

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
STRATEGIC PLANNING COMMITTEE
FLORIDA STATE UNIVERSITY
TALLAHASSEE, FLORIDA
January 24, 2018

*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

Vice Chair Morton convened the meeting of the Strategic Planning Committee at 3:02 p.m. on January 24, 2018 with the following members present: Governors Jordan (by telephone), Cerio, Frost (by telephone), Kuntz, Levine, Link, Tyson, and Zachariah. Other Board members in attendance were Governors Kitson, Lautenbach, Jay Patel, Kishane Patel, Tripp, and Valverde.

2. Approval of November 8, 2017 Committee Meeting Minutes

Governor Morton called for a motion to approve the minutes from the Committee's November 8, 2017 meeting. A motion was made by Governor Frost, seconded by Governor Levine, and the motion carried unanimously.

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

Governor Morton introduced the Committee's next item, for information, a presentation on the latest Baccalaureate Follow-up Study. He noted that this is the fourth report to the Board of Governors on the employment and education outcomes of baccalaureate degree recipients. Vice Chair Morton said that the three prior studies focused on outcomes one year following graduation. The most recent study, however, goes further and builds on the prior studies by looking at employment and education outcomes five and ten years after graduation, comparing those outcomes to 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 or additional education?
4. Do graduates work while pursuing additional education?
5. What are the salaries of graduates over time?

Governor Morton then called on Dr. Christy England, Associate Vice Chancellor for Academic Research and Policy, to provide the Committee with the study's highlights.

Dr. England began by observing that employment and salary data of SUS graduates are two of the performance-based funding metrics and that there have been three studies on the classes of 2012, 2014, and 2015. So far, however, all of the information provided to the Committee has looked at outcomes only one year after graduation. Dr. England noted that the uniqueness of the latest study is that it builds on the information of the prior studies and follows graduates even further - to five and ten years after graduation.

Dr. England said that the study's employment data came from two sources. First, the education component of the study comes from the National Student Clearinghouse, a voluntary exchange among postsecondary institutions. Enrollments reported to the Clearinghouse account for approximately 98% of all postsecondary enrollments in the U.S and approximately 94% of all four-year degrees awarded.

The second source of data is a voluntary national data exchange of wage information through the Unemployment Insurance programs of 41 states as well as the District of Columbia and Puerto Rico. New York, California, Colorado, and Alabama do not participate. In addition, data is not available for graduates employed in nonprofit corporations, temporary or seasonal positions, or for those who are self-employed. Data from the Federal Office of Personnel Management is also used but does not include individuals in the military or agencies such as the Central Intelligence Agency or the Postal Service. Finally, Dr. England said that the study did not identify specific occupations of graduates.

With regard to the findings of the study, Dr. England began by reminding the Committee of the five research questions that guided it. She noted that the fourth question—whether or not graduates earn additional credentials—is a new piece of information not contained in previous reports because those reports looked at data one-year-out only, and students would not have been likely to earn additional credentials in this timeframe. She said that this information is valuable in discerning what the impact on salaries additional credentialing might have five and ten years after baccalaureate graduation. Associate Vice Chancellor England noted that her presentation would cover year one outcomes for four graduating classes, year five outcomes for three graduating classes, and year ten outcomes for one graduating class.

Dr. England pointed out that the State University System awards degrees in 28 broad fields and that 82% of those degrees are awarded in 11 fields, the highest being business and marketing, followed in descending order by the social sciences, health professions, psychology, education, engineering, biological sciences, communication and journalism, security and protective services, the visual and performing arts, and English and

literature. The number of baccalaureates conferred in the remaining fields of study are comparatively small.

Associate Vice Chancellor England said that, of the over 420,000 graduates within the timeframe of the study, more than 350,000, approximately 84%, were found who were either working or pursuing further education or doing both. She stressed that *not* finding graduates did not necessarily equate to their being unemployed; they simply could be missing from the data but self-employed or employed by a non-profit, employment areas which are not captured in the data.

Dr. England then drew the Committee's attention to the study's first research question: whether or not SUS baccalaureate graduates got jobs. She reported the excellent news that, of all graduates found, the vast majority were working one, five, and ten years after graduation. The proportion of graduates who were working increased over time. In year ten, 88% of graduates were working full-time. With respect to the 28 fields of study, Dr. England reported the good news that in 14 of the 28 fields, 90% or more of their graduates were working in year one. By year five, 90% or more were working in 22 of the 28 fields and, by year ten, 90% or more were working in all 28 fields.

With regard to the percentage of graduates who pursued additional education, Dr. England pointed out that about a third of the graduates pursued additional education in year one, dropping to 22% in year five and 11% by year ten. She said that this decline makes sense because as people complete their credentials they no longer need to enroll.

Associate Vice Chancellor England next turned the Committee's attention to baccalaureate graduates who were both working and pursuing further education. Approximately 25%, 15%, and 8% were both working and pursuing further education after graduation in years one, five, and 10, respectively. With regard to graduates who pursued further education and completed at least one additional credential, 30% did so by year five and 44% did so by year ten.

Analyzing by field of study, Dr. England said that architecture, public administration, and agriculture had the highest percentage of graduates (56%) who went on to earn additional credentials by year five, followed by interdisciplinary studies (48%), physical sciences (47%), biological sciences (42%), mathematics and statistics (43%), and psychology (41%). The percentages in other fields of graduates ten-years-out who earned additional credentials were as follows: mathematics and statistics (69%), public administration (69%), physical sciences (67%), biological sciences (66%), architecture (65%), agriculture (61%), psychology (59%), languages and linguistics (55%), interdisciplinary studies (54%), health professions (51%), history (51%), philosophy and religious studies (51%), and social sciences (50%).

Associate Vice Chancellor England then presented salary information. She said that it was excellent news, noting that the median salary was \$36,000 for graduates one year after graduation. For graduates at the five-year-out mark, average salaries for those without an additional credential was \$47,500, and for those with an additional credential, average salaries jumped to \$52,800. For graduates at the ten-year-out mark, average salaries were \$59,300 for graduates without an additional credential, and \$67,500 for those with an additional credential. The additional credentials students earned were predominately graduate and professional degrees.

Dr. England said that next steps included sharing the study's findings with university career center directors, students, and employers; and continuing to monitor the outcomes of graduates one, five, and ten years after graduation.

Governor Morton indicated that it would be very interesting to know whether graduates were working in-field. Governors Tyson and Levine indicated that it would be interesting to determine the extent to which graduates are earning credentials in the same field as their undergraduate degrees. Dr. England said that it is possible to make that determination once students complete their credentials but not before. She said that this area would be pursued in the future.

Vice Chair Morton thanked Dr. England for the presentation and commended her on the excellent study. He said that Baccalaureate Follow-up Studies are now a regular part of the Board of Governors' annual studies and will continue to provide critical information to students, parents, educators, and policy-makers about the employment and wages of graduates after they complete baccalaureate degrees. He said that now that the studies have been expanded to include data on students five and ten years after graduation, they will provide the Board with even more reliable data that demonstrates the value of a baccalaureate degree from the State University System.

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

Vice Chair Morton advised the Committee that its next item, for information, was to receive an explanation from Vice Chancellor Ignash regarding important changes to the State University System's seven-year-old process of reviewing the data in its annual Accountability Report in March of each year, and the data found in University Work Plans in June of each year. He noted that Board members have increasingly said that it would be very helpful to have these data available at the same time in order to more easily compare retrospective and prospective data currently reported separately in the two documents. He then called on Vice Chancellor Ignash to explain the changes to the Board's review process and what the results of the changes will be.

Dr. Ignash indicated that in March of every year the Board receives and approves the annual Accountability Report, which contains retrospective data going as far back as five and even ten years in order to show long-term trends and past performance of the System and the individual universities. She then reminded the Committee that in June the Board hears and approves University Work Plans that contain the near-future plans for the universities regarding where they think they are headed. Dr. Ignash indicated that, in recent years, the Board has been asking staff to combine the two reports together. She said that it makes sense to do so, because the Board wants to see from where the universities have come and where they appear be heading. Vice Chancellor Ignash also stated that the universities support combining the two documents because it will reduce duplication of work. She also noted that the Legislature wants and needs certain data in March while in session and that Performance Based Funding and Preeminence metrics can continue to be delivered in March.

5. University of Florida Strategic Plan

Vice Chair Morton said that the Committee's next item was to consider approval of the University of Florida's (UF) Strategic Plan. He reminded the Committee that Board of Governors Regulation 1.001(3)(c) requires that each University Board of Trustees adopt a strategic plan in alignment with the Board of Governors' System-wide Strategic Plan, and that a university's strategic plan is required to be submitted to the Board of Governors for approval. He then called on University of Florida President Fuchs to present UF's Strategic Plan. President Fuchs began by recognizing UF's Board Chair as well as Provost Joseph Glover, who would partially present UF's Strategic Plan.

President Fuchs said that in 2015 the UF faculty worked for a number of months to develop a Strategic Plan. He said that the Plan, titled "A decade Ahead," contained seven overall goals and one overall aspiration. The goals focused on the academic environment, education, scholarship and research, students, faculty, public engagement, and UF's infrastructure. The UF Board of Trustees endorsed the Plan and the specific objectives under the goals in 2016. Subsequently, each of UF's colleges developed its own strategies to work toward achieving each of the goals. President Fuchs noted that a year and a half ago UF's Board of Trustees expressed the need to know specifically what UF was doing to raise its national rankings. Accordingly, UF's strategies are focused on raising the institution's rankings. He reminded the Committee that UF had presented a document titled "The Metrics That Matter" to the Board of Governors in the summer of 2017. President Fuchs said that UF's presentation would examine national ranking metrics in order to assess the University's current status.

Providing a historical context, Dr. Fuchs said that it was in 1948 that UF's president made the following statement: "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 great responsibility. Anything less than that status for the University of

Florida would place Florida herself in an inconspicuous place among the great states of the Union.” Dr. Fuchs said that not only had UF embraced the goal of being among the top ten, but the top five as well. He then introduced Provost Glover to discuss the strategies that UF would employ to achieve this status.

Provost Glover turned the Committee’s attention to a document that identified UF’s strategic goals and the timelines for achieving them. UF’s first goal is to hire 500 additional faculty over two years, which is perhaps the most important of all because it will impact UF in several ways, including improving undergraduate pedagogy and graduate training, and increasing research. With additional faculty, Provost Glover indicated that student-faculty ratios will improve from Fall 2017’s 19:1 to 16:1. He said that this strategy that will increase student access to faculty while reducing class size. Dr. Glover pointed out that, given Florida’s emphasis on STEM education, every university should focus on success rates in freshman calculus and that, with the addition of faculty, UF will be in a position to improve its calculus curriculum. Dr. Glover said that still another impact of adding faculty will be the expansion of UF’s research portfolio to \$1B annually. He noted that UF currently ranks 14th in this metric among public universities and that top ten status is the University’s goal.

Dr. Glover said that in order to maintain UF’s position as a top ten university and to continue progress toward a top five ranking it is imperative to recruit and retain world-class faculty and graduate students. One important tactic is to offer graduate assistant stipends and faculty salaries at nationally competitive levels. State-of-the-art facilities are also necessary, particularly in STEM fields. UF will also continue to raise private funds to match the Governor’s and the Legislature’s generosity.

Provost Glover said that UF is intent on improving four- and six-year graduation rates. UF’s four-year rate, at 67%, ranks ninth among the *U.S. News* top ten universities. The University plans to raise the four-year rate to 75% and the current six-year graduation rate of 87% to 90%. To accomplish this, Dr. Glover indicated that UF must increase opportunities for student financial aid, extend the University’s universal tracking system, require students to take nine hours of summer enrollment, closely examine excess credit hour policies, review program requirements, and mitigate “deadly combinations” of same-day final examinations through scheduling adjustments. Also, all students are now required to register with UF’s Career Resource Center.

Provost Glover reminded the Committee that UF is a member of the prestigious Association of American Universities. He said that the University’s Office of Technology and Licensing has been revitalized by hiring a new director. UF is also in the midst of a \$3B capital campaign, with nearly half of those dollars already raised. Dr. Glover said that UF expected to achieve the \$3B goal by 2022.

At the conclusion of the UF presentation, Governor Levine asked whether the University had data as to why 762 students left the University, presumably without degrees. Provost Glover stated that financial stress was clearly a factor, even when minimal amounts of dollars were involved. Governor Kitson said that small grants to reduce financial stress was an excellent investment and asked about UF's timeframe for reaching Top Five status. President Fuchs said that the University's Board of Trustees had directed the administration to move forward quickly.

Governor Lautenbach asked why certain states such as Michigan, Washington, and Wisconsin were better than Florida at receiving federal research grants. Dr. Glover said that Michigan is a research powerhouse, Wisconsin has a long history in the biological sciences area connected with agriculture and medicine, and Washington has a very powerful life sciences and medical research focus. Governor Kishane Patel commended UF for addressing the "deadly combinations" of multiple final examinations on the same day. Governor Tripp said that UF's focus on the minimal dollars associated with student financial distress was well-taken and Governor Morton noted that room and board, not tuition, constituted the majority of college costs to the student.

Following questions and observations Vice Chair Morton entertained a motion to approve the University of Florida's Strategic Plan. A motion was made by Governor Tyson, seconded by Governor Frost, and the motion carried unanimously.

6. Florida Gulf Coast University Strategic Plan

Vice Chair Morton advised the Committee that the last item on its agenda was to consider for approval Florida Gulf Coast University's (FGCU) Strategic Plan. He then called on President Martin to present FGCU's Strategic Plan.

Dr. Martin said that the University's Plan focuses foremost on student success. The Plan also stressed the need to connect with the region, because the vast majority of FGCU students come from the University's service area. He further noted that all academic units are determining what each could do for the Plan to be successful. He stressed that he wanted a five-year Plan that was achievable and accountable.

President Martin said that a pillar of the FGCU Strategic Plan is to focus on student outcomes and success, especially on increasing four- and six-year graduation rates. A factor to consider is that 82% of FGCU students work at least ten hours a week and that FGCU students constitute a major portion of the region's workforce. President Martin said that another of the Strategic Plan's focus is on academic excellence, including a few interdisciplinary research areas of importance to Southwest Florida. One such area was the entire set of issues revolving around water in a fragile ecosystem. Another focus areas are entrepreneurship, health sciences, and producing more teachers. Finally, President Martin indicated that community engagement is one of the Plan's pillars.

Following President Martin's presentation Vice Chair Morton commended FGCU for its intention to expand its School of Nursing. Governor Morton recalled that only 11% of Florida's Registered Nurses graduate from the SUS. President Martin said that the University could expand to accept approximately 100 students in its nursing program. Governor Link asked whether the Strategic Plan had references to working with Florida College System institutions. President Martin indicated that he works very closely with those institutions in the FGCU service area to create different paths toward a degree.

Following questions and observations Vice Chair Morton entertained a motion to approve the Florida Gulf Coast University Strategic Plan. A motion was made by Governor Levine, seconded by Governor Link, and the motion carried unanimously.

7. Concluding Remarks and Adjournment

There being no further business to come before the Committee, the meeting was adjourned at 4:37 p.m.

Darlene Jordan, Chair

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