Ion Mobility Spectrometry to Explore the Dry Deposition of Ammonia in Coastal Ecosystems", LaToya Myles, Ph.D. awarded December 2004.

"Chronology of Sediment Nutrient Geochemistry in Apalachicola Bay, Florida", Donatto Surratt, Ph.D. awarded May 2005 (co-advisor)

"Development of Comparative Biomonitoring Methods for Heavy Metals in Apalachicola Bay, Apeti Ayaovi, Ph.D. awarded December 2005

"Cattail as a Bioindicator of the Lower Apalachicola River Floodplain in Response to Environmental Change", Li Zhao, Ph.D. awarded August 2006

"The Impact of Silvicultural Activities in Tate's Hell Forest on Nutrient Runoff to Apalachicola Bay", Andrine Stanhope, Ph.D. awarded April 2007

"Implementing Ecosystem Management Approaches", Cassandra Barnes, Ph.D. awarded August 2007

"The Implications of Development on Erosion in Florida Coastal Areas as Indicated by Construction Permitting Trends", Ariana Marshall, M.S. 2009

"Some Elements on the Ecology and Catchability of Penaeid Shrimps from Sofala bank, Mozambique: Implications for Management and Sustainability of the Fishery", Atanasio Brito, Ph.D. awarded April 2011 (co-advisor)

Professional Service

2008–2010, Member, Ocean Research and Resources Advisory Panel. Chair Ocean Observing Sub-panel.

2008–2010, Founding Member, National Ecological Observatory Network (NEON) Science Technology Education Advisory Committee (STEAC).

2007–2010, Member, International Advisory Board to *Florida Center for Research in Science, Technology, Engineering and Mathematics (FCR-STEM).*

1997–2010, Florida A&M University Campus Coordinator Florida Sea Grant

2007, Member, Off-Site Review Committee Southern Association of Colleges and Schools.

2007, Member, National Ecological Observatory Network (NEON) Education Tiger Team

2006, Panelist, Conference on Ocean Literacy, National Marine Sanctuary Foundation.

2005, Chair, Council of Academic Vice Presidents State University System of Florida.

2005, Member, On-Site Review Committee Southern Association of Colleges and Schools.

2001–2010, Member, Leon County Water Resources Committee.

2004–2006, Member National Research Council Committee on Mine Placement of Coal Combustion Waste

1999–2004, Member, National Research Council Committee on the Restoration of the Greater Everglades Ecosystem.

2001–2005, Member, Policy Oversight Board, U.S. Army High Performance Computing Research Center, University of Minnesota.

2000–2003, Chairperson, Florida Board of Education Statewide Course Numbering System Faculty Committee on Environmental Studies.

2000–2003, Member NEED Committee of the American Nuclear Society.

2000–2004, Scientific Judge / Moderator Department of Energy National Science Bowl.

2001 Member, Florida Board of Education Advisory Group on Emerging Technologies.

1999–2002, Member, State of Florida Aquaculture Interagency Coordinating Committee.

1999–2000, Member Advisory Board, Savannah State University Center for Marine, Environmental Science and Biotechnology Program.

1999, Member, NASULGC Board on Natural Resources Ecology Section.

1998, Chairperson, Biology and Medicine Division, American Nuclear Society.

1996–1998, Executive Committee, Biology and Medicine Division, American Nuclear Society.

1998–2001, Member, Advisory Board, Environmental Sciences Division, Oak Ridge National Laboratory.

1998, Member, Proposal Review Panel, Tulane/Xavier Center for Bioenvironmental Research's Hazardous Materials in Aquatic Environments of the Mississippi River Basin.

1998, Member, Proposal Review Panel, NIH National Human Genome Research Institute.

1997–2003, Advisory Board Member, Florida Center for Environmental Studies, Florida Atlantic University.

1997–2003, Advisory Board Member, Florida Institute of Oceanography.

1997–2003, Steering Committee Member, Department of Energy's Historically Black Colleges and Universities/Minority Institutions Environmental Restoration and Waste Management Consortium (Chairperson, 2001).

1997–2002, Member, National Oceanic and Atmospheric Administration's Historically Black College and University Consortium (Co-Chairperson 2001 – 2002).

1997–2007, Member Department of Energy Office of Civilian Radioactive Waste Management Fellowship Review Panel.

1997–2003, Advisory Board Member Savannah River Environmental Sciences Field Station.

1997, Member, Independent Evaluation Team Fernald Environmental Management Project Tri-Annual Exercise.

1996, Member Oak Ridge National Laboratory's Human Resources Reengineering Committee.

1987–1996, Treasurer and past Executive Board Member, East Tennessee Chapter of the National Organization of Black Chemists and Chemical Engineers.

1993–1996, Member, Martin Marietta Energy Systems' Honors and Awards Committee.

1995, Panelist, Department of Energy Marilyn Lloyd Scholarship and Fellowship Program Review Committee.

1995, Member, Oak Ridge National Laboratory Diversity Council.

1994–1995, Member, Oak Ridge National Laboratory Research Staff Member Job Description Review Committee

1994, Member, NAACP/DOE Minority Scholarship National Selection Committee.

1991–1992, Member, Science Curriculum Evaluation Advisory Committee, Oak Ridge School System.

1988–1990, Coordinator, Oak Ridge National Laboratory/American Chemical Society Project SEED (Summer Educational Experience for the Disadvantaged).

1993, Panelist, Oak Ridge National Laboratory Minority Environmental Careers Conference.

1990, Member, Roane St. Community College Minority Advisory Committee.

1988–1994 Member, ASTM Task Group on Nuclear Methods of Chemical Analysis.

Reviewed Manuscripts for the Following Journals:

The Journal of Radioanalytical and Nuclear Chemistry
Methods and Applications of Radioanalytical Chemistry
Nuclear Technology
The Radiation Protection Journal
Radiochimica Acta
Transactions of the American Nuclear Society

Reviewed Research Proposals for the Following Agencies:

Department of Agriculture
Department of Energy
National Oceanic and Atmospheric Administration
National Institutes of Health
National Science Foundation
Nuclear Regulatory Commission
Oak Ridge Associated Universities
Teresa Heinz Foundation

Academic Service

2005–2007, Chairperson, FAMU Environmental Sciences Institute Program Review Committee

2007, Chairperson, FAMU College of Engineering Sciences, Technology and Agriculture Dean Search Committee

2002, Chairperson, Florida A&M University Vice-President for Research Search Committee.

2002, Chairperson, Florida A&M University Committee on Tenure Appraisals.

2002–2005, Member, Florida A&M University Program Review Committee.

2001–2003, Member Florida A&M University Mission Statement Advisory Committee.

2001–2004, Florida A&M University Master Plan Committee.

2000–2002, Ex-officio Member, Florida A&M University Faculty Senate.

2000–2002, Panelist Florida A&M University Faculty Planning Conference.

1999–2003, Chairperson New Degree Program Review Committee.

1999–2000, Liaison Officer, U.S. Coast Guard Recruiting Initiative for the Twenty-First Century Scholarship Program

1999–2000, Author, Florida A&M University's Environmental Sciences Institute Southern Association of Colleges and Schools' Expected Educational Outcomes and Assessment Plan.

1998–1999, Member, Florida A&M Center of Excellence for Science, Engineering, Computer Science and Mathematics Planning Committee.

1998–1999, Chairperson, Environmental Sciences Institute Ph.D. Program Development Committee.

1997–1998, Reviewer, Florida A&M University Southern Association of Colleges and Schools Self-Study.

1997–2003, Member, Florida A&M University Deans Council.

1997–2003, Chairperson, Florida A&M University-Wide Committee on Tenure and Promotion.

1995–1996, Visiting Professor, Environmental Sciences Institute, Florida A&M University.

Community Service

2002– 2010, Coach Florida A&M University High School Ocean Bowl Team.

2001–2010, Leon County Water Resources Committee.

2000–2004, Scientific Judge / Moderator Department of Energy National Science Bowl.

2000–2003, Sealey Elementary School Business Partner.

2000–2001, Science Fair Judge Fairview Middle School.

1998, Member, Tallahassee-Leon County Planning Department's Gaines Street Vitalization Committee.

1998, Advisor, Rickards High School Environmental Service Project.

1997–1998, Member, Florida Department of Environmental Protection's Off-site Consequence Analysis Technical Advisory Group for RCRA Treatment, Storage, and Disposal Facilities.

1995–1997, Member, Department of Energy's Oak Ridge Reservation Environmental Management Site Specific Advisory Board.

1994–1997, Board of Directors Member, Oak Ridge Community Housing Development Corporation, Chairman, 1996.

1989–1996, President, Oak Ridge Branch of the National Association for the Advancement of Colored People.

1994–1995, Member, Discipline Task Force Oak Ridge Public School System.

1993, Science Fair Judge, ACTSO NAACP National Meeting, Indianapolis, IN.

1993, Science Fair Judge, Green Elementary School Knoxville, TN.

1992– 993 Member, Oak Ridge Public School System Science Curriculum Evaluation Committee.

1992, Charter Member, Lockheed-Martin/Department of Energy's K-25 Plant Adopt-A-School Committee.

1992, Science Fair Judge, ACTSO NAACP National Meeting, Nashville, TN.

1991–1992, Member, City of Oak Ridge Ad Hoc Committee to Assess Affordable Housing in Oak Ridge.

Recent Publications

Marshall, A., Robinson, L., and Owens, M., (2011). *Coastal construction trends in response to coastal erosion: an opportunity for adaptation;* Journal of Coastal Conservation, 15(Issue 1): 61-72.

Robinson, L. (2011). *Science, Service and Stewardship: Protecting our resources, strengthening our economy*, U.S. Coast Guard Journal of Safety and Security at Sea, Proceedings 68 (2): 59-62.

Henry, N.D., Robinson, L., Johnson, E., Cherrier, J., and Abazinge, M. (2011). *Biodegradation of phenanthrene by Acinetobacter calcoaceticus supplemented with rhamnolipid biosurfactants*, Bioremediation Journal. 15(2): 1-12.

Robinson, L. and Zhao, L. (2009). *Effects of sample and spectrum characteristics on cold and thermal neutron prompt gamma activation analysis in environmental studies of plants.* J. Radioanal. Nucl. Chem., Articles

Stanhope, A., Robinson, L. and Cassel Gardner, C. (2008). *Characteristics of Nutrient Transport from Tate's Hell State Forest into East Bay in Florida.* Journal of Coastal Research, Special Issue 52, 263-272 (2008).

Johnson, E., Apeti, A. D., Haynes, S., and Robinson, L. (2008) *Solute or Heat Transport in a Flat Duct.* American Journal of Environmental Sciences 4 (6): 721-726, 2008.

Surratt, D., Cherrier, J., Robinson, L. and Cable, J. (2008). *Chronology of Sediment Nutrient Geochemistry in Apalachicola Bay, Florida* (USA), Journal of Coastal Research 24(3):660-671. 2008.

Zhao, L., Robinson, L., Paul, R.L., Greenberg, R.R., 2 S. L. Miao, L., (2007). *Application of Cold Neutron Prompt-Gamma Activation Analysis in Environmental Studies of Aquatic Plant,* J. Radioanal. Nucl. Chem., Articles, 271, No.3, pp 777-782. (2007)

Myles, L., Meyers, T. P. and Robinson, L. (2007). *Relaxed Eddy Accumulation Measurements Of Ammonia, Nitric Acid, Sulfur Dioxide And Particulate Sulfate Dry Deposition Near Tampa, FL, USA.* Environ. Res. Lett. **2**, doi:10.1088/1748-9326/2/3/034004.

Haynes, S., Gragg, R., Johnson, E., Robinson, L., and Orazio, C. (2006). *An Evaluation of a Reagentless Method for the Determination of Total Mercury in Aquatic Life*, International Journal of Water, Air, and Soil Pollution 172, 359-374 (2006).

Myles, L., Meyers, T. P. and Robinson, L. (2006). *Atmospheric Ammonia Measurement with an Ion Mobility Spectrometer*, Atmospheric Environment, Vol. 40, Issue 30, September, 2006, pp 5745 - 5752.

Apeti, D.A., Robinson, L. and Johnson, E. (2005). *Relationships Between Heavy Metal Concentrations in the American Oyster (Crassostrea virginica) and Metal Levels in the Water Column and Sediment in Apalachicola Bay, Florida*, American Journal of Environmental Sciences 1(3): 179-186 , 2005.

Apeti, D.A., Johnson, E. and Robinson, L. (2005). *A Model for Bioaccumulation of Metals in Crassostrea virginica from Apalachicola Bay, Florida*, American Journal of Environmental Sciences 1(3): 239-248, 2005.

Zhao, L., Robinson, L., Paul, R. L., Greenberg, R. R. and Miao, S. L., (2004). *Determination of Carbon, Nitrogen, and Phosphorus in Cattail (Typha latifolia) using Cold Neutron Prompt Gamma Activation Analysis*, J. Radioanal. Nucl. Chem., Articles, 263, 2004.

Robinson, L., Harwell, M., Gentile, J., and Forthman, C. (2002). The Merging of Human and Ecosystem Dynamics in Coastal Zone Management Research. *Proceedings of the Third Joint Meeting, Yokosuka, Kanagawa, Japan. Coastal Environmental Science and Technology Panel, U.S.-Japan Cooperative Program in Natural Resources*, pp.551-558, July 17-19, 2002.

Choi, Y., Wang, Y., Hsieh, Y. and Robinson, L. (2001). *Vegetation Succession and Carbon Sequestration in a Coastal Wetland in Northwest Florida: Evidence from Carbon Isotopes*, Global Biogeochemical Cycles 15 (2001) 311-319.

Other Publications

"Design and Applications of a 252Cf Cold Neutron Source", E. Johnson, L. Robinson, and L. Zhao, Trans. Am. Nucl. Soc., (2000), 321.

"Filament Metal Contamination and Raman Spectra of Hot Filament Chemical Vapor Deposited Diamond Films", P. Mehta Menon, A. Edwards, C.S. Feigerle, R. W. Shaw, D. W. Coffey, L. Heatherly, R.E. Clausing, L. Robinson, D.C. Glasgow, Diamond and Related Materials <u>8</u> (1999), 101-109.

"Study of the Neutron Flux in a Model for a Cf-252 Cold Neutron Source", L. Robinson, E. Johnson, L. Zhao, J. Radioanal. Nucl. Chem., Articles, <u>238</u>, (1998), 25-28.

"A Novel Approach to Aluminum Determination in Biological Tissues Using a Pair of Pneumatic Tube Irradiation Facilities", D.J. Van Dalsem, L. Robinson, W.D. Ehmann, J. Radioanal. Nucl. Chem., Articles, <u>192</u>, (1995), 131-138.

"Methods for Preparing Comparative Standards and Field Samples for Neutron Activation Analysis of Soil", D.C. Glasgow, F.F. Dyer, L Robinson, ibid.

"Validation of NAA Data for a Background Soil Characterization Project", D.E. Vance, L. Robinson, ibid.

"Neutron Activation Analysis of Mercury in Air Monitors", D.C. Glasgow, L. Robinson, Trans. Am. Nucl. Soc., Vol. 71 (1994), 154-155.

"Determination of Phosphorous Using (n,α) Nuclear Reactions, D.J. Van Dalsem, L. Robinson, W.D. Ehmann, Trans. Am. Nucl. Soc., Vol. 71 (1994), 50-51.

"Research and Learning Opportunities in a Reactor Based Nuclear Analytical Laboratory", L. Robinson, D.H. Brown, J. Chem. Ed., <u>71</u>, (1994), 824-826.

"The DOS 1 Neutron Dosimetry Experiment at the HB-4-A Key 7 Surveillance Site on the HFIR Pressure Vessel", K. Farrell, F. B. Kam, C. A. Baldwin, J. V. Pace, III, W. R. Corwin, L. Robinson, F. F. Dyer, F. M. Haggag, F. W. Stallman, B. M. Oliver, and L. R. Greenwood, ORNL/TM-12511 (1994).

"Determination of Hg and Other Trace Elements in Soil Using Neutron Activation Analysis", L. Robinson, F.F. Dyer, D. W. Combs, J. W. Wade, J. E. Carlton, A. L. Ondracek, J. R. Stokely, J. Radioanal. Nucl. Chem., Articles, 179, No. 2, (1994), 305-313.

"Neutron Activation Analysis of Background Soils at the ORNL Site", L. Robinson, F.F. Dyer, K. Phillips, D.C. Glasgow, Trans. Am. Nucl Soc. Vol. 68A (1993), 175-176.

"Neutron Activation Analysis and Multi-user Simulation Using A PC Based MCA", L. Robinson, F.F. Dyer, J.E. Carlton, Trans. Am. Nucl. Soc., Vol. 65, (1992), 167.

"Proposed Neutron Activation Analysis Facilities in the Advanced Neutron Source", L. Robinson, F.F. Dyer, J.F. Emery, Nucl. Instr. Meth. Phys. Res., A299 (1990), 413-415.

"Neutron Multiple Scattering and Absorption Factors", E. Johnson, L. Robinson, Rev. Sci. Instr., Vol. 60, No 11, 1989.

"The Use of Automation with the New Pneumatic Irradiation Facility of the ORNL HFIR," ANS Transactions, Vol. 56, TANSAP 56 1-628 (1988), F. F. Dyer, L. Robinson, J. F. Emery.

"Design and Use of the ORNL HFIR Pneumatic Tube Irradiation Systems", J. Trace and Microprobe Techniques, 6, 147 (1988), F. F. Dyer, J. F. Emery, L. Robinson, N. A. Teasley.

"An Automated Fuel Element Scanning System", J. Radioanal. Nucl. Chem., 125, No.2,(1988) 317-331, L. Robinson, R.W. Hobbs, F.F. Dyer, L.P. Pugh, F.L. Snelgrove, N.A. Teasley.
"Nuclear Charge Distribution for A=121 from Thermal-Neutron Induced Fission of 235-U," L. Robinson, A. C. Wahl, T. M. Semkow, A. E. Norris, Phys. Rev. C 31, 1334 (1985).
"Yields of In and Sn Products from Thermal- and 14 Mev-Neutron Induced Fission of 235-U," T. M. Semkow, A. C. Wahl, L. Robinson, Phys. Rev. C 30, 1966 (1984).

Oral Presentations (Partial)

"Fractional Independent Yield Determination Using the SISAK Apparatus", <u>L. Robinson</u>, A. C. Wahl, T. M. Semkov, American Chemical Society National Meeting, Chicago, IL, September 8-13, 1985.

"An Automated Fuel Element Scanning System", <u>L. Robinson</u>, R. W. Hobbs, F. F. Dyer, L. P. Pugh, J. L. Snelgrove, and N. A. Teasley,
194th American Chemical Society National Meeting, New Orleans, LA, August 30 - September 4, 1987.

"The Use of Automation with the New Pneumatic Irradiation Facility of the ORNL HFIR," F. F. Dyer, <u>L. Robinson</u>, J. F. Emery, INVITED, American Nuclear Society Annual Meeting, San Diego, California.
June 12-16, 1988.

"An Automated Fuel Element Scanning System", <u>L. Robinson</u>, R. W. Hobbs, F. F. Dyer, L. P. Pugh, J. L. Snelgrove, and N. A. Teasley, American Nuclear Society Topical Meeting: Industrial Radiation and Radioisotope Measurement Applications, Pinehurst, North Carolina, September 6-9, 1988.

"Neutron Activation Analysis" and "Careers in Science and Engineering", L. Robinson, a series of lectures and panel discussions presented April 13-14, 1989, at Lincoln University (PA) Black Executive Exchange Program (BEEP) sponsored by MMES.

"Design and Use of a Proposed Californium Cold Neutron Source", <u>L. Robinson</u>, F. F. Dyer, and B. H. Montgomery, International Conference on Nuclear Analytical Methods in the Life Sciences, National Institute of Standards and Technology, Gaithersburg, MD, April 17-21, 1989.

"An Expert System for Gamma-Ray Spectroscopy", L. Robinson, Thirty-First ORNL/DOE Conference on Analytical Chemistry in Energy Technology, Gatlinburg, Tennessee, October 10-12, 1989.

"Neutron Activation Analysis Facilities in the Advanced Neutron Source", L. Robinson, F. F. Dyer, and J. F. Emery, INVITED, Winter Meeting of the American Nuclear Society, San Francisco, California, November 26-December 1, 1989.

"Proposed Neutron Activation Analysis Facilities in the Advanced Neutron Source", L. Robinson, F. F. Dyer, J. F. Emery, Seventh Symposium on X- and Gamma-Ray Sources and Applications, Ann Arbor, MI, May 21-24, 1990.

"Experimental Capabilities of the Proposed Neutron Activation Facilities in the Advanced Neutron Source", L. Robinson, F. F. Dyer, J. F. Emery, INVITED, Annual Meeting of the American Nuclear Society, Nashville, TN, June 10-14, 1990.

"Status of NAA Facilities in the Advanced Neutron Source", L. Robinson, F. F. Dyer, INVITED, Eighth International Conference on Modern Trends in Activation Analysis, Vienna, Austria, September 16-20, 1991.

"Status of NAA Facilities in the Advanced Neutron Source", L. Robinson, F. F. Dyer, INVITED, Thirty-Second ORNL/DOE Conference on Analytical Chemistry in Energy Technology, Gatlinburg, TN, October 1-3, 1991.

"Determination of Hg and Other Trace Elements in Soil Using Neutron Activation Analysis", L. Robinson, INVITED, Department of Chemistry, University of Kentucky, Lexington, January 24, 1992.

"A Search for Arsenic in Hair and Nail Remains of Former President Zachary Taylor by Neutron Activation Analysis (A Historical Perspective) ", L. Robinson, F. F. Dyer, G. R. Nichols, INVITED, 19th Annual WATTec Conference, Knoxville, Tennessee, February 18-21, 1992.

"Neutron Activation Analysis" and "Careers in Science and Engineering", L. Robinson, a series of lectures and panel discussions presented March 25-27, 1992, Paine College, Augusta, GA. Black Executive Exchange Program (BEEP).

"Accountability Measurements at ORNL", L. Robinson, INVITED, Energy Systems' Five-Site Nondestructive Assay Measurements Meeting, K-25 Site, April 28-29, 1992.

"Determination of Hg and Other Trace Elements in Soil Using Neutron Activation Analysis", L. Robinson, et. al., INVITED, Second International Symposium on Nuclear Analytical Chemistry, Toronto, Ontario, Canada, June 3-5, 1992.

"Determination of Hg and Other Trace Elements in Soil Using Neutron Activation Analysis", L. Robinson, et. al., Eight Annual Waste Testing and Quality Assurance Symposium, Arlington, VA, July 13-17, 1992.

"A Search for Arsenic in Hair and Nail Remains of Former President Zachary Taylor by Neutron Activation Analysis (A Historical Perspective) ", L. Robinson, F. F. Dyer, G. R. Nichols, INVITED, University of Tennessee at Chattanooga, ORAU Traveling Lecture Program, January 25, 1993.

"Neutron Activation Analysis" and "Careers in Science and Engineering", L. Robinson, a series of lectures and panel discussions presented March 24-25, 1993, Morris College, Sumter, SC.

"Neutron Activation Analysis of Background Soils at the ORNL Site", L. Robinson, F. F. Dyer, K. Phillips, G. C. Glasgow, INVITED, Annual Meeting of the American Nuclear Society, San Diego, CA, June 20-24, 1993.

"Neutron Activation Analysis: An Overview", L. Robinson, DOE Nuclear Waste Round Robin 7, Colorado Springs, CO, August 30-31, 1993, INVITED

"Maximizing the Cold Neutron Flux from a Cf-252 Source", L. Robinson, E. Johnson, L. D. Robles, Thirty-Fourth ORNL/DOE Conference on Analytical Chemistry in Energy Technology, Gatlinburg, TN, October 5-7, 1993.

"Neutron Activation Analysis Facilities in the Advanced Neutron Source", L. Robinson, INVITED, Department of Nuclear Engineering Sciences, University of Florida, Gainesville, FL, March 17, 1994.

"Neutron Activation Analysis of High Purity Aluminum and Applications to On-Line Sorting of Aluminum Alloys", L. Robinson, ASME Aluminum Industry Workshop, Colorado Springs, CO, August 2-4, 1994.

"Nuclear Methods of Analysis in the Advanced Neutron Source", L. Robinson, F. F. Dyer, INVITED, Twenty-First Annual Conference of the Federation of Analytical Chemistry and Spectroscopy Societies, St. Louis, MO, October 2-7, 1994.

"Career and Collaborative Research Opportunities at Oak Ridge National Laboratory", L. Robinson, Langston University, Langston, OK, October 27-28, 1994.

"Standardization Problems in NAA Facilities Proposed for the ANS", L. Robinson, INVITED, Winter Meeting of the American Nuclear Society, Washington, D. C., November 13 - 17, 1994.

"Application of Nuclear Methods to Forensic Science", L. Robinson, Department of Chemistry, William Jewel College, Liberty, MO, March 29, 1995.

"Neutron Activation Analysis" and "Careers in Science and Engineering", L. Robinson, a series of lectures and panel discussions presented March 27-28, 1995, LeMoyne-Owen College, Memphis, TN. Black Executive Exchange Program (BEEP).

"Application of Delayed Neutron Analysis to Nuclear Nonproliferation Programs", L. Robinson, D. C. Glasgow, Ninth International Meeting on Modern Trends in Activation Analysis, Seoul, Korea, September 24-30, 1995.

"Neutron Activation Analysis of Ancient Bone", L. Robinson, J. P. Young, E. A. Jerde, D. C. Glasgow, American Chemical Society National Meeting, New Orleans, LA., March 24-28, 1996.

Panelist, "New Directions: Building Relationships and Expanding Opportunities with Minority Serving Institutions", United States Department of Commerce, Washington, D.C., September 23, 1999.

Panelist, Cooperative Ecosystems Studies Unit Network Meeting. United States Department of the Interior, Washington, D.C., June 22-23, 1999.

Panelist, "Working Together", Seventh Annual Department of Energy HBCU/MI Symposium. Miami, FL, March 16-17, 1999.

"Design and Testing of a Submersible Radon Detection System", L. Robinson, W.C. Burnett , J. Weaver, and G. Kim, Methods and Applications of Radioanalytical Chemistry - V (Marc V), Kailua-Kona, Hawaii April 9-14, 2000.

"Biomonitoring and Biofiltration Studies Using Mosses and Lichens", A. Apeti, L. Robinson, D.C. Glasgow, Third International Symposium on Nuclear Analytical Chemistry, Halifax, Canada, June 11-14, 2001, (Invited).

"The Merging of Human and Ecosystems Dynamics in Coastal Zone Management", L. Robinson, M.A. Harwell, J.H. Gentile, C. Forthman, Third Meeting of the Coastal Environmental Science and Technology Panel of the U.S. – Japan Cooperative Program in Natural Resources, Yokasuka, Japan, July 17-19, 2002, (Invited).

Technical Meeting Organization

October 30–November 1, 2006, Conference Co-Chair, National Oceanic and Atmospheric Administration Educational Partnership Program with Minority Serving Institutions, **4th *Education and Science Forum***, Florida A&M University, Tallahassee, Florida

May 8–10, 2003, Session Organizer Environmental Chemistry, Florida Section of the American Chemical Society. Orlando, FL.

March 30–April 1, 2003, Conference Co-Chair, National Oceanic and Atmospheric Administration's "Fourth Expanding Opportunities Conference on Oceanic and Atmospheric Sciences," Tallahassee, FL.

2001–2003, Member, Technical Program Committee Sixth International Conference on Methods and Applications of Radioanalytical Chemistry, Kailua-Kona, Hawaii April 6-11, 2003.

May 10–11, 2001, Session Organizer Environmental Chemistry, Florida Section of the American Chemical Society. Orlando, FL.

April 1–3, 2001, Session Moderator National Oceanic and Atmospheric Administration's Expanding Opportunities Conference, Jackson, MS.

November 12–16, 2000, Session Chairperson, "Medical and Industrial Applications of Cf-252, American Nuclear Society International Winter Meeting, Washington, D.C.

November 12–16, 2000, Session Chairperson, "Neutron Detection, Spectrometry, and Dosimetry" American Nuclear Society International Winter Meeting, Washington, D.C.

March 16–17, 2000, Conference Co-Chairperson, Department of Energy's Biotechnological Oceans Margin Program, Tallahassee, FL.

November 14–18, 1999, Session Chairperson, "Role of Neutron Activation Analysis in the Certification of Reference Materials", American Nuclear Society Annual Meeting, Long Beach, CA.

April 19–23, 1999, Session Chair, "Facilities for NAA", Tenth International Conference on Modern Trends in Activation Analysis. NIH, Bethesda, MD.

November 9–13, 1997, Session Chair, "Environmental Assessment", 43rd Annual Conference on Bioassay, Analytical, and Environmental Radiochemistry. Charleston, S.C.

June 19–23, 1994, Session Organizer and Chair: "Automation in Nuclear Analytical Methods", Annual Meeting of the American Nuclear Society, New Orleans, LA.

June 10–14, 1990, Co-organizer and co-chairman, "Use of Artificial Intelligence and Expert Systems in Research Reactors and Nuclear Methods of Analysis", American Nuclear Society Annual Meeting, Nashville, TN.

November 26–December 1, 1989, Co-organizer, "Analytical Chemists and the Other ANS: The Advanced Neutron Source" American Nuclear Society Annual Meeting, San Francisco, CA.

Honors and Awards

2014, Tallahassee Urban League Legend Awardee.

2014, C.K. Steele Foundation Community Service Award.

2014, Florida A&M University Distinguished Professor.

2014, Finalist, Greater Tallahassee Chamber of Commerce Leader of the Year

2013, Cherry Hall Alexander African American History Calendar Honoree

2011, Florida A&M University, Environmental Sciences Institute, Distinguished Scientist Award.

2010, University of Memphis College of Arts & Sciences Outstanding Alumni Award.

2009, Florida A&M University, Environmental Sciences Institute Outstanding Faculty Award.

2007, Florida A&M University, Leadership Award.

2004, American Lung Association Tallahassee, FL, Community Service Award.

2003, Florida A&M University, The Ralph J. Bunche Award for International Achievement.

2002, Florida A&M University Special Recognition Award, "Exceptional Contribution to the Area of Grantsmanship."

1996, Distinguished Citizenship Award, Citizens for a Better Anderson County.

1994, Outstanding Community Service Award, Martin Marietta Energy Systems.

1994, Lockeed-Martin Energy Systems, Five Consecutive Years of Perfect Attendance Award.

1993, Nominated by Martin Marietta Energy Systems for National Point of Light Award.

1992, Citizen of the Year Award, Omega Psi Phi Fraternity, Inc. Zeta Gamma Gamma Chapter.

1992, Outstanding Scientific Achievement Award, East Tennessee Chapter, National Organization of Black Chemists and Chemical Engineers.

1991, Distinguished Service Award, NAACP, Oak Ridge, Tennessee Branch.

1991, Certificate of Appreciation, Oak Ridge National Laboratory Office of University and Education Programs.

1985, Outstanding Young Men of America.

1979, Outstanding Scholarship and Leadership Award, American Institute of Chemists Tennessee Division.

1979, Chi Beta Phi Honorary Scientific Fraternity.

1979, Phi Kappa Phi National Honor Society.

Proposed Employment Contract

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY BOARD OF TRUSTEES
TALLAHASSEE, FLORIDA 32307
EMPLOYMENT AGREEMENT FOR DR. LARRY ROBINSON

This Employment Agreement (hereinafter referred to as "Agreement"), which shall be effective as of December 31, 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").

<u>RECITALS</u>

WHEREAS, the Board has the authority to select a president of Florida Agricultural and Mechanical University (hereinafter referred to as "FAMU" or "University") pursuant to Florida Board of Governors Regulation 1.001(5)(c); and

WHEREAS, the Board selected Dr. Robinson on November 30, 2017, to serve as the President of the University subject to final confirmation by the Board of Governors of the State University System of Florida ("Board of Governors"); and

WHEREAS, the Board wishes to employ Dr. Robinson as President, and Dr. Robinson wishes to serve as President and be its employee, subject to the terms and conditions of this Agreement; and

WHEREAS, the Board and Dr. Robinson desire to set forth their respective rights and obligations in this Agreement; and

WHEREAS, this Agreement has been duly approved and its execution has been duly authorized by the Board; and

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:

1.0 <u>Appointment</u>:

The Board appoints and employs Dr. Robinson as President and Chief Executive Officer of the University as well as Corporate Secretary for the Board (hereinafter referred to as "President") subject to this Agreement. Dr. Robinson hereby accepts such appointment and employment on the terms and conditions set forth in this Agreement, and further understands that

his employment as President is conditioned upon final confirmation by the Board of Governors of the State University System of Florida.

The performance of any financial obligations by the Board under this Agreement shall be subject to and contingent upon the availability of funds appropriated by the Florida legislature for current and future periods. This agreement is subject to the approval of the Board.

2.0   Term:

The Board hereby employs Dr. Robinson as President for a term commencing December 31, 2017, and ending on December 31, 2020, subject to confirmation by the Board of Governors, unless otherwise terminated as provided herein. The Board, in its sole discretion, may offer to extend this Agreement for an additional one-year terms upon the terms and conditions herein or upon such additional or different terms as may be agreed upon by Dr. Robinson and the Board, including salary and benefits. Any renewal of this Agreement is subject to confirmation by the Board of Governors. Dr. Robinson and the Board Chair shall meet no later than January 15, 2020 to discuss their interest in an extension. If an extension is agreed upon, it shall be formalized no later than October 31, 2020. Any extensions of this agreement requires a majority vote of the Board and the written consent of Dr. Robinson. There shall be no penalty to the University in the event the term of this agreement is not extended.

3.0   Powers and Duties:

As President, Dr. Robinson shall perform all duties required subject to the U.S. and Florida Constitutions and Laws as permissible, and the regulations, policies and procedures of the Board of Governors and FAMU Board of Trustees, as now existing or hereafter promulgated. Those duties include, but are not limited to oversight of the general operations of the University including educational leadership; faculty and community relations; long-range strategic planning; budget formulation; supervision of the University's buildings, grounds and equipment; administration of the affairs of the University consistent with Board policy; student recruitment and services; fund raising, development, public relations and alumni affairs; recruitment of personnel; appointment, promotion and dismissal of all faculty and staff; crisis management; anti-hazing; and such other duties as mutually agreed upon with the Board.

During his presidency, Dr. Robinson shall place particular emphasis on and devote ample time to the strategic leadership of the University's fund-raising strategy. This shall include, but shall not be limited to annually establishing operational goals as agreed upon by the Board. The fund raising trend shall be used to set fund raising goals for each year.

4.0   Compensation:

As compensation for the services to be performed under this Agreement, Dr. Robinson shall be paid an annual base salary of $385,000. The annual base salary shall be funded in compliance with section 1012.975, Florida Statutes, and any amount of the aforementioned annual base salary in excess of the amount authorized by the Florida Legislature shall be paid by the Florida A&M University Foundation, Inc. ("FAMU Foundation") or other available sources. This annual base salary shall be payable according to the pay plan for Executive Service employees at the University, with appropriate deductions for taxes and benefits. The President's salary shall be reviewed annually and may be increased, but not decreased, at the discretion of the Board. Such

annual salary review will be accomplished in conjunction with the Board's evaluation of performance as provided in paragraph 5.0 of this Agreement.

5.0   **Goal Setting, Evaluation, and Bonuses**:

    5.1   **Goal Setting:** On or before January 15, 2018, and on or before each July 1 thereafter, Dr. Robinson shall provide to the Board Chair a list of proposed goals and objectives for the twelve (12) month period beginning on July 1. The Board or a Committee thereof and Dr. Robinson shall agree upon finalized goals and objectives for initial evaluation period and the twelve (12) month periods thereafter.

    5.2   **Evaluation:** On or before June 1, 2018, and no later than each June 1 thereafter, Dr. Robinson shall initiate the evaluation process on such approved goals and objectives for the applicable rating period by submitting to the Board a self-appraisal of said period's performance. The appraisal shall address performance related to each of the goals and objectives agreed upon for said period's performance.

        Commencing July 1 and concluding not later than October 31 of each year, the Board shall evaluate Dr. Robinson's performance based on his achievement of the mutually agreed upon specified goals and objectives and such other criteria as the Board deems appropriate.

    5.3   **Performance Bonus**: Based upon Dr. Robinson's achievement, of specific annual goals and objectives which, are mutually agreed upon in writing by Dr. Robinson and the Board and annual evaluation results, Dr. Robinson may be eligible to receive an annual performance bonus of up to twenty percent (20%) of the annual base salary then in effect, as provided for in subparagraph 4.0, contingent upon the availability of funds from the FAMU Foundation. The award of a performance bonus is discretionary and shall be awarded based on the Board's assessment, in its sole and absolute discretion, of the President's performance as President during the fiscal year under review. The Board may award any amount of performance bonus from zero to the maximum of twenty percent (20%).
At its first meeting after September 30 of each year, the Board shall take a vote on payment of a bonus which shall be proportional to the goals and objectives met and shall state the amount thereof, if any. Upon Board approval of a performance bonus, payment of said bonus shall be made within sixty (60) days.

6.0   **Other Compensation and Benefits**:

    The Board authorizes the FAMU Foundation to provide Dr. Robinson with the following additional compensation and benefits:

    6.1   **Annuity**: An annuity in the amount of fifteen percent (15 %) of Dr. Robinson's annual base salary, which will be funded by the FAMU Foundation.

6.2   **Housing**: The Board authorizes the FAMU Foundation to provide Dr. Robinson a contribution in the amount of $3,500 monthly as a supplemental housing payment, or housing allowance, so long as Dr. Robinson lives in a private residence.

6.3   **Automobile Allowance**: An automobile allowance of $1,200 per month.-

6.4   **Club Memberships**:   To further enable Dr. Robinson to carry out his duties pursuant to this Agreement, the Board authorizes the FAMU Foundation to pay the annual fees and dues for membership in the Governor's Club and a Tallahassee area country club.

6.5   **FAMU Business and Travel Expenses**: The Board shall reimburse Dr. Robinson for all reasonable FAMU related business and travel expenses including annual dues and membership fees for professional associations, meetings and entertainment. The Board may fulfill this obligation through the use of University funds or available funds within the FAMU Foundation as appropriate. When the President's spouse accompanies him on University-related business while he is serving as President, the FAMU Foundation shall cover the spouse's reasonable travel expenses, up to a maximum of $5,000 annually. Funding is only authorized in conjunction with President's travel outside of the University service area.

6.6   For the benefit and convenience of the University, the President's private residence may be used for University-related business and entertainment.   The costs associated with such specific events, including but not limited to catering and cleaning, shall be paid by the University or FAMU Foundation on behalf of the University as appropriate. The University shall reimburse Dr. Robinson for any damage to his furnishings arising from the hosting of FAMU events, to the extent not covered by Dr. Robinson's homeowners insurance.

6.7   **Technology Support**: The Board shall provide reasonable telephonic, computer, internet access, facsimile and related equipment at the Dr. Robinson's private residence for the performance of his official duties, as appropriate. In addition, the University shall provide Dr. Robinson a mobile telephone for use in his official duties consistent with state law and the Board's regulations, policies and procedures as now existing or hereafter promulgated.

6.8   **Other Non-Compensation**:   The Board authorizes the FAMU Foundation to provide Dr. Robinson with other forms of non-salary compensation in its discretion subject to prior approval of the Board at the time of the annual budget approval for the FAMU Foundation. The President shall provide a report of all University-related non-salary compensation on or before June 1 of each year to the extent required by state regulation.

6.9   Per applicable policies, the President will be expected to submit receipts and any other information which may be needed to ensure proper accounting prior to reimbursement being made.   The University reserves the right to request the

President repay and/or reimburse the University to the extent it is discovered by an audit or otherwise that the President was incorrectly or excessively reimbursed and/or received reimbursement for a non-allowed or non-approved expense.

7.0   Standard Benefits:

Dr. Robinson shall be eligible to participate in all present and future benefits plans maintained by FAMU for Executive Service employees. Such benefits shall include, without limitation, health care, short-term and long-term disability, life insurance programs, retirement plans, deferred compensation plans, tax-deferred savings plans, flexible spending accounts, and annual and sick leave.

8.0   Participation on Corporate Boards and Other Outside Activities:

Dr. Robinson agrees to faithfully and diligently discharge all obligations under Agreement and to devote full-time attention and energies to his duties as set forth in this Agreement. The expenditure of reasonable amounts of time for personal or outside business, as well as charitable and professional development activities, shall be permitted in accordance with this paragraph, provided such activities do not interfere with the duties or services to be render under this Agreement, the Florida Code of Ethics, and applicable regulations, policies and procedures of the Board or the Florida Board of Governors as now existing or hereafter promulgated. Dr. Robinson shall not engage in any activity that conflicts with or is adverse to the best interests of FAMU.

> **8.1 Requirement of Prior Approval**: With prior approval of the Board Chair and subject to the confirmation of the Board, Dr. Robinson may serve on the board of directors of for-profit or non-profit corporations. Any and all income earned by Dr. Robinson in connection with his service on such board of directors shall be paid to and retained by him, and such income or other compensation shall have no effect on the amount of salary, compensation and benefits he is otherwise entitled to receive hereunder.

9.0 Tenure:

As a tenured Full Professor in the School of the Environment, Dr. Robinson's status as member of the University's faculty is separate and distinct from the position of President and is governed by the Collective Bargaining Agreement for the faculty and the Board's regulations, policies and procedures regarding tenure as appropriate. However, such Collective Bargaining Agreement, regulations, policies and procedures have no bearing on the appointment as President.

10.0   Termination:

> **10.1   Termination for "Cause"**: The Board and Dr. Robinson agree that the Board may terminate this Agreement at any time for cause upon a majority vote of the Board as set forth in the Board Operating Procedures. For the purposes of this Agreement, "cause" shall be defined as conduct determined by a majority of the Board to be:

(a) gross negligence, nonfeasance or willful malfeasance in the performance of his duties that materially harms the University;

(b) acts or omissions by Dr. Robinson that are undertaken or omitted knowingly and are felonious or fraudulent and involve material dishonesty or moral turpitude;

(c) formal indictment or charge of the President in a court of law with any felony, or any other crime involving misuse or misappropriation of University funds;

(d) breach of any fiduciary duty with respect to the University; and

(e) material or repeated failure to perform duties or violation of this Agreement, to meet established performance goals, or to comply with the written regulations, policies and procedures of the Florida Board of Governors or FAMU Board of Trustees or the terms of this Agreement that harms the University.

In the event of termination for cause by the Board, Dr. Robinson's employment shall cease and he shall not be entitled to any further compensation or benefits except for benefits required to be continued by law.

10.2 **Termination without Cause**:

(a) Upon a majority vote by the Board casting a vote in favor of termination without cause, at any time, the Board may terminate Dr. Robinson's employment as President effective sixty (60) days after the date of such vote for termination without cause. Within thirty (30) days after said vote for termination without cause, Dr. Robinson shall notify the Board in writing whether he intends to continue with the University with the rank of Tenured Professor in the School of the Environment. However, at the Board's discretion, regardless of the reason for termination and the amount of compensation due, Board may immediately relieve the President of his duties with pay for the required notice period. If the President accepts full-time employment during the 60 day notice period, the Board's financial obligations under this Agreement shall cease.

(b) If Dr. Robinson decides to continue with the University as a Tenured Professor, then
upon the effective date of his termination as President, he shall be entitled to sabbatical benefits for the period of twelve (12) months equal to: (i) his annual base salary in effect at the time such a termination is effective; and (ii) health insurance benefits to the same extent as provided prior to said termination.

(c) If Dr. Robinson declines to continue with the University as a Tenured Professor, he shall be entitled to accrued annual, sick, compensatory or administrative leave, and other sums which he is lawfully due.

10.3   **Public Statement Regarding Termination**:   Upon the conclusion of Dr. Robinson's service as President for any reason other than for cause or death, the University and Dr. Robinson shall work in good faith towards a public statement regarding the conclusion of his presidency. In the event of death or termination for Cause, the University will direct and control the issuance and content of any announcement, release or other statement to any third party, including employees and other members of the University community, as well as the press.

11.0   **Resignation**:

Dr. Robinson may terminate this Agreement at any time upon a minimum of ninety (90) days prior notice to the Board. Dr. Robinson's employment as President shall cease on the effective date of his resignation, and he shall not be entitled to any further presidential compensation or benefits as President, except as set forth in the University's various benefit plans with respect to vesting and rights after termination of employment. The Board may waive any portion or the entire notice period at its discretion and terminate earlier. Dr. Robinson may, at his election, assume active duties as a tenured member of the University's faculty.

In the event of discovery of conduct determined by the Board to be consistent with paragraph 10.1 that occurred prior to resignation, termination or natural expiration of this Agreement, Dr. Robinson shall not be entitled to any further compensation or benefits.

12.0   **Sabbatical and Post-Presidential Faculty Position**:

12.1   **Sabbatical**: Dr. Robinson shall be entitled to the sabbatical benefits set forth in paragraph 10.2(b) if he elects to continue with the University as a Tenured Professor under the following circumstances:

(a) the natural expiration of the term of this Agreement;

(b) a termination without cause as set forth in paragraph10.2; or

(c) As for a resignation set forth in paragraph 11; however, in the event that said resignation occurs before the beginning of the third year of this Agreement, the sabbatical shall be reduced by six (6) months.

12.2   **Post-Presidency Faculty Position**: At the conclusion of his sabbatical, Dr. Robinson may return to his tenured faculty position as a "Distinguished Professor" in the School of Environment. During the first year of his post-presidency faculty position, he shall receive a base salary equal to eighty percent (80%) of his final annual base salary as President. After the first year of his post-presidency faculty position, Dr. Robinson shall receive a base salary equal to that of the highest paid professor of the University or his final annual base salary of $203,000 as a Distinguished Professor in the School of the Environment, whichever is higher.

For the purposes of this paragraph, the definitions of "Tenured Professor" or "faculty position" shall not include senior executive, administrative or academic administrative positions of the University such as provost, vice president, associate or assistant vice president, dean, director, department chair or any other position at the University defined as "at will."

13.0   **Dispute Resolution**:

The Board and Dr. Robinson agree that if any dispute arises concerning this Agreement they will first attempt in good faith to resolve the dispute to their mutual satisfaction.

13.1   **Mediation**: If the Board and Dr. Robinson are unable to resolve their disputes informally, they both agree that any controversy or claim that either party may have against the other arising out of or relating to the construction, application or enforcement of this Agreement, as well as any controversy or claim based upon the alleged breach of any legal right relating to or arising from Dr. Robinson's employment and/or termination of his employment shall be submitted to non-binding mediation. Within fifteen (15) days after delivery of a written notice of request for mediation from one party to the other, the dispute shall be submitted to a single mediator chosen by the Parties in Tallahassee, Florida. The cost and fees with mediation shall be borne by the University. The Parties agree to pay their own attorney's fees and costs.

13.2   **Arbitration**: If mediation, as described in paragraph 13.1, is unsuccessful, the Board and Dr. Robinson agree that they will submit the dispute to confidential, binding arbitration before one arbitrator in Tallahassee, Florida, in accordance with the Employment Arbitration Rules and Mediation Procedures of the American Arbitration Association (hereinafter "AAA") then in effect. The AAA shall provide a list of three arbitrators who are National Academy of Arbitration members. Within ten (10) days of receipt thereof, each party shall strike one, Dr. Robinson shall strike first and notify the University of such choice within ten (10) days of marking of the list and the University shall strike last. Pursuant to the Rules, discovery may include depositions, interrogatories and document production. In any controversy between the University and Dr. Robinson involving the construction, application or enforcement of this Agreement, the arbitrator must base his/her decision upon the written contract and shall not have power to modify, add to or ignore terms of the Agreement. The written decision of the arbitrator shall be final and conclusive upon both Parties and may be entered in any court having jurisdiction thereof. Arbitrator compensation and administrative fees shall be paid by the University. The Parties agree to pay their own attorney's fees and costs.

To the extent permitted by law, both Parties will use their best efforts to keep any disputes and any efforts to resolve disputes confidential, involving only their respective legal counsel and other persons determined in good faith to have a need to know. To the extent permitted by law, they will also use their best efforts to ensure that such persons do not further disclose any such information. The Board

and Dr. Robinson agree that no arbitrator may be an employee at the University or have any material personal or business relationship with the Board, University, or the FAMU Foundation.

14.0   Personal Contract:

The obligations and duties of Dr. Robinson as President shall be personal and not assignable or delegable in any manner whatsoever, except as set forth in Board regulations. This Agreement shall be binding upon the heirs, administrators, personal representatives, successors and assigns of both Parties.

15.0   Notice:

Unless and until changed by either party giving written notice to the other, the addresses below shall be the addresses to which all notices required or allowed by this Agreement shall be sent:

If to the University: Chair, FAMU Board of Trustees
Florida A&M University
Suite 400, Lee Hall
1601 South MLK Jr. Blvd.
Tallahassee, Florida 32307

With a copy to: Division of Legal Affairs
Florida A&M University
Suite 304 FHAC
1700 Lee Hall Drive
Tallahassee, Florida 32307

If to the President: Dr. Larry Robinson
Office of the President
Florida A&M University
Suite 400, Lee Hall
1601 South MLK Jr. Blvd.
Tallahassee, Florida 32307

16.0   Severability:

The invalidity or unenforceability of any provision of this Agreement shall not affect the validity or enforceability or any other provision of this Agreement and this Agreement shall be construed and enforced in all respects as if the invalid or unenforceable provision is not contained herein.

17.0   Waiver:

Any party's failure to enforce strict performance of any covenant, term, condition, promise, agreement or undertaking set forth in this Agreement shall not be construed as a waiver or relinquishment of any other covenant, term, condition, promise, agreement or undertaking set forth herein, or waiver or relinquishment of the same covenant, term, condition, promise, agreement or undertaking at any time in the future.

18.0   Counterparts:

This Agreement may be executed in counterparts, and by the Parties on separate counterparts each of which, when so executed, shall constitute but one of the same instrument.

19.0   No Trust Fund:

Nothing contained herein and no action taken pursuant to the provisions of this Agreement shall create or be construed to create a trust of any kind.

20.0   Confirmation Required:

This Agreement shall become effective only upon confirmation of Dr. Robinson's confirmation as President by the Florida Board of Governors.

21.0   Governing Law:

This Agreement shall be construed and interpreted, and the rights of the parties determined in accordance with the U.S. and Florida Constitutions and Laws as permissible, and the regulations, policies and procedures of the Board of Governors and FAMU Board of Trustees, as now existing or hereafter promulgated. The Parties hereby agree to submit to the jurisdiction of Florida courts and federal courts located in Florida. Further, the Parties agree that proper venue for any suit concerning this Agreement shall be Leon County, Florida, or the Federal Northern District of Florida.

22.0   Entire Agreement and Modification:

This Agreement sets forth the entire agreement between the Parties and shall govern the respective duties and obligations of the Parties, superseding any other written or oral representations, statements, negotiations or agreements to the contrary. This Agreement may be modified or amended only by mutual written consent of the Parties.

23.0   Public Disclosure:

The Parties acknowledge that this Agreement is subject to the Florida Public Records Law, Chapter 119, Florida Statutes, or other provisions, and may, therefore be subject to disclosure by and in the manner provided by law.

24.0   Headings and Miscellaneous:

The headings contained in this Agreement are provided for convenience only and shall not be considered in construing, interpreting or enforcing this Agreement. The terms "Board," "FAMU Board of Trustees," "University" and "FAMU" as used herein, where applicable or appropriate, shall be deemed to include or refer to any duly authorized board, committee, officer or employee of said entity.

IN WITNESS WHEREOF, Dr. Larry Robinson and the authorized representative of the FAMU Board of Trustees have executed this Agreement on the day and year as provided below.

Executed By: _____   _____
                      Kelvin Lawson Chair   Date
                      FAMU Board of Trustees

Witness: _____   _____
                                                              Date

Appointment Accepted: _____   _____
                      Dr. Larry Robinson   Date
                      President

Witness: _____   _____
                                                              Date

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
January 25, 2018

SUBJECT: University of Florida Strategic Plan

PROPOSED BOARD ACTION

Consider approval of the University of Florida Strategic Plan

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

Board of Governors Regulation 1.001(3)(c) requires that each University Board of Trustees shall adopt a Strategic Plan in alignment with the Board of *Governors' 2025 System Strategic Plan* and the university's mission. University Strategic Plans are required to be submitted to the Board of Governors for approval. The University of Florida Strategic Plan has been submitted for consideration to approve. If approved by the Strategic Planning Committee, the University of Florida Strategic Plan will be forwarded to the full Board of Governors for consideration to approve.

Supporting Documentation Included: Included with the Strategic Planning
                                              Committee Materials

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
January 25, 2018

SUBJECT: Florida Gulf Coast University Strategic Plan

PROPOSED BOARD ACTION

Consider approval of the Florida Gulf Coast University Strategic Plan

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

Board of Governors Regulation 1.001(3)(c) requires that each University Board of Trustees shall adopt a Strategic Plan in alignment with its mission and the Board of Governors' 2025 System Strategic Plan. University Strategic Plans are required to be submitted to the Board of Governors for approval. The Florida Gulf Coast University Strategic Plan has been submitted for consideration to approve. If approved by the Strategic Planning Committee, the Florida Gulf Coast University Strategic Plan will be forwarded to the full Board of Governors for consideration to approve.

Supporting Documentation Included: In Strategic Planning Committee Materials

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
January 25, 2018

SUBJECT: Task Force on STEM Labs for Online Education

PROPOSED BOARD ACTION

For approval

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

In support of UF Online efforts and those across the SUS, the Steering Committee, which is helping guide the implementation of the 2025 Strategic Plan for Online Education, approved the creation of a system-wide task force to evaluate options for deployment of STEM labs for online students.

A one-year effort to inventory current online lab offerings across the SUS, identify gaps and opportunities, examine options, and produce findings and recommendations for moving forward was conducted by the SUS Online Labs Task Force, led by Evie Cummings, Assistant Provost and Director of UF Online.

Ms. Cummings will present the Task Force's report and Dr. Shawn Weatherford, UF Lecturer of Physics, will provide an online Physics Lab demonstration to the Committee.

Supporting Documentation Included: STEM Labs Report found in materials for the Innovation and Online Committee

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
January 25, 2018

SUBJECT: Technology Scorecard Report

PROPOSED BOARD ACTION

For approval.

BACKGROUND INFORMATION

In response to the following two tactics in the 2025 Strategic Plan for Online Education, the cross-system Infrastructure Workgroup developed the **Technology Scorecard** to identify strengths and areas for improvement in the technology needed to provide online education to their students. The Technology Scorecard serves as a management tool to evaluate the infrastructure needed to support the development and delivery of online education.

Tactics:
Quality 2.2.1 - Using Quality Scorecard or a similar process, ensure that each institution has the technology needed to provide quality online education.

Quality 2.2.3 - Using Quality Scorecard or a similar process, ensure universities review their infrastructure to confirm that students, including students with disabilities, can easily access their online instruction.

Scorecard Results
There is a total of 51 points attainable on the scorecard. The Technology Scorecard contains 4 main topics: operations, support, security, and disaster recovery. Across all topics, there are a total of 17 quality indicators with indicators worth up to three points (scores range from 0-3).

Below are the ranges for the strength of an institution's distance learning infrastructure:

- 0 - 17 - Insufficient
- 18 - 25 - Needs improvement
- 26 - 33 - Good
- 34 - 41 - Very good
- 42 - 51 – Excellent

Quality Indicators

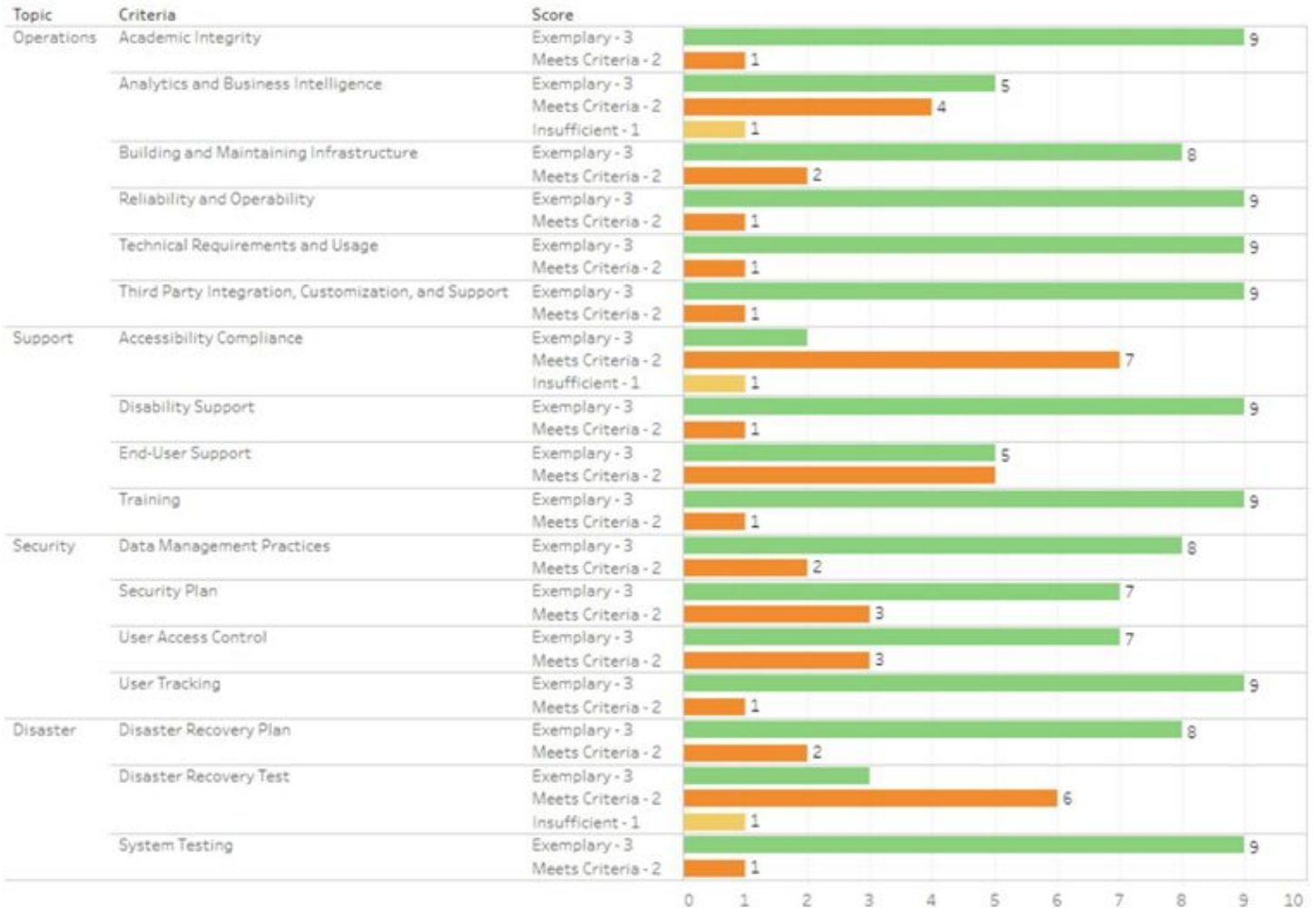| Topic	Criteria	Score		
Operations	Academic Integrity	Exemplary - 3		9
		Meets Criteria - 2	1	
	Analytics and Business Intelligence	Exemplary - 3		5
		Meets Criteria - 2	4	
		Insufficient - 1	1	
	Building and Maintaining Infrastructure	Exemplary - 3		8
		Meets Criteria - 2	2	
	Reliability and Operability	Exemplary - 3		9
		Meets Criteria - 2	1	
	Technical Requirements and Usage	Exemplary - 3		9
		Meets Criteria - 2	1	
	Third Party Integration, Customization, and Support	Exemplary - 3		9
		Meets Criteria - 2	1	
Support	Accessibility Compliance	Exemplary - 3		
		Meets Criteria - 2		7
		Insufficient - 1	1	
	Disability Support	Exemplary - 3		9
		Meets Criteria - 2	1	
	End-User Support	Exemplary - 3		5
		Meets Criteria - 2		5
	Training	Exemplary - 3		9
		Meets Criteria - 2	1	
Security	Data Management Practices	Exemplary - 3		8
		Meets Criteria - 2	2	
	Security Plan	Exemplary - 3		7
		Meets Criteria - 2	3	
	User Access Control	Exemplary - 3		7
		Meets Criteria - 2	3	
	User Tracking	Exemplary - 3		9
		Meets Criteria - 2	1	
Disaster	Disaster Recovery Plan	Exemplary - 3		8
		Meets Criteria - 2	2	
	Disaster Recovery Test	Exemplary - 3		3
		Meets Criteria - 2		6
		Insufficient - 1	1	
	System Testing	Exemplary - 3		9
		Meets Criteria - 2	1	

Figure 1- State Universities examined all internal systems, procedures, and policies to determine the appropriate score per quality indicator.

Per the quality indicators outlined in the Technology Scorecard, the State University System of Florida is performing well with its technology infrastructure. For an institution's distance learning infrastructure to qualify as "good," a university would need to score above 26; all universities in the SUS scored well above this mark.

Results reflect that universities are performing well in operations, support, security, and disaster recovery. All may want to pursue exemplary status in two areas: accessibility and disaster recovery testing. To score exemplary marks in these areas, a university should regularly perform accessibility audits and bi-annually conduct a full system

disaster recovery test to ensure compliance with the Recovery Time Objective (RTO) and the Recovery Point Objective (RPO).

The Technology Workgroup discussed the "Insufficient" ratings with the institution that had given itself that scoring for three of the seventeen criteria and determined that the low scoring was due to the timing of the migration to Canvas, the institution's new learning management system. The institution is currently developing solutions to reach "Meets Criteria" or "Exemplary" upon completion of the migration.

Recommendations:

(1) The Scorecard should be administered on an annual basis.

2) The Infrastructure Workgroup will review and discuss scorecard opportunity areas with institutions that score below the "Meets Criteria" qualifier on any of the quality indicators to identify and make suggestions for improvements to infrastructure. A collaborative discussion on opportunity areas will enable the Infrastructure Workgroup to leverage the expertise from various state universities to help ensure that institutions that scored below "Meets Criteria" are able to improve their infrastructure accordingly.

Supporting Documentation Included: Information located in the Committee materials

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
January 25, 2018

SUBJECT: Revised *Audit and Compliance Committee Charter* and *Office of Inspector General and Director of Compliance Charter*

PROPOSED BOARD ACTION

Discussion and approval of the Revised *Audit and Compliance Committee Charter* and *Office of Inspector General and Director of Compliance Charter*.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Chair of the Audit and Compliance Committee will present the revised *Audit and Compliance Committee Charter* and the *Office of the Inspector General and Director of Compliance Charter* for the Board of Governors' review, with a recommendation for approval.

Supporting Documentation Included: Information located in the Audit and Compliance Committee materials

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
January 25, 2018

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 expired on January 6, 2018:

1. University of Florida, and
2. University of South Florida.

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 Lautenbach will bring forward candidates recommended by the Nomination and Governance Committee for review and consideration by the full Board.

Supporting Documentation Included: None