



STATE  
UNIVERSITY  
SYSTEM  
*of* FLORIDA  
Board of Governors

# Agenda and Meeting Materials June 11-13, 2019

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



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

**ACTIVITIES**  
**BOARD OF GOVERNORS MEETINGS**  
**Ballroom**  
**Marshall Student Center**  
**University of South Florida**  
**4103 USF Cedar Circle**  
**Tampa, Florida 33620**  
**June 11-13, 2019**

**Tuesday, June 11, 2019**

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

**1:00 – 5:30 p.m.      Strategic Planning Committee**  
or upon      Chair: Ms. Darlene Jordan; Vice Chair: Mr. Edward Morton  
Adjournment of      Members: Cerio, Felton, Frost, Huizenga, Lamb, Levine, Scott  
Previous Meetings

1:00 – 1:30 p.m.	University of West Florida
1:30 – 2:00 p.m.	Florida Agricultural and Mechanical University
2:00 – 2:30 p.m.	New College of Florida
2:30 – 2:45 p.m.	Break
2:45 – 3:30 p.m.	Florida State University
3:30 – 4:00 p.m.	Florida Atlantic University
4:00 – 4:45 p.m.	University of South Florida
4:45 – 5:00 p.m.	Florida International University Strategic Plan
5:00 – 5:30 p.m.	Florida International University

**Wednesday, June 12, 2019**

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

**8:30 – 10:00 a.m.      Strategic Planning Committee** (continued)  
or upon      Chair: Ms. Darlene Jordan; Vice Chair: Mr. Edward Morton  
Adjournment of      Members: Cerio, Felton, Frost, Huizenga, Lamb, Levine, Scott  
Previous Meetings

8:30 – 9:00 a.m.      Florida Gulf Coast University  
9:00 – 9:30 a.m.      University of North Florida  
9:30 – 10:00 a.m.      Florida Polytechnic University

**10:00 – 10:15 a.m.      Break**

**10:15 – 11:30 a.m.      Strategic Planning Committee** (continued)  
or upon      Chair: Ms. Darlene Jordan; Vice Chair: Mr. Edward Morton  
Adjournment of      Members: Cerio, Felton, Frost, Huizenga, Lamb, Levine, Scott  
Previous Meetings

10:15 – 11:00 a.m.      University of Florida  
11:00 – 11:30 a.m.      University of Central Florida

**11:30 – 12:00 p.m.      Academic and Research Excellence Committee**  
or upon      Chair: Mr. Alan Levine; Vice Chair: Mr. Norman Tripp  
Adjournment of      Members: Jordan, Lamb, Stermon  
Previous Meetings

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

**1:00 – 3:00 p.m.      Academic and Student Affairs Committee**  
or upon      Chair: Mr. Norman Tripp; Vice Chair: Brian Lamb  
Adjournment of      Members: Cerio, Corcoran, Felton, Frost, Johnson, Morton, Scott  
Previous Meetings

**3:00 – 3:15 p.m.      Break**

**3:15 – 4:00 p.m.      Budget and Finance Committee**  
or upon      Chair: Mr. Syd Kitson; Vice Chair: Mr. H. Wayne Huizenga, Jr.  
Adjournment of      Members: Cerio, Johnson, Lamb, Lautenbach, Scott  
Previous Meetings

**4:00 – 5:00 p.m.      Facilities Committee**  
or upon      Chair: Mr. H. Wayne Huizenga, Jr.; Vice Chair: Syd Kitson  
Adjournment of      Members: Felton, Jordan, Lautenbach, Morton, Silagy  
Previous Meetings

**5:00 – 5:30 p.m.      Think Florida**  
or upon  
Adjournment of  
Previous Meetings

**Thursday, June 13, 2019**

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

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

**8:30 – 9:30 a.m.      Audit and Compliance Committee**  
or upon      Chair: Mr. Tim Cerio; Vice Chair: H. Wayne Huizenga, Jr.  
Adjournment of      Members: Frost, Levine, Morton, Silagy, Stermon  
Previous Meetings

**9:30 – 10:30 a.m.      Innovation and Online Committee**  
or upon      Chair: Mr. Edward Morton; Vice Chair: Ms. Darlene Jordan  
Adjournment of      Members: Cerio, Corcoran, Felton, Huizenga, Johnson, Kitson,  
Previous Meetings      Silagy, Stermon, Tripp

**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: Cerio, Jordan, Levine, Tripp  
Previous Meetings

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

**1:00 – 2:00 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**  
**Ballroom**

**Marshall Student Center**  
**University of South Florida**  
**4103 USF Cedar Circle**  
**Tampa, Florida 33620**

**June 11, 2019: 1:00 p.m. – 5:30 p.m.**

**June 12, 2019: 8:30 a.m. – 11:30 a.m.**

**or**

**Upon Adjournment of Previous Meetings**

**Chair: Ms. Darlene Jordan; Vice Chair: Mr. Ed Morton**  
**Members: Cerio, Felton, Frost, Huizenga, Lamb, Levine, Scott**

- 1. Call to Order and Opening Remarks** **Governor Darlene Jordan**
- 2. Minutes of March 27, 2019, Committee Meeting** **Governor Jordan**
- 3. University 2019 Accountability Plans** **University Representatives**
  - University of West Florida
  - Florida Agricultural and Mechanical University
  - New College of Florida
  - Florida State University
    - Preeminent State Research University Annual Status Update*
  - Florida Atlantic University
  - University of South Florida
    - Preeminent State Research University Annual Status Update*

4. **Florida International University 2025 Strategic Plan**      **Dr. Mark Rosenberg**  
*President*  
*Florida International University*
  
5. **University 2019 Accountability Plans (Continued)    University Representatives**  
    Florida International University  
        *Emerging Preeminent State Research University Status Approval*  
    Florida Gulf Coast University  
    University of North Florida  
    Florida Polytechnic University  
    University of Florida  
        *Preeminent State Research University Annual Status Update*  
    University of Central Florida  
        *Emerging Preeminent State Research University Status Update*
  
6. **Concluding Remarks and Adjournment**      **Governor Jordan**

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Strategic Planning Committee  
June 11, 2019**

**SUBJECT:** Minutes of Committee Meeting held March 27, 2019

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**PROPOSED COMMITTEE ACTION**

Consider approval of the minutes of the Strategic Planning Committee meeting held on March 27, 2019, at Florida Agricultural and Mechanical University

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

The Strategic Planning Committee will consider approval of the minutes of the meeting held on March 27, 2019, at Florida Agricultural and Mechanical University.

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<b>Supporting Documentation Included:</b>	Minutes, March 27, 2019
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<b>Facilitators/Presenters:</b>	Governor Darlene Jordan
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MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
STRATEGIC PLANNING COMMITTEE  
FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY  
TALLAHASSEE, FLORIDA  
March 27, 2019

*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

Chair Darlene Jordan convened the Strategic Planning Committee meeting at 1:39 p.m. with Governors Morton, Cerio, Felton, Frost, Huizenga, Levine, and Zachariah in attendance. A quorum was established.

2. Minutes of Committee Meeting

Chair Jordan entertained a motion to approve the minutes of the January 31, 2019, Committee meeting. Governor Frost moved to approve the minutes, Governor Huizenga seconded the motion, and the motion carried unanimously.

3. University of South Florida Consolidation Implementation Plan

Chair Jordan advised the Committee that Mr. Brian Lamb, Chair of the USF Board of Trustees, would report on efforts to consolidate USF Tampa, USF St. Petersburg, and USF Sarasota-Manatee, resulting in a single accreditation by the Southern Association of Colleges and Schools Commission on Colleges.

Mr. Lamb said that seven principles guided the effort: strengthening preeminence, preserving distinctive campus identifies, expanding student opportunities, building a clear leadership structure, establishing centers of excellence on each campus, promoting regional economic development, and maximizing operational efficiencies.

Mr. Lamb noted that all students would have access to doctoral and master's degree programs, that partnerships with Florida College System institutions will be a priority, and that USF's focus on research excellence will continue to be a priority.

Mr. Lamb noted several accomplishments thus far, including creating a single promotion and tenure process, standardizing general education, and agreeing to single admissions criteria across all campuses.

Chair Jordan thanked Mr. Lamb for the update and said that the committee looked forward to receiving future information.

#### 4. State University System 2025 Strategic Plan Mid-course Correction

Chair Jordan indicated that the committee would be reviewing the strategic plan's research, scholarship and innovation metrics; and metrics about community and business engagement. She recognized Vice Chancellor Dr. Christy England to present the metrics.

Dr. England reminded the committee that the 29 Strategic Plan metrics are organized into three categories: teaching and learning; scholarship, research, and innovation; and community and business engagement. Dr. England said the committee might wish to revise four metrics in the latter two categories: total research and development (R&D) expenditures, the percentage of R&D expenditures from external sources, the number of licenses/options executed annually, and the number of start-up companies.

Dr. England reported that 2018 R&D expenditures were \$2.32 billion, exceeding the current \$2.29 billion goal. She indicated that the system has seen an increase of 30% since 2013 and if projections hold, the system will grow by at least \$60 million per year--on pace to reach at least \$2.68 billion by 2025. That notwithstanding, she reported that the system is still fourth in the country for research expenditures.

Board Chair Lautenbach queried as to whether a \$2.68 billion 2025 goal was aggressive enough. Governor Kitson concurred. Governor Huizenga also agreed and pointed out that the Board has asked the Legislature to provide additional funds to bring more excellent researchers to Florida. He noted that the system has focused on university research collaboration to present bigger ideas and pursue higher funding. Governor Huizenga asked if it would be possible to review research expenditure projections from when the Board made the World Class Faculty and Scholar proposal to the Legislature a few years ago. Dr. England indicated that staff would provide more detail. Chair Jordan directed Dr. England to ask the universities to review their research goals.

Dr. England stated that the second metric to consider for revision was the percentage of R&D expenditures from external sources. She indicated that external funds as defined for this metric include research expenditures coming from federal awards, business and industry, and non-profit entities. Dr. England reported that while the system has grown by 11% in external expenditures over the last five years, internal expenditures

have grown as well and at a faster rate. She said that staff identified two potential options for the Committee to consider: to reduce the percentage to be aligned with national averages or to revise the goal to a dollar amount rather than a percentage. Governor Levine suggested that the Board may wish to consider breaking out external and internal funding to establish a goal based on external dollars. Chair Jordan and Governor Cerio agreed.

Governor Kitson asked what steps the universities are taking to increase external funding. Chancellor Criser responded that all research vice presidents meet yearly with major granting agencies regarding funding priorities. The Chancellor agreed that measuring dollars rather than percentages was more appropriate. Governor Levine suggested that this metric might require a deeper dive. He noted that Florida's increased funding for research might have unintentional consequences associated with this metric. Chair Jordan requested that staff further review the metric and provide the Committee with research expenditure data broken out by external and internal amounts.

Dr. England stated that the third metric to consider for revision is the number of licenses/options executed annually. Dr. England reported that the system exceeded the 2025 goal of 270 by executing 496 licenses/options in 2018 noting, though, that the metric is challenging to predict and that projections in university accountability plans are fairly conservative. Board Chair Lautenbach stated that he would like a higher goal. Chair Jordan suggested that 500 should be the goal, and the Committee agreed.

Dr. England stated that the final metric for potential revision in the scholarship, research, and innovation category is the number of start-up companies dependent on licensing a university's information. She reported that the system has also done very well on this metric, exceeding the current goal of 40. Dr. England cautioned that goals are challenging to predict. Governor Huizenga proposed revising the goal to 60 start-up companies each year. Chair Jordan and the committee concurred.

Dr. England indicated that the next metric-- included in the Community and Business Engagement area of the Board's strategic plan--is the percentage of baccalaureate graduates continuing their education or employed full-time one year after completing their baccalaureate degree. She explained that the metric was intended to better inform students as to how previous graduating classes fared when entering the workforce and is a metric in the performance based funding model. Dr. England informed the Board that performance is currently 14% below the 2025 90% goal.

Dr. England stated that employment data is from a voluntary national data exchange which includes information from 44 states, the D.C. area, and Puerto Rico, but that Alabama, California, Hawaii, Massachusetts, and New York do not participate. Dr. England noted that the data exchange excludes graduates who are temporarily

employed, self-employed, or employed by the military, by the federal government, or by many non-profits.

Dr. England explained that staff identified options to consider: to keep the goal at 90%, to revise the goal, or to replace the metric with the current metric in the performance based funding model. Chair Jordan said that aligning with the performance based funding metric would be a good option because the data is missing a good number of graduates.

Governor Morton asked if the staff can track degrees by types of employment. Dr. England stated that staff does not have access to occupational information. She said, however, that staff could analyze some data points to determine if students are earning a wage that will enable them to pay off their student loans.

Chair Jordan said that the Committee needed more data to make good decisions. Governor Kitson expressed his opinion that institutions should not be penalized for graduating entrepreneurs just because the data doesn't capture it.

Dr. England indicated that staff had identified two areas in which the Committee might wish to add metrics: student wellness and median wages of bachelor's graduates employed full-time. She noted that student wellness is a priority for the Board and that during the Drug, Alcohol, and Mental Health Task Force meeting the Council for Student Affairs identified potential metrics related to student wellness for inclusion in a new dashboard. The Committee decided that a metric pertaining to student wellness would not be included in the Strategic Plan.

As to bachelor's graduates' wages, Dr. England noted that given the Board's recent emphasis on earnings, staff recommended a metric for the median wages for bachelor's graduates employed full-time as currently reported in the performance-based funding model. Dr. England indicated that this metric is currently at \$38,100 for the system, but the university accountability plans project that it will be over \$41,000 by 2019-20.

Chair Jordan said that she was in favor of adding the metric because it helps students negotiate better salaries once they graduate and enter the workforce. Governor Lautenbach noted that the metric looks good when compared to average wages and that the system should feel good about these results. Chair Jordan confirmed that the committee wished to add the metric

Dr. England summarized the discussion and follow-up work to be conducted by staff. She stated that the Committee asked staff to go back to the institutions for additional projections about total R&D expenditures and to provide recommendations as to a more aggressive goal. She said that regarding the percentage of R&D externally funded the Committee asked staff to break out the dollar amounts by internal and external

funding. For the number of licenses and options, Dr. England said that a goal of 500 was proposed and that for the number of start-up companies, a goal of 60 was proposed. For the percentage of baccalaureate graduates continuing their education or employed, Dr. England indicated that the metric needed further analysis and that median wages for baccalaureate graduates should be kept on the table for consideration. Dr. England said that more information would be provided about AA transfer graduation rates. She also noted that the universities would be working together over the next few months to develop a recommendation to measure undergraduate students engaged in research. Finally, Dr. England indicated that student wellness metrics would not be included in the strategic plan. Chair Jordan agreed with Dr. England's summary.

Dr. England reported that this concluded the review of existing strategic plan metrics. She noted that there are a few metrics for which staff will provide additional information at the Committee's August meeting, including AA transfer graduation rates and research expenditure data broken out by external and internal amounts. Dr. England also noted that the Vice Presidents for Research and the Council for Academic Vice Presidents would be working together over the next few months to develop a recommendation to measure undergraduate students engaged in research. She indicated that a recommendation should be available in August.

Dr. England indicated that this concluded the review of existing strategic plan metrics, noting that staff will provide additional information concerning AA transfer graduation rates and the metrics identified for further review during this meeting.

Also, Dr. England noted that a metric from the Board's Strategic Plan not yet defined or reported on is the number of undergraduate students engaged in research. She reported that the vice presidents for research and the Council of Academic Vice Presidents would develop a recommendation for this metric and bring it to the Committee in August.

Chair Jordan said that she was encouraged by the robust and thorough conversation among Committee members and appreciated the suggestions of the Chancellor and Committee members. She said that certain of the issues surrounding the metrics were complicated and that some will require a more in-depth discussion. In conclusion, she thanked Dr. England for leading an informative and helpful discussion.

##### 5. State University System Enrollment Growth Considerations

Chair Jordan reminded the committee that June 2018 university accountability plans approved by the Board of Governors contained enrollment plans to the year 2021. She indicated that following the June Board meeting, Board Chair Lautenbach asked

Governors Cerio and Patel to work with staff to develop a framework for future discussions regarding enrollment planning.

Governor Cerio emphasized that the Board needs to ensure that enrollment growth considers quality as demonstrated by high retention and graduation rates. He stressed the need for high-quality faculty, appropriate student-to-faculty ratios, and excellent student support services.

Governor Patel stressed the importance of adequate facilities. He noted that on several occasions the Board had been advised that facilities across the system need urgent attention. Governor Patel reminded the Board that it annually reviews requests for new facilities and that enrollment has not been a part of those discussions.

Chair Jordan added that discussions regarding enrollment should continue when the Committee reviews accountability plans in June and during the strategic plan mid-course correction exercise because enrollment has an impact on several metrics. She then recognized Associate Vice Chancellor Dr. R.E. LeMon and Assistant Vice Chancellor Chris Kinsley to make a presentation.

Dr. LeMon indicated that he and Mr. Kinsley would be presenting information on workforce demand, performance on metrics, educational space capacity, and facilities funding. He made the point that student demand in and of itself was an insufficient reason to grow.

Dr. LeMon stressed the linkage between performance and quality. He indicated that the presentation would focus on unmet or lowered four-year graduation rate goals because of the Board's interest in that metric, the metric's precision, and its connection with both input and throughput performance indicators. He stated that hallmarks of quality such as enrolling qualified students, retaining them, graduating them in a timely fashion, and doing so at a low cost to the student were also performance metrics found in the SUS Strategic Plan.

Dr. LeMon then touched on workforce and access issues. He reminded the Committee that as discussed during the Committee's January 2019 meeting, Florida has several sources of talent supply other than the SUS to meet Department of Economic Opportunity projections that the state will have 143,000 annual job openings requiring a bachelor's degree by 2026. He pointed out that Florida College System institutions and Florida's private universities were also points of access to higher education.

Dr. LeMon indicated that, if realized, enrollment plans approved last year by the Board will result in an additional 14,000 undergraduates by Fall 2021.

Mr. Kinsley said that PECO dollars have declined from \$650 million to \$200 million over the past ten years, disrupting the system's business model. He indicated that the State University System (SUS) has over 80 million square feet and that \$3 billion is deemed necessary to meet deferred maintenance needs.

Dr. LeMon and Mr. Kinsley provided the committee with a graph showing where several universities stood relative to the four-year graduation rate goal and acceptable educational space capacity. He noted that only three universities were above the four-year graduation rate goal.

Mr. Kinsley pointed out that four universities--the University of Central Florida (UCF), Florida International University (FIU), Florida Atlantic University (FAU), and Florida Gulf Coast University (FGCU)-- had less than acceptable educational space capacity while not meeting the four-year graduation rate goal. He also mentioned that the space capacity formula took online courses into account.

Dr. LeMon also pointed out that three of the universities exceeded graduation rate goals while one--UCF--did not. He also noted that in its 2018 Accountability Plan UCF lowered its four-year graduation goals, that FIU held its goals steady, that FAU raised its goals, and that FGCU lowered its goals. He noted that UCF, FAU, FIU, and FGCU projected enrollment growth of 4,661, 1,299, 2,054, and 522, respectively.

Board Chair Lautenbach noted that the SUS graduates 58,000 students a year and that if the Board's four-year graduation rate goal were met 75,000 students would graduate every year. He reinforced that the focus should be on quality and increasing graduation rates. Governor Kitson asked why a university of 68,000 students needed to increase its enrollment. He emphasized that the focus should be on quality and metric improvement and that continuing to grow for the sake of growing makes no sense.

Governor Cerio said that the Board might need to discuss whether enrollment should be reduced. Governor Levine agreed. Governor Patel indicated that enrollment growth might need to be considered by the Facilities Committee.

Governor Huizenga said that deferred maintenance is staggering and that it might make sense to reduce enrollment. He remarked that how universities are funded should also be reviewed, noting that universities are funded the same irrespective of the types of programs they offer.

Chair Jordan indicated that she was encouraged that the presentation focused on the need for quality. She concluded by stating the information presented would serve as a valuable framework for important discussions when accountability plans are reviewed in June.

6. Concluding Remarks and Adjournment

There being no further business to come before the Committee, the meeting was adjourned at 3:54 p.m.

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Darlene Jordan, Chair

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R.E. LeMon, Ph.D.  
Associate Vice Chancellor for Planning and Policy

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Strategic Planning Committee  
June 11-12, 2019**

**SUBJECT:** 2019 University Accountability Plans

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**PROPOSED COMMITTEE ACTION**

Consider approval of the 2019 university accountability plans, noting areas for further dialogue and deliberation. Consider approval of the University of Florida, Florida State University, and University of South Florida Preeminent State Research University Annual Status Updates. Consider approval of the University of Central Florida Emerging Preeminent State Research University Annual Status Update. Consider approval of the Florida International University Emerging Preeminent State Research University designation.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

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

**BACKGROUND INFORMATION**

Board Regulation 2.002 requires the development of a university accountability plan intended to reflect each institution's distinctive mission and to focus on core strengths within the context of State University System goals as well as regional and statewide needs. The accountability plans outline each institution's strategic direction and top priorities as well as performance expectations and outcomes on institutional and system-wide goals.

The "Strategy" section of the accountability plans includes institutional mission statements; identification of strengths, opportunities, and challenges; key initiatives and investments; and Graduation Rate Improvement Plans. Sections on metrics indicate how the institutions are performing in key areas. Enrollment planning and intentions to implement new academic programs are also included.

Each institution will make a brief presentation after which Committee members will have the opportunity to engage in discussion. The Committee will consider approval of those portions of the accountability plans associated with the 2019-20 academic year, and review out-year portions, noting any areas for further dialogue and deliberation. The accountability plans can be accessed at [http://www.flbog.edu/board/accountability/2019 accountabilityplans.php](http://www.flbog.edu/board/accountability/2019%20accountabilityplans.php).

In addition, the Committee will consider approval of the University of Florida, Florida State University, and University of South Florida Preeminent State Research University Annual Status Updates; the University of Central Florida Emerging Preeminent State Research University Annual Status Update; and Florida International University's request to be designated as an Emerging Preeminent State Research University.

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<b>Supporting Documentation Included:</b>	2019 University Accountability Plans
<b>Facilitators/Presenters:</b>	Governor Darlene Jordan University Representatives

# 2019 Accountability Plan

## UNIVERSITY OF WEST FLORIDA

*UWF BOARD OF TRUSTEE APPROVAL 5/3/2019*



STATE UNIVERSITY SYSTEM *of* FLORIDA  
Board of Governors

## 2019 ACCOUNTABILITY PLAN



UNIVERSITY OF WEST FLORIDA

## INTRODUCTION

*This report combines the previous Annual Accountability Report and University Work Plans into a single document more closely aligned with the Board of Governors' 2025 System Strategic Plan.*

*This document enhances the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance, helping to foster greater coordination between institutional administrators, University Boards of Trustees, and the Board of Governors.*

*Once this Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for approval, excluding those sections of the Plan that require additional regulatory or procedural approval pursuant to law or Board regulations.*

## 2019 ACCOUNTABILITY PLAN



UNIVERSITY OF WEST FLORIDA

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## MISSION STATEMENT

Our mission at UWF is to:

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



## STATEMENT OF STRATEGY

*Given your mission, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.*

The University of West Florida will continue to fulfill its mission to the community, region, and state by employing the following strategies:

1. Provide high-quality learning and co-curricular experiences that inspire students to become enlightened, engaged global citizens and successful professionals. UWF will align resources to deliver exceptional support services and learning opportunities that will ensure students have access, continuity, and success while earning degrees.
2. Attract, retain and develop high-quality diverse faculty and staff. Recognize, reward, and celebrate faculty and staff for their contributions to student development, scholarly or professional achievements, and community partnerships, as well as their contributions that support the success of the University. We embrace a culture of shared responsibility.
3. Build programs of distinction that enhance UWF's reputation for educational innovation and excellence. Develop and retain a culture that supports research and creativity. Augment and invest in academic and research programs that meet professional, personal, scholastic, and workforce needs. Optimize and refine internal and external support to promote teaching and learning activities, research, service, strategic innovation, and other scholarly endeavors that serve the greater good and the SUS Strategic Plan.
4. Strengthen and expand partnerships that multiply UWF's impact and visibility in the community as an educational, cultural, and economic center. Enhance the region's education, economy, culture, health, and well-being through endeavors beyond campus borders while attracting residents and visitors to campus. Inspire partnerships that open pathways to employment for UWF students and graduates and deepen community pride and value in UWF as a good neighbor and regional development catalyst.
5. Promote UWF's properties as desirable destinations for educational, cultural, professional, and personal activities. Invest in and steward UWF's natural, technical, intellectual and physical capital and infrastructure.

## 2019 ACCOUNTABILITY PLAN



UNIVERSITY OF WEST FLORIDA

## STRENGTHS, OPPORTUNITIES AND CHALLENGES *(within 3 years) What are your major capabilities, opportunities and challenges for improvement?*

### UWF fulfills its institutional mission by building on the following strengths and opportunities:

**Robust and comprehensive academic programming** is available to UWF students. The majority of our undergraduate courses are taught by full-time faculty. We judiciously employ adjuncts in fields where applied knowledge will most benefit students. Seventy-two percent of undergraduate FTE are generated by full-time instructional personnel, and increases to 76 percent for upper-level classes. UWF has increased its STEM offerings in cybersecurity, engineering, and health, and has strategically selected more programs to be offered fully online or via synchronous delivery.

Located in a rural part of the state, UWF values **accessibility** for students who may be place bound or unable to travel easily to the Pensacola campus. We were early adopters of online delivery and more than 40 percent of our offerings now are online. Textbooks for all undergraduate courses are available for loan at the Pace Library, ensuring every student can have access to crucial learning resources at no cost. Our UWF Emerald Coast location in Fort Walton Beach, shared with NW Florida State College, provides seamless educational opportunities for students in that area. We are constantly refining financial aid strategies and packaging to ensure students with limited resources can graduate on time. Our focus on reducing financial barriers, providing proactive communication, and administering a transparent financial aid process makes certain that students and their families have every opportunity to make informed decisions about financial aid.

The **diversity** of our student body and our region has given UWF opportunities to demonstrate its excellence. For the third consecutive year in 2018, UWF won the Higher Education Excellence in Diversity Award (HEED) from Insight to Diversity Magazine. UWF launched a Cross Cultural Competency, Massive Open Online Course, in 2018 which is free and open for anyone to enroll. There are currently approximately 1,100 participants.

**Community partners and regional resources** offer opportunities to enhance the cultural and economic landscape of Northwest Florida. Our recent addition of a Ph.D. in Intelligent Systems and Robotics in partnership with the Florida Institute of Human and Machine Cognition is an example of combining institutional and community resources toward outcomes greater than the sum of their parts. Through the UWF Historic Trust, we engage students and faculty in preserving and sharing the rich history of our area. Our recently named Reubin O'D. Askew Institute for Multidisciplinary Studies has created a Citizen Science program engaging students in relevant environmental efforts. In addition, the Askew Institute has taken a leadership role in having our area named a National Heritage Site. Our 1,600-acre campus provides room for growth and is becoming a community destination.

**Our military presence** creates a substantial economic impact in Northwest Florida. Pensacola is home to the greatest percentage of retired military personnel of any city in the country. With nearly 25 percent of our student population identifying as military affiliated (dependent, active duty, or veteran), UWF has stepped up to provide services for this unique population. For the fifth consecutive year, UWF has been named in the top five in the nation on Victory Media's 2018 Military Friendly Schools list for the large public institutions category. This is the eleventh year UWF has been named a military friendly school.

UWF's Innovation Institute provides additional **agility** to quickly identify and establish partnerships with industry and agencies in order to confront challenges and take advantage of opportunities in the community and region.

**Key challenges** include comparatively low regional salaries compared to the rest of Florida and surrounding areas that may discourage graduates from remaining in the community. As the campus matures beyond the 50-year mark, critical deferred maintenance issues on the Pensacola campus pose a serious threat to UWF's ability to fulfill its mission.

## 2019 ACCOUNTABILITY PLAN



UNIVERSITY OF WEST FLORIDA

## KEY INITIATIVES & INVESTMENTS *(within 3 years) Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.*

**1. ACCESS:** UWF is dedicated to providing students access to high quality education regardless of their financial situation. We believe in helping students remove financial barriers to help them maintain satisfactory academic progress and complete their degrees on time. Online programming provides access for students needing flexibility in course scheduling. Currently more than 40 percent of our undergraduate courses and 80 percent of graduate courses are offered online.

More than 70 percent of UWF students receive financial assistance. We have expanded our work study program with increased funding and more job options, both on and off campus. Our “Argo 30 Guarantee” guarantees that all undergraduate, Pell eligible, Florida resident students will receive gift aid to cover the full cost of tuition and fees, up to 30 credit hours per academic year. We also revised our Admissions merit awards so that we are able to offer more scholarships to incoming students.

We continue to focus on reducing the cost of textbooks for our students by providing textbooks for all undergraduate courses through the Pace Libraries loan program and promoting OER initiatives with incentive grants. We are expanding programming on our Fort Walton Beach location with the addition of the B.A. in Communication and plan to add a B.S. in Computer Science at the appropriate time.

**2. PROGRAMS OF EXCELLENCE:** UWF is building signature programming. Our Center for Cybersecurity received National Security Agency designation as the National Center of Academic Excellence Regional Resource Center for the Southeast United States. UWF hosted the NSA’s Executive Leadership Forum, attracting the nation’s top cybersecurity leaders. Our efforts in additive manufacturing in concert with our Sea3D Laboratory bring together disciplines such as engineering, information technology, artificial intelligence, and art.

The Ph.D. in Intelligent Systems & Robotics, in partnership with Florida’s Institute for Human and Machine Cognition, is the first in Florida and one of only a handful in the United States. The program couples UWF’s strengths with the expertise of a world-class research center. Our archaeology program put UWF on the international map with the discovery of the first multi-year European settlement in North America. UWF’s B.A. in Maritime Studies is one of only six in the country. The UWF Historic Trust educates thousands of visitors annually with 32 properties in downtown Pensacola’s Historic District.

We are supporting safer schools by linking UWF’s expertise in behavioral science and a new 300-degree virtual simulator. UWF is positioned to provide training to School Resource Officers and Threat Assessment Teams.

**3. STUDENT ACHIEVEMENT:** UWF remains laser-focused on our students’ success as they matriculate through the university and move into their careers. Toward those ends, we are strengthening programming in four strategic areas: advising, high impact programming, career enhancement, and student support.

Example strategies include progress to degree/academic checkpoint follow-up with multiple support offices collaborating on outreach to students at risk. Student Accessibility Resources, Military and Veterans Resource Center, Athletic Student Support, TRiO Student Support, and First Year Advising all coordinate and report communication and outreach so it can be tracked as part of an aggressive early alert initiative. A university-wide steering committee focuses on increasing student access to high-impact learning opportunities and establishing hallmark student learning outcomes and activities.

The UWF Office of Career Development launched the iHireUWF campaign which features student and employer testimonials highlighting student accomplishments and workforce preparation, particularly in programs of distinction. Due to increased demand for mental health services during the 2017-18 academic year, UWF has revised the staffing plan for mental health workers on campus. Implementation of online training modules for faculty and staff will help them identify student mental health issues in their interactions with students and contact appropriate support and resources.



## Graduation Rate Improvement Plan

This narrative subcomponent is in response to the “Florida Excellence in Higher Education Act of 2018” that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

### 1. Provide a brief update on the academic, financial, financial aid and curricular actions that your institution has implemented to encourage graduation in four years.

In a deliberate effort to increase the four-year graduation rate and reach the Florida State University System’s goals, UWF is focused on increasing the percentage of baccalaureate-seeking, resident undergraduates enrolled in 15 or more credit hours. While there was no change in the overall percentage from 2017 to 2018, our immediate efforts were deliberately directed towards first-year students through the First Year Advising Center. This fall, 30 percent of the 2018 cohort enrolled in 15 or more credit hours, compared to 29 percent from the prior year.

UWF students are more receptive to completing 30 hours of coursework between fall and summer each academic year. During fall 2017, 30 percent of the 2017 cohort attempted 15 credit hours and 40 percent did so during spring 2018. This is a considerable shift from previous years where 24 credits a year was the norm. From 2014-2015 to 2017-2018, the overall percentage of baccalaureate-seeking, resident undergraduates enrolled in 30 or more credit hours per academic year increased by 3.5 percent to 24.7 percent. These trends highlight an even greater opportunity to continue to focus on UWF’s “30 to Finish Campaign,” which encourages the completion of 30 hours of coursework between fall and summer each academic year.

To increase the percent of students enrolled in 15 or more credit hours by fall 2019, UWF’s Spring and Summer 2019 strategies include a review and potential update to the Undergraduate Progress to Degree Policy, continued development of the Degree in Three Program, enhanced credit hour alert notifications for summer and fall 2019 registration, continued focus on completion grant programs, and summer enrollment mini grant awards.

UWF is dedicated to providing students access to educational opportunities regardless of their financial situation. Our first priority is to assist students with financial need. UWF is helping students overcome financial barriers. The primary purposes of our financial aid program are to provide support to students, help them maintain satisfactory academic progress, and enable them to complete their degree at the lowest cost within four years.



## Key Achievements for Last Year (2017 -2018)

### STUDENT ACHIEVEMENTS

1. Abigail Megginson, a journalism and political science major, spearheaded the initiative for the University of West Florida Career Services and Student Government Association to partner with JCPenney to host the Argos SuitUp! Event, part of a national initiative that allows students to purchase discounted professional wear.
2. The University of West Florida robotics team finished second place in the annual IEEE SoutheastCon hardware competition, held April 19-22 in Tampa, Florida. The team's autonomous robot was only seconds slower than that of the winning team from the University of Alabama.
3. The University of West Florida welcomed three National Merit Finalists, Diana Hanks, Hannah Funk and Cara Womacks for Fall 2017.

### FACULTY ACHIEVEMENTS

1. Dr. Peter Memiah, assistant professor of epidemiology and public health in the University of West Florida Usha Kundu, MD College of Health, received a yearlong fellowship to the PRIDE institute, (Programs to Increase Diversity Among Individuals Engaged in Health-Related Research)
2. University of West Florida biology professor, Dr. Alexis Janosik, worked with the National Oceanic and Atmospheric Administration to take an inventory of reef fish communities in the Gulf of Mexico.
3. The University of West Florida began offering its newest massive, open, online course, Cross-Cultural Competency. Cross-Cultural Competency is structured around the concepts of awareness, acceptance and respect.

### PROGRAM ACHIEVEMENTS

1. The University of West Florida and the National Security Agency announced a partnership to enhance cybersecurity workforce development and create accelerated pathways toward completion of an undergraduate cybersecurity degree program.
2. The University of West Florida Division of Anthropology and Archaeology received the 2018 Daniel G. Roberts Award for Excellence in Public Historical Archaeology for the Tristan de Luna y Arellano project. The award was presented at the Society for Historical Archaeology's annual meeting, held Jan. 3-6, 2018, in New Orleans.
3. The University of West Florida launched the Center for Supply Chain Management Excellence in response to identified workforce needs throughout the region, state, and country.

### INSTITUTIONAL ACHIEVEMENTS

1. In its inaugural season, the University of West Florida's football team played in the NCAA II Championship game, and head football coach Pete Shinnick was named the Division II National Coach of the Year.
2. The University of West Florida 50<sup>th</sup> Anniversary fundraising goal was exceeded with the historic \$8 million gift from Pensacola Attorney Fred Levin.
3. The University of West Florida formed a new Office of Military Engagement with Captain Chris Middleton, USN, Ret., named as the president's military liaison to military and defense organizations.

## 2019 ACCOUNTABILITY PLAN



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## PERFORMANCE BASED FUNDING METRICS

## 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	57.7	61.0	67.6	64.0	69.2	.	.	.	.
APPROVED GOALS	.	.	66	70.5	67	69	71	72	.
PROPOSED GOALS	.	.	.	.	.	70	71	72	73

## 2. Median Wages of Bachelor's Graduates Employed Full-time

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	32,900	35,400	36,700	36,000	36,800	.	.	.	.
APPROVED GOALS	.	.	.	.	37,500	38,500	39,500	40,500	.
PROPOSED GOALS	.	.	.	.	.	37,000	37,500	37,900	38,000

## 3. Average Cost to the Student [Net Tuition &amp; Fees per 120 Credit Hours for Resident Undergraduates]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	15,120	15,460	16,440	12,850*	9,920	.	.	.	.
APPROVED GOALS	.	.	.	15,523	15,058	14,500	13,900	13,500	.
PROPOSED GOALS	.	.	.	.	.	9,250	9,150	9,100	9,000

Note\*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

## 4. FTIC Four-Year Graduation Rate

	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	26.9	21.5	22.0	25.2	31.3	.	.	.	.
APPROVED GOALS	.	.	20	26	30	33	36	40	.
PROPOSED GOALS	.	.	.	.	.	33	36	41	45

## 5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	64.6	64.8	70.1	74.6*	79.8	.	.	.	.
APPROVED GOALS	.	.	67	73.6	78	82	83	85	.
PROPOSED GOALS	.	.	.	.	.	82	84	86	87

Note\*: Previous year data updated to reflect the change in GPA methodology made by Board ODA staff to improve accuracy.

Note: Metrics are defined in appendix. For more information about the PBF model visit:  
[http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php).

## 2019 ACCOUNTABILITY PLAN



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## PERFORMANCE BASED FUNDING METRICS (CONTINUED)

**6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	50.1	51.1	49.5	52.0	54.3	.	.	.	.
APPROVED GOALS	.	.	51	51.6	53.5	54.5	55	55	.
PROPOSED GOALS	.	.	.	.	.	57	58	58	59

**7. University Access Rate** [Percent of Undergraduates with a Pell grant]

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	40.5	41.6	41.3	39.2	39.6	.	.	.	.
APPROVED GOALS	.	.	41.0	41.0	38	39	40	42	.
PROPOSED GOALS	.	.	.	.	.	.	40	42	42

**8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	46.6	38.8	44.0	51.1	53.1	.	.	.	.
APPROVED GOALS	.	.	43.8	45.5	52.5	53.5	54.0	55.0	.
PROPOSED GOALS	.	.	.	.	.	55	55	56	56

**9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	72.8	75.8	80.5	80.2	81.1	.	.	.	.
APPROVED GOALS	.	.	80.0	80.0	80.2	80.2	80.5	81.0	.
PROPOSED GOALS	.	.	.	.	.	81	81	82	82

**10.1 Current BOT Choice: Adult (25+) Undergraduates Enrolled**

	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022
ACTUAL	30.9	31.7	32.3	33.4	33.3	.	.	.	.
APPROVED GOALS	.	32	32.6	33	33	33	33	.	.
PROPOSED GOALS	.	.	.	.	.	33	33	33	33

**10.2 Future BOT Choice: Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practice**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	.	22	31	35	.	.	.	.
APPROVED GOALS	.	.	.	.	33	37	41	45	.
PROPOSED GOALS	.	.	.	.	.	39	43	47	50

Note: This is a transition year for the BOT Choice metric (#10), so we are reporting data for both the current and future metrics. Metrics are defined in appendix. For more information about the PBF model visit: [http://www.fibog.edu/about/budget/performance\\_funding.php](http://www.fibog.edu/about/budget/performance_funding.php)

## 2019 ACCOUNTABILITY PLAN



UNIVERSITY OF WEST FLORIDA

## KEY PERFORMANCE INDICATORS

**Teaching & Learning Metrics** (from the 2025 System Strategic Plan that are not included in the PBF section)

**Public University National Ranking** [Number of Top50 Rankings based on BOG's official list of publications]

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	1	1	2	2

**Freshmen in Top 10% of High School Class**

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	17	14	12	15	15	.	.	.	.
APPROVED GOALS	.	.	14	13	15	15	16	16	.
PROPOSED GOALS	.	.	.	.	.	15	16	16	16

**Professional Licensure & Certification Exam First-time Pass Rates**

CALENDAR YEAR	2014	2015	2016	2017	2018	2019 GOAL	2020 GOAL	2021 GOAL	2022 GOAL
Nursing	82	94	86	99	98	98	99	100	100
US Average	85	87	88	90	92	.	.	.	.

**Time to Degree for FTICs in 120hr programs**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	4.7	4.5	4.6	4.5	4.5	.	.	.	.
APPROVED GOALS	.	.	4.6	4.6	4.5	4.4	4.3	4.3	.
PROPOSED GOALS	.	.	.	.	.	4.4	4.3	4.1	4.0

**Six-Year FTIC Graduation Rates** [Full- & Part-time students]

	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22
ACTUAL	50	47	48	42	43	.	.	.	.
APPROVED GOALS	.	.	51	43.4	44	47	50	53	.
PROPOSED GOALS	.	.	.	.	.	47	49	51	51

## 2019 ACCOUNTABILITY PLAN



UNIVERSITY OF WEST FLORIDA

## KEY PERFORMANCE INDICATORS (CONTINUED)

## Teaching &amp; Learning Metrics

## Bachelor's Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	1,924	1,926	2,144	2,202	2,305	.	.	.	.
APPROVED GOALS	.	.	2,000	2,305	2,350	2,410	2,480	2,560	.
PROPOSED GOALS	.	.	.	.	.	2,420	2,460	2,480	2,500

## Graduate Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	674	792	814	829	1,063	.	.	.	.
APPROVED GOALS	.	.	790	892	950	1,050	1,100	1,150	.
PROPOSED GOALS	.	.	.	.	.	1,050	1,100	1,150	1,200

## Percent of Bachelor's Degrees Awarded to African-American &amp; Hispanic Students

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	17	18	18	20	20	.	.	.	.
APPROVED GOALS	.	.	19	20	21	22	23	23	.
PROPOSED GOALS	.	.	.	.	.	23	24	24	24

## Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	31	32	32	33	33	.	.	.	.
APPROVED GOALS	.	.	32	32	33	33	33	33	.
PROPOSED GOALS	.	.	.	.	.	33	33	33	33

## Percent of Undergraduate FTE in Online Courses

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	30	29	30	33	35	.	.	.	.
APPROVED GOALS	.	.	30	33	34	35	36	36	.
PROPOSED GOALS	.	.	.	.	.	35	36	36	36

## 2019 ACCOUNTABILITY PLAN



UNIVERSITY OF WEST FLORIDA

## KEY PERFORMANCE INDICATORS (CONTINUED)

## Teaching &amp; Learning Metrics

## Percent of Bachelor's Degrees in STEM &amp; Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	36	38	40	41	45	.	.	.	.
APPROVED GOALS	.	.	39	40	41	42	43	43	.
PROPOSED GOALS	.	.	.	.	.	50	50	51	52

## Percent of Graduate Degrees in STEM &amp; Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	20	21	19	22	24	.	.	.	.
APPROVED GOALS	.	.	21	23	24	24	25	25	.
PROPOSED GOALS	.	.	.	.	.	25	26	26	26

## Scholarship, Research and Innovation Metrics

## National Academy Memberships

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0

## Faculty Awards

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0

## Total Research Expenditures (\$M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	20	31	41	35*	41	.	.	.	.
APPROVED GOALS	.	.	.	39	37	38	38	39	.
PROPOSED GOALS	.	.	.	.	.	42	44	46	48

Note\*: 2016-17 year was updated to reflect a correction to expenditure dollars from 40 to 35 based on HERD definition.

## 2019 ACCOUNTABILITY PLAN



UNIVERSITY OF WEST FLORIDA

## KEY PERFORMANCE INDICATORS (CONTINUED)

## Scholarship, Research and Innovation Metrics

## Percentage of Research Expenditures Funded from External Sources

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	69	43	30	34*	24	.	.	.	.
APPROVED GOALS	.	.	.	38	30	31	32	32	.
PROPOSED GOALS	.	.	.	.	.	31	32	33	34

Note\*: 2016-17 data updated due to university revisions to HERD survey.

## Utility Patents Awarded [from the USPTO]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	0	1	1	0	0	.	.	.	.
APPROVED GOALS	.	.	.	1	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0

## Number of Licenses/Options Executed Annually

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	0	2	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0

## Number of Start-up Companies Created

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0

## 2019 ACCOUNTABILITY PLAN



UNIVERSITY OF WEST FLORIDA

### Institution Specific Goals

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

#### 1. Percent of Baccalaureate Graduates Completing 2+ "High Impact Practices"

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
.	.	22%	31%	35%	39%	43%	47%	50%

## 2019 ACCOUNTABILITY PLAN



UNIVERSITY OF WEST FLORIDA

## ENROLLMENT PLANNING

Fall Headcount Enrollment by Student Level *(for all degree-seeking students at all campuses)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>UNDERGRADUATE</b>									
ACTUAL	9,691	9,787	9,640	9,549	9,355	.	.	.	.
APPROVED GOALS	.	.	.	9,638	9,524	9,743	10,089	10,631	.
PROPOSED GOALS	.	.	.	.	.	9,473	9,741	10,093	10,509
<b>GRADUATE</b>									
ACTUAL	2,178	2,277	2,607	2,781	2,824	.	.	.	.
APPROVED GOALS	.	.	.	2,787	2,840	2,975	3,134	3,196	.
PROPOSED GOALS	.	.	.	.	.	3,065	3,259	3,386	3,579

Fall Headcount Enrollment by Student Type *(for all degree-seeking students at all campuses)*

	2014 ACTUAL	2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 ACTUAL	2019 PLAN	2020 PLAN	2021 PLAN	2022 PLAN
<b>UNDERGRADUATE</b>									
FTIC	4,883	4,867	4,690	4,448	4,272	4,334	4,345	4,357	4,375
FCS AA Transfers	2,046	1,951	1,879	1,807	1,812	1,709	1,757	1,895	2,128
Other AA Transfers	297	263	312	332	390	355	361	370	374
Post-Baccalaureates	234	379	411	359	385	443	452	462	465
Other	2,231	2,327	2,348	2,603	2,496	2,633	2,826	3,010	3,168
<b>Subtotal</b>	<b>9,691</b>	<b>9,787</b>	<b>9,640</b>	<b>9,549</b>	<b>9,355</b>	<b>9,473</b>	<b>9,741</b>	<b>10,093</b>	<b>10,509</b>
<b>GRADUATE</b>									
Master's	2,020	2,026	2,289	2,437	2,498	2,737	2,944	3,086	3,289
Research Doctoral	158	251	318	344	326	328	315	300	290
Professional	0	0	0	0	0	0	0	0	0
<b>Subtotal</b>	<b>2,178</b>	<b>2,277</b>	<b>2,607</b>	<b>2,781</b>	<b>2,824</b>	<b>3,065</b>	<b>3,259</b>	<b>3,386</b>	<b>3,579</b>
<b>TOTAL</b>	<b>11,869</b>	<b>12,064</b>	<b>12,247</b>	<b>12,330</b>	<b>12,179</b>	<b>12,538</b>	<b>13,000</b>	<b>13,479</b>	<b>14,088</b>

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Does not include 'Unclassified' students who are not formally admitted into a degree program but are enrolled (e.g., dual enrolled high school students).

## Percent of Baccalaureate-Seeking Resident Undergraduates Who Earned 15+ Credit Hours

*(Fall terms only)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	11	12	13	15	16	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	17	17	18	19

## 2019 ACCOUNTABILITY PLAN



UNIVERSITY OF WEST FLORIDA

ENROLLMENT PLANNING *continued*

## Actual &amp; Planned FTE Enrollment by Residency &amp; Student Level

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
<b>RESIDENT</b>										
LOWER	3,230	3,024	2,985	2,830	2,702	2,586	2,589	2,600	2,650	2,675
UPPER	4,601	4,491	4,587	4,731	4,810	4,895	4,898	5,000	5,107	5,275
GRAD I	1,061	1,127	1,108	1,266	1,312	1,301	1,518	1,620	1,709	1,849
GRAD II	74	71	102	131	139	120	119	119	119	115
<b>TOTAL</b>	<b>8,966</b>	<b>8,712</b>	<b>8,781</b>	<b>8,959</b>	<b>8,963</b>	<b>8,902</b>	<b>9,124</b>	<b>9,339</b>	<b>9,585</b>	<b>9,914</b>
<b>NON-RESIDENT</b>										
LOWER	334	413	399	405	420	382	395	407	412	424
UPPER	422	589	557	530	575	583	600	642	793	957
GRAD I	400	412	392	406	426	400	478	515	518	520
GRAD II	15	24	45	65	63	57	55	53	51	50
<b>TOTAL</b>	<b>1,171</b>	<b>1,437</b>	<b>1,394</b>	<b>1,406</b>	<b>1,483</b>	<b>1,422</b>	<b>1,528</b>	<b>1,617</b>	<b>1,774</b>	<b>1,951</b>
<b>TOTAL</b>										
LOWER	3,564	3,436	3,384	3,235	3,122	2,968	2,984	3,007	3,062	3,099
UPPER	5,024	5,080	5,144	5,262	5,385	5,478	5,498	5,642	5,900	6,232
GRAD I	1,461	1,539	1,501	1,672	1,737	1,701	1,996	2,135	2,227	2,369
GRAD II	89	95	147	196	202	177	174	172	170	165
<b>TOTAL</b>	<b>10,137</b>	<b>10,150</b>	<b>10,176</b>	<b>10,365</b>	<b>10,446</b>	<b>10,324</b>	<b>10,652</b>	<b>10,956</b>	<b>11,359</b>	<b>11,865</b>

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours for all students. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

## Percent of FTE Enrollment by Method of Instruction

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
<b>UNDERGRADUATE</b>										
Distance (80-100%)	30%	29%	30%	33%	35%	36%	37%	37%	38%	38%
Hybrid (50-79%)	15%	3%	3%	3%	3%	4%	2%	1%	1%	1%
Classroom (0-50%)	55%	68%	67%	64%	62%	60%	61%	62%	62%	62%
<b>GRADUATE</b>										
Distance (80-100%)	68%	70%	75%	81%	81%	82%	85%	85%	85%	86%
Hybrid (50-79%)	6%	3%	2%	2%	1%	1%	1%	1%	1%	<1%
Classroom (0-50%)	25%	27%	23%	18%	18%	16%	14%	14%	14%	14%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) that is based on the number of credit hours for all students. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Classroom/Traditional, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (i.e., labs, internships, practica, clinicals, etc.) – see SUDS data element #2052. \*Percentages may not total 100 due to rounding.

## 2019 ACCOUNTABILITY PLAN



UNIVERSITY OF WEST FLORIDA

## ACADEMIC PROGRAM COORDINATION

## New Programs For Consideration by University in AY 2019-20

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2018 Accountability Plan list for programs under consideration for 2019-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Construction Management	15.1001	STEM	FAMU, FIU, UF, UNF	No	125	Fall 2019
Instructional Design & Technology	13.0501	STEM	None	Yes	120	Spring 2019
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Cybersecurity	11.1003	STEM	FIU	Yes	120	Spring 2019
Engineering	14.0101	STEM	FGCU, FPU	No	66	Spring 2019
Athletic Training	51.0913	Health	FIU, UCF, UNF, USF	No	40	Summer 2019
Data Science	11.0802	STEM	FIU, NCF, UCF, FAU	Yes	125	Summer 2019
International Affairs	45.0901	Global	FIU, FSU, UF, UNF	Yes	100	Fall 2019
<b>DOCTORAL PROGRAMS</b>						
Instructional Design & Technology	13.0501	STEM	FSU	Yes	160	Fall 2018

## 2019 ACCOUNTABILITY PLAN



UNIVERSITY OF WEST FLORIDA

**New Programs For Consideration by University in 2020-22**

These programs will be used in the 2020 Accountability Plan list for programs under consideration for 2020-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Human Resource Management	52.1001	GAP	FIU	No	100	Fall 2020
Information Security Management	52.1299	None	None	No	100	Fall 2020
Civil Engineering	14.0801	STEM	FAMU, FAU, FGCU, FIU, FSU, UCF, UF, UNF, USF	No	40	Spring 2021
Materials Science	40.1001	STEM	None	No	50	Spring 2021
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Human Resources Management	51.1001	GAP	FIU	No	40	Fall 2021
Public Administration	44.0401	None	FAU, FGCU, FIU, FSU, UCF, UNF, USF	Yes	125	Fall 2021
<b>DOCTORAL PROGRAMS</b>						
Public Health	51.2201	Health	FIU, UF, FAMU, USF	Yes	125	Spring 2022
Nursing Practice	51.3818	Health	FAU, FGCU, FIU, FSU, UCF, UF, UNF, USF	No	30	Spring 2022

## 2019 ACCOUNTABILITY PLAN



## GLOSSARY

## Performance Based Funding

### 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

One Year After Graduation

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

### 2. Median Wages of Bachelor's Graduates Employed Full-time

One Year After Graduation

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

### 3. Cost to the Student

Net Tuition & Fees  
for Resident Undergraduates  
per 120 Credit Hours

This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university specific alternative is finalized), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships, waivers and third-party payments) provided to resident undergraduate students (does not include unclassified students). Source: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.

### 4. Four Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

### 5. Academic Progress Rate

2nd Year Retention  
with 2.0 GPA or Above

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer).  
Source: State University Database System (SUDS).

### 6. University Access Rate

Percent of Undergraduates  
with a Pell-grant

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric.  
Source: State University Database System (SUDS).

## 2019 ACCOUNTABILITY PLAN



## GLOSSARY

<b>7. Bachelor's Degrees within Programs of Strategic Emphasis</b>	This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).
<b>8a. Graduate Degrees within Programs of Strategic Emphasis</b>	This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).
<b>8b. Freshmen in Top 10% of High School Class</b> Applies only to: NCF	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set.

## BOG Choice Metric

<b>9. Percent of Bachelor's Degrees Without Excess Hours</b>	This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS).
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## BOT Choice Metrics

<b>10a. Percent of R&amp;D Expenditures Funded from External Sources</b> FAMU	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
<b>10b. Bachelor's Degrees Awarded to Minorities</b> FAU, FGCU, FIU	This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS).
<b>10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News</b> FSU	This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings.

## 2019 ACCOUNTABILITY PLAN



## GLOSSARY

<b>10d. Percent of Undergraduate Seniors Participating in a Research Course</b> NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
<b>10e. Number of Bachelor Degrees Awarded Annually</b> UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
<b>10f. Number of Licenses/Options Executed Annually</b> UF	This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's national rank among public & private institutions. Source: University of Florida.
<b>10g. Percent of Undergraduate FTE in Online Courses</b> UNF	This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: State University Database System (SUDS).
<b>Number of Postdoctoral Appointees</b> USF	This metric is based on the number of post-doctoral appointees during the Fall term of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
<b>Percentage of Adult Undergraduates Enrolled</b> UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

### Preeminent Research University Funding Metrics

<b>Average GPA and SAT Score</b>	An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). Source: State University Database System (SUDS).
<b>Public University National Ranking</b>	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

## 2019 ACCOUNTABILITY PLAN



## GLOSSARY

<b>Freshman Retention Rate</b> (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) cohorts are based on first-year undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent retained is based on those who are enrolled during the second fall term.
<b>6-year Graduation Rate</b> (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution.
<b>National Academy Memberships</b>	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
<b>Science &amp; Engineering Research Expenditures (\$M)</b>	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
<b>Non-Medical Science &amp; Engineering Research Expenditures (\$M)</b>	Total S&E research expenditures in non-medical sciences as reported to the National Science Foundation (NSF). This removes medical sciences funds from the total S&E amount.
<b>National Ranking in S.T.E.M. Research Expenditures</b>	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
<b>Patents Awarded</b> (3 calendar years)	Total utility patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
<b>Doctoral Degrees Awarded Annually</b>	Doctoral research degrees awarded annually as reported annually by the Board of Governors. The Legislature excluded professional doctoral degrees from this metric. The 2016 Legislature amended this criteria to include professional doctoral degrees awarded in medical and health care disciplines.
<b>Number of Post-Doctoral Appointees</b>	The number of Postdoctoral Appointees awarded annually. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). The timeframe used for the annual Preeminent evaluation is specified in the table's footnote.
<b>Endowment Size (\$M)</b>	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

## 2019 ACCOUNTABILITY PLAN



## GLOSSARY

## Key Performance Indicators

## Teaching &amp; Learning Metrics

<b>Freshmen in Top 10% of HS Graduating Class</b>	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by the university to the Common Data Set.
<b>Professional/Licensure Exam First-time Pass Rates</b>	The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. Note about Benchmarks: The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams are based on rates for MD degrees from US institutions.
<b>Average Time to Degree for FTIC in 120hr programs</b>	This metric is the number of years between the start date (using the student entry date) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. Source: State University Database System (SUDS).
<b>Six-Year Graduation Rates</b>	The First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the <u>same</u> institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
<b>Bachelor's and Graduate Degrees Awarded</b>	This is a count of first-major baccalaureate and graduate degrees awarded. First Majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In those cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees" which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. The calculation of degree fractions is made according to each institution's criteria. Source: State University Database System (SUDS).
<b>Bachelor's Degrees Awarded To African-American and Hispanic Students</b>	Race/Ethnicity data is self-reported by students. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only – second majors are not included. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

## 2019 ACCOUNTABILITY PLAN



## GLOSSARY

**Adult (Aged 25+)  
Undergraduates Enrolled**  
Fall term

This metric is based on the age of the student at the time of their Fall term enrollment - not their age upon entry. As a proxy, age is based on birth year not birth date. Note: Unclassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).

**Percent of Undergraduate  
FTE Enrolled in Online  
Courses**

Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: State University Database System (SUDS).

**Percent of Bachelor's  
And Graduate Degrees  
in STEM & Health**

The percentage of baccalaureate degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second Majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second Majors are typically used when providing degree information by discipline/CIP, to better convey the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

### Scholarship, Research & Innovation Metrics

**National Academy  
Members**

National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.

**Faculty Awards**

Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows.

**Total Research Expenditures  
(\$M)**

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

**Percent of R&D Expenditures  
funded from External  
Sources**

This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

**Utility Patents Awarded**

The number of utility patents awarded by the United States Patent and Trademark Office (USPTO) by Calendar year – does not include design, plant or other types.

**Licenses/Options Executed**

Licenses/options executed in the fiscal year for all technologies – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

**Number of Start-up  
Companies**

The number of start-up companies that were dependent upon the licensing of University technology for initiation – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

# 2019 Accountability Plan

## FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

*BOT APPROVED*  
04/17/2019

*BOT APPROVED (REVISED)*  
06/06/2019



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

## 2019 ACCOUNTABILITY PLAN



FLORIDA A&M UNIVERSITY

BOT Approved – 04/17/19  
BOT Approved (Revised) – 06/06/19

## INTRODUCTION

*This is a new report that combines the previous Annual Accountability Report and University Work Plans into a single document more closely aligned with the Board of Governors' 2025 System Strategic Plan.*

*This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance, helping to foster greater coordination between institutional administrators, University Boards of Trustees, and the Board of Governors.*

*Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for approval, excluding those sections of the Plan that require additional regulatory or procedural approval pursuant to law or Board regulations.*

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## MISSION STATEMENT

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

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## STATEMENT OF STRATEGY

*Given your mission, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.*

Florida Agricultural and Mechanical University (FAMU) is firmly established as one of the nation's top HBCUs and a leading producer of African American graduates in a broad array of disciplines at the baccalaureate, professional and graduate levels. The University will build on this strong tradition of achievement as it advances towards realizing the recently established vision of being recognized as a premier land-grant, doctoral research university that produces globally competitive graduates. To achieve this vision, the University will remain focused on improving student success outcomes, promoting accountability at all levels throughout the organization, and increasing operational efficiency. These efforts are guided by the six strategic priorities outlined in the University's 2017-2022 Strategic Plan (*FAMU Rising*):

1. Exceptional Student Experience
2. Excellent and Renowned Faculty
3. High Impact Research, Commercialization, Outreach, and Extension Services
4. Transformative Alumni, Community, and Business Engagement
5. First-Class Business Infrastructure
6. Outstanding Customer Experiences

Specific areas of focus include:

- Increasing FTIC retention and graduation rates.
- Increasing licensure pass rates in nursing, law, pharmacy and physical therapy.
- Increasing the enrollment and graduation rates of AA transfers.
- Upgrading and expanding facilities for student housing, academic support services and instruction.
- Transitioning to a more data-driven culture.
- Enhancing the efficiency and effectiveness of academic, fiscal and critical business operations.

The University is well-positioned and fully committed to becoming an even stronger "first-choice" educational institution for students, a priority destination for agencies that invest in research, a model for impactful community engagement and service, and a trusted institution that models transparency and accountability.

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## STRENGTHS, OPPORTUNITIES AND CHALLENGES *(within 3 years)*

### *What are your major capabilities, opportunities and challenges for improvement?*

FAMU continues to serve critical needs for Florida's citizens in its role as a leader within the SUS in affordability and providing access, opportunity and achievement for first-generation students and students from low-income backgrounds. Additional institutional strengths include the diversity in academic program offerings, status as an 1890 land-grant institution, designation by the Carnegie Classification as an R2 institution, and high degree production in STEM, agriculture and health-related disciplines (areas in which minorities are historically underrepresented).

With Florida's increased emphasis on improving four-year graduation rates, the University has a tremendous opportunity to accelerate the current progress being made in increasing its student success outcomes. By making additional strategic investments in student success initiatives, faculty and facilities, the University is determined to carve out a niche and establish a reputation as a state-wide and national leader in retention and graduation rates for African Americans. Opportunities also exist to enhance the University's signature academic programs (pharmacy, business, architecture, law, nursing, music and STEM), while identifying new and emerging areas for growth, such as cybersecurity and data science, in which FAMU can be a national leader, particularly among HBCUs. The University has excellent potential for significantly increasing external support for research by leveraging existing research strengths in agriculture, engineering, environmental science and the biomedical sciences, while identifying new areas of cutting-edge research in which the University can achieve distinction. The University's ability to secure financing for the 700-bed residence hall through the U.S. Department of Education's HBCU Capital Financing program that will offer an ideal residential experience for the next generation of FAMU students through state-of-the-art living and learning spaces.

FAMU is continuing in its efforts to ensure student success by increasing retention and graduation rates at all degree levels, and improve performance on licensure exams. There also continues to be a critical need to upgrade and expand campus facilities, particularly concerning student housing, student services and faculty research spaces. Additionally, due to the financial circumstances of many of our students, access to need-based aid continues to be a challenge.

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## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

*Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.*

### 1. Increase Student Success Outcomes

The University has made progress over the past several years in improving student success outcomes in several areas, such as six-year graduation rates and reducing the time-to-degree. However, the University acknowledges that rapid and significant progress is needed with respect to improvements in FTIC four-year graduation rates, retention rates, and licensure pass rates. With recent support provided through the legislative budget process, the University will continue to make significant investments to enhance and expand student support initiatives as outlined in the University Strategic Plan.

Key initiatives underway are listed below.

#### **Academic Support and Retention Services**

The University has made significant investments to improve academic advisement by securing and allocating funding to hire 17 new full-time professional advisors/coaches. These new hires will allow the University to increase the use of proven best practices, such as intrusive advising and academic coaching. The University's peer mentoring and tutorial services are also being expanded via the allocation of funding to hire up to 100 additional student peer mentors/tutors.

#### **Student Recruitment**

The University will continue to increase the recruitment of high-achieving students. These efforts include raising the academic profile of incoming FTIC cohorts through strategic recruitment, and increasing the enrollment of AA transfers from FCS institutions.

#### **Licensure Pass Rates**

The University has placed an increased focus on strengthening academic programs, with a particular emphasis on programs with licensure pass rate requirements. These efforts include the recent hire of a new Dean in the College of Pharmacy and the launch of a national search for a new Dean for the College of Law. Specific strategies for improving student performance on licensure exams include: modifying admissions criteria for entry into the specific programs to ensure incoming students are adequately prepared for the program rigor; increasing the use of predictive analytics and more aggressive monitoring of key performance indicators; revising the curricula to ensure proper alignment with the most recent standards and competencies of the discipline; and expanding academic support services, which includes conducting focused workshops on test-taking preparations.

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**2. Promote Accountability and Increase Efficiency**

The University remains keenly focused on improving performance, which requires greater emphasis on increasing accountability and efficiency. With several recent key hires at the senior leadership level (vice presidents and deans), and the launch of several new initiatives, the University is well positioned to make great strides and build on its current momentum.

Key activities underway include:

- Identifying unit-level metrics and outcomes for each academic program and administrative units that are closely linked to the institution's strategic priorities. Goal achievement will be tied to evaluations of performance and effectiveness for unit leaders (deans and vice presidents).
- Evaluating faculty workload and productivity.
- Restructuring the University's audit and compliance functions to facilitate increased operational efficiency and ongoing compliance with policies and procedures.
- Modifying the University's budgeting process to foster better alignment of resource allocations with the University's strategic priorities.
- Launching a campus-wide customer service initiative to enhance the quality of services delivered to students and other university stakeholders.

**3. Support Faculty Excellence**

Recruiting, developing and retaining top-notch faculty is critical to sustaining FAMU's ability to provide students with exceptional learning experiences and increase student success. The University will continue to make strategic investments to support new faculty hires, expand support for professional development, and upgrade teaching and research facilities. The new hires will enable FAMU to address critical staffing shortages and reduce heavy teaching loads in several key programs, and develop new academic program offerings in areas of strategic emphasis. The additional faculty will enhance FAMU's student success initiatives in several ways. High-performing faculty in professional programs that have licensure pass rate requirements, (pharmacy, nursing, physical therapy) will enable the programs to provide students with additional academic support, advising/mentoring, and assistance in preparing for licensure exams. New faculty hires in the core sciences and mathematics will help to reduce faculty teaching overloads and decrease the reliance on adjunct instructors in key gateway courses that have high failure rates. Additionally, new hires in areas such as cybersecurity and data science will support the goals of the Strategic Plan to develop cutting-edge academic programs for students in areas of high-demand for the state and nation.

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## Graduation Rate Improvement Plan

This narrative subcomponent is in response to the “Florida Excellence in Higher Education Act of 2018” that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

### 1. Provide a brief update on the academic, financial, financial aid and curricular actions that your institution has implemented to encourage graduation in four years.

#### Academic

**Finish in Four Campaign:** The University has launched our four-year graduation campaign “Finish in Four” starting with the 2018 Cohort. The plan is designed to raise awareness of the importance of obtaining a degree in four years through new tools in the SIS (Student Information System), website and social media campaigns. To date, the plan has been rolled out to approximately 1,500 Students.

**Strengthen and enhance academic support services:** The University has initiated a restructuring of undergraduate advisement, which includes allocating funding to hire seventeen (17) new advisors/academic coaches. First-year students will have dedicated academic coaches to assist with enhancing academic skills (note taking, time management, study skills, etc.) necessary for student success. We have also created the Office of Transfer Services to better meet the needs of transfer students.

**Living Learning Communities:** The University has increased funding for the initiative by \$200,000 to enhance programming and accommodate an expansion of the program to serve additional students.

**Peer Mentoring:** We have allocated \$300,000 in funding to the peer mentor program. To date, over 60 new peer mentors have been hired to provide increased support to tutoring labs and existing first-year courses.

**Early Warning System:** The University allocated \$100,000 in new funding to acquire a new early warning system. The University is currently evaluating various early-alert systems (Civitas and Starfish) for implementation during the Fall 2019 semester. Moreover, we are revamping the technology stack used by our advisors, academic coaches, tutors, and other academic and student affairs services to facilitate significantly improved student tracking and accountability.

**SLS Course Redesign:** The University has launched the redesign of our first-year course to shift the focus to developing core academic skills and the Growth Mindset (Grit).

**Preparing Scholars for Success (PS2) Summer Program:** The University is developing a summer boot camp to help address math deficits in STEM majors. Students will do online math remediation during the summer and come to campus a week early for the fall semester to participate in an intensive boot camp program designed to prepare the student for the upcoming semester. The program has been modeled on the successful BIOS program at LSU which reports increased retention and graduation rates for participants.

#### Financial

**Strengthen the financial literacy program:** The FYE Financial Literacy program is designed to educate students on the importance of repaying their student loans. When the program was initiated, the Cohort default rate for the University was 18%. Due in part to the success in our program, the default rate now is at 9%. Student Debt Counselors come to each SLS 1101 course to provide students with critical information about taking out student loans and repaying their debt.

#### Policy

**Textbook Affordability:** The University has formed a Textbook Affordability Group (TAG) to strategize and develop a university-wide plan to identify ways for faculty to ensure that all students have access to affordable textbooks. A First Day program was implemented for several courses during the fall 2018 and spring 2019 semesters. The program enables students regardless of financial status to have books on day one of the class.

#### Curricular Incentives

**Office of Undergraduate Research:** The University has established the Office of Undergraduate Research to increase the participation of undergraduates in research.

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## Key Achievements for Last Year (2017 –2018)

### STUDENT ACHIEVEMENTS

1. Candace Harris, a Ph.D. student in physics within the College of Science and Technology, was awarded the prestigious National Nuclear Security Administration Graduate Fellowship.
2. Marques Grant, a senior in the Health Informatics and Information Management Program, School of Allied Health Sciences, was selected as the recipient of the 2017 American Health Information Management Association Student Triumph Award for the outstanding student in the nation.
3. Shay Simon and Jessika Ward, senior broadcast journalism students in the School of Journalism and Graphic Communication, were the recipients of student Associated Press (AP) awards.

### FACULTY ACHIEVEMENTS

1. Henry N. Williams, Ph.D., an American Society for Microbiology (ASM) Congressional Science Fellow and professor in the School of the Environment, was honored with the prestigious Barnett Cohen Award from the American Society for Microbiology for his contributions, devotion, and interest in promoting the science of microbiology.
2. David White, Ph.D., professor in College of Education, received the 2018 Distinguished Technology and Engineering Professional Award from the International Technology and Engineering Educators Association (ITEEA) for outstanding performance, leadership, and accomplishments in the field of technology and engineering education.
3. Roscoe Hightower, Ph.D., professor in the School of Business and Industry, was named the first European Facility Management (EuroFM) Network Ambassador for the United States of America.

### PROGRAM ACHIEVEMENTS

1. The PharmD and Ph.D. programs, in the College of Pharmacy and Pharmaceutical Sciences, were ranked #1 and #2 respectively in the nation in awarding of degrees to African American students by Diverse Issues in Higher Education, Top 100 Producers of Minority Degrees 2018.
2. The FAMU College of Law was ranked in the Top 10 for Diversity (#5) and in the top 20 for Best Schools for Hispanics (#17) in the winter 2018 issue of PreLaw magazine.
3. The Public Health program, College of Pharmacy and Pharmaceutical Sciences, was ranked #1 in the state of Florida and #3 overall by the TopMastersInPublicHealth.com for having one of the best online programs.

### INSTITUTIONAL ACHIEVEMENTS

1. FAMU was ranked the No. 2 public Historically Black College and University (HBCU) by U.S. News & World Report's Best Colleges, 2018.
2. FAMU, in the College Magazine (December 2017 edition), was listed among the top 10 notable Historically Black Colleges and Universities (HBCU) changing the world.
3. FAMU was ranked No. 1 Historically Black College and University (HBCU) for producing African American bachelor's degrees and the No. 4 overall institution in the nation for producing African American bachelor's degrees by Diverse Issues in Higher Education Top 100, 2018.

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## PERFORMANCE BASED FUNDING METRICS

### 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	59.2	61.8	64.6	66.7	63.9	.	.	.	.
APPROVED GOALS	.	.	59.4	66.5	68.5	70.5	72.5	74.0	.
PROPOSED GOALS	.	.	.	.	.	70.5	72.5	74.0	75.0

### 2. Median Wages of Bachelor's Graduates Employed Full-time

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	28,800	32,000	32,700	33,000	31,600	.	.	.	.
APPROVED GOALS	.	.	31,100	33,350	34,000	34,700	35,900	37,400	.
PROPOSED GOALS	.	.	.	.	.	34,700	35,900	37,400	37,800

### 3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	14,350	13,830	11,020	9,410*	7,640	.	.	.	.
APPROVED GOALS	.	.	.	12,390	9,600	9,550	9,500	9,450	.
PROPOSED GOALS	.	.	.	.	.	7,600	7,580	7,560	7,540

Note\*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

### 4. FTIC Four-Year Graduation Rate

	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	12.7	14.0	19.2	21.6*	22.5	.	.	.	.
APPROVED GOALS	.	.	18	20	25	30	35	38	.
PROPOSED GOALS	.	.	.	.	.	30	35	38	40

Note\*: The 2013-17 rate has been revised since the 2018 Accountability Plan to account for cohort adjustments reported this past year.

### 5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	70.1	75.4	74.6	70.0*	71.3	.	.	.	.
APPROVED GOALS	.	.	76	77	80	85	86	88	.
PROPOSED GOALS	.	.	.	.	.	85	86	88	88

Note\*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

Note: Metrics are defined in appendix. For more information about the PBF model visit:  
[http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php).

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## PERFORMANCE BASED FUNDING METRICS (CONTINUED)

## 6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	51.1	49.7	48.0	42.6	43.7	.	.	.	.
APPROVED GOALS	.	.	51	49	45	48	52	55	.
PROPOSED GOALS	.	.	.	.	.	48	52	55	55

## 7. University Access Rate [Percent of Undergraduates with a Pell grant]

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	61.6	64.8	65.4	62.8	65.6	.	.	.	.
APPROVED GOALS	.	.	60	65	65	65	65	65	.
PROPOSED GOALS	.	.	.	.	.	65	65	65	65

## 8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	43.3	51.5	58.2	58.9	55.2	.	.	.	.
APPROVED GOALS	.	.	49	58	59	60	60	60	.
PROPOSED GOALS	.	.	.	.	.	60	60	60	60

## 9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	34.0	29.0	39.0	41.6	51.4	.	.	.	.
APPROVED GOALS	.	.	35	35	45	52	62	72	.
PROPOSED GOALS	.	.	.	.	.	52	62	72	75

## 10.1 Current BOT Choice: Percent of R&amp;D Expenditures Funded from External Sources

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	81.0	80.6	84.0	83.4	83.7	.	.	.	.
APPROVED GOALS	.	.	80	80	83	84	84	84	.
PROPOSED GOALS	.	.	.	.	.	84	84	84	84

## 10.2 Future BOT Choice: Number of Bachelor's Degrees Awarded to Transfers with AA from FCS

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	188	161	208	244	277	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	290	310	330	350

Note: This is a transition year for the BOT Choice metric (#10), so we are reporting data for both the current and future metrics. Metrics are defined in appendix. For more information about the PBF model visit: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php)

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## KEY PERFORMANCE INDICATORS

**Teaching & Learning Metrics** (from the 2025 System Strategic Plan that are not included in the PBF section)

### Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	1	0	0	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	1	1	1	1

### Freshmen in Top 10% of High School Class

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	13	16	16	12	11	.	.	.	.
APPROVED GOALS	.	.	15	17	18	19	20	20	.
PROPOSED GOALS	.	.	.	.	.	20	25	30	35

### Time to Degree for FTICs in 120hr programs

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	5.3	5.2	5.2	5.2	4.9	.	.	.	.
APPROVED GOALS	.	.	5.0	5.1	4.9	4.7	4.5	4.3	.
PROPOSED GOALS	.	.	.	.	.	4.7	4.5	4.3	4.1

### Six-Year FTIC Graduation Rates [full-& part-time students]

	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22
ACTUAL	39	39	41	47	50	.	.	.	.
APPROVED GOALS	.	.	43	45	49	51	55	57	.
PROPOSED GOALS	.	.	.	.	.	51	55	57	60

### Bachelor's Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	1,557	1,506	1,675	1,555	1,258	.	.	.	.
APPROVED GOALS	.	.	1,590	1,709	1,400	1,660	1,720	1,785	.
PROPOSED GOALS	.	.	.	.	.	1,500	1,660	1,720	1,785

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## KEY PERFORMANCE INDICATORS (CONTINUED)

### Teaching & Learning Metrics

#### Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2014	2015	2016	2017	2018	2019 GOAL	2020 GOAL	2021 GOAL	2022 GOAL
Nursing	64	78	76	64	82	85	92	92	94
<i>US Average</i>	85	87	88	90	92	.	.	.	.
Law	73	66	54	50	47	80	80	80	80
<i>Florida Average</i>	74	69	66	69	66	.	.	.	.
Pharmacy	89	85	59	74	75	85	90	92	94
<i>US Average</i>	95	93	86	88	92				

MULTI-YEAR	2012-14	2013-15	2014-16	2015- 17	2016-18	2017-19 GOAL	2018-20 GOAL	2019-21 GOAL	2020-22 GOAL
Physical Therapy	59	59	70	61	69	78	82	87	92
<i>US Average</i>	90	91	92	92	92	.	.	.	.

#### Exam Scores Relative to Benchmarks

ABOVE OR TIED	0	0	0	0	0	1	2	3	4
TOTAL	4	4	4	4	4	4	4	4	4

Note: An asterisk (\*) indicates the passing rate is preliminary.

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## KEY PERFORMANCE INDICATORS (CONTINUED)

### Teaching & Learning Metrics

#### Graduate Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	615	585	597	579	643	.	.	.	.
APPROVED GOALS	.	.	625	609	621	634	646	659	.
PROPOSED GOALS	.	.	.	.	.	660	675	695	715

#### Bachelor's Degrees Awarded to African-American & Hispanic Students

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	97	97	97	97	95	.	.	.	.
APPROVED GOALS	.	.	97	96	96	95	94	94	.
PROPOSED GOALS	.	.	.	.	.	95	94	94	93

#### Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	10	10	10	9	8	.	.	.	.
APPROVED GOALS	.	.	10	10	10	10	10	10	.
PROPOSED GOALS	.	.	.	.	.	10	12	14	15

#### Percent of Undergraduate FTE in Online Courses

	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18*	2017- 18*	2018- 19	2019- 20	2020- 21	2021- 22
ACTUAL	1	2	2	4	3	5	.	.	.	.
APPROVED GOALS	.	.	2	4	7	7	10	15	19	.
PROPOSED GOALS	.	.	.	.	.	.	10	15	19	25

Note\*: FAMU staff have notified Board staff of an error with the 2017-18 actual data. FAMU staff is in the process of resubmitting this data to fix the issue and have provided the 2017-18 revised data as a summary of what the corrected data will be. The revised data is considered preliminary until Board staff have accepted the resubmitted data.

#### Percent of Bachelor's Degrees in STEM & Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	39	40	41	35	36	.	.	.	.
APPROVED GOALS	.	.	41	43	35	40	45	48	.
PROPOSED GOALS	.	.	.	.	.	40	45	48	50

#### Percent of Graduate Degrees in STEM & Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	41	51	56	57	53	.	.	.	.
APPROVED GOALS	.	.	49	56	57	57	57	57	.
PROPOSED GOALS	.	.	.	.	.	57	57	57	57

## 2019 ACCOUNTABILITY PLAN



FLORIDA A&amp;M UNIVERSITY

 BOT Approved – 04/17/19  
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## KEY PERFORMANCE INDICATORS (CONTINUED)

## Scholarship, Research and Innovation Metrics

## National Academy Memberships

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	0	0	1	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	1	1	1	1

## Faculty Awards

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACTUAL	2	1	1	0	0	.	.	.	.
APPROVED GOALS	.	.	2	2	2	3	3	3	.
PROPOSED GOALS	.	.	.	.	.	3	3	3	3

## Total Research Expenditures (\$M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	46	47	45	38	40	.	.	.	.
APPROVED GOALS	.	.	46.5	45.8	38	39	39	40	.
PROPOSED GOALS	.	.	.	.	.	41	42	43	44

## Percentage of Research Expenditures Funded from External Sources

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	81	81	84	83	84	.	.	.	.
APPROVED GOALS	.	.	80	84	83	84	84	84	.
PROPOSED GOALS	.	.	.	.	.	84	84	84	84

## Utility Patents Awarded [from the USPTO]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	4	7	3	1	4	.	.	.	.
APPROVED GOALS	.	.	.	4	5	5	5	5	.
PROPOSED GOALS	.	.	.	.	.	5	5	5	5

## Number of Licenses/Options Executed Annually

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	0	0	0	2	2	.	.	.	.
APPROVED GOALS	.	.	.	2	2	3	4	4	.
PROPOSED GOALS	.	.	.	.	.	3	4	4	4

## 2019 ACCOUNTABILITY PLAN



FLORIDA A&amp;M UNIVERSITY

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## KEY PERFORMANCE INDICATORS (CONTINUED)

### Scholarship, Research and Innovation Metrics

#### Number of Start-up Companies Created

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	2	2	2	2	2	.
PROPOSED GOALS	.	.	.	.	.	2	2	2	2

### Institution Specific Goals

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

#### 1. Bachelor's Degrees Awarded to Minorities (Black, Asian, Hispanic, Native, Mixed)

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
1,517	1,462	1,631	1,515	1,218	1,350	1,597	1,652	1,705

#### 2. Number of Graduate Degrees awarded to African Americans

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
475	468	445	447	515	535	550	565	580

#### 3. Percent of Course Sections Offered via Distance and Blended Learning

Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2021
2.1	2.5	2.5	4.5	5.0	6.0	8.0	10.0	14.0

#### 4. Number of students enrolled in graduate online programs

Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
43	30	29	43	47	60	70	80	100

## 2019 ACCOUNTABILITY PLAN



FLORIDA A&amp;M UNIVERSITY

BOT Approved – 04/17/19  
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## ENROLLMENT PLANNING

Fall Headcount Enrollment by Student Level *(for all degree-seeking students at all campuses)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>UNDERGRADUATE</b>									
ACTUAL	8,003	7,705	7,364	7,546	7,724	.	.	.	.
APPROVED GOALS	.	.	.	7,641	7,868	8,207	8,571	8,960	.
PROPOSED GOALS	.	.	.	.	.	<b>7,905</b>	<b>8,090</b>	<b>8,290</b>	<b>8,455</b>
<b>GRADUATE</b>									
ACTUAL	1,698	1,754	1,804	1,861	1,859	.	.	.	.
APPROVED GOALS	.	.	.	1,912	1,976	2,094	2,220	2,353	.
PROPOSED GOALS	.	.	.	.	.	<b>1,895</b>	<b>1,905</b>	<b>1,905</b>	<b>1,905</b>

Fall Headcount Enrollment by Student Type *(for all degree-seeking students at all campuses)*

	2014 ACTUAL	2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 ACTUAL	2019 PLAN	2020 PLAN	2021 PLAN	2022 PLAN
<b>UNDERGRADUATE</b>									
FTIC	6,391	6,086	5,571	5,450	5,527	5,615	5,700	5,795	5,840
FCS AA Transfers	645	661	749	891	886	975	1,075	1,180	1,300
Other AA Transfers	179	143	138	78	73	75	75	75	75
Post-Baccalaureates	0	0	0	0	1	0	0	0	0
Other Undergraduates	788	815	906	1,127	1,237	1,240	1,240	1,240	1,240
<b>Subtotal</b>	<b>8,003</b>	<b>7,705</b>	<b>7,364</b>	<b>7,546</b>	<b>7,724</b>	<b>7,905</b>	<b>8,090</b>	<b>8,290</b>	<b>8,455</b>
<b>GRADUATE</b>									
Master's	582	578	645	668	669	695	700	700	700
Research Doctoral	170	188	195	201	217	225	230	230	230
Professional	946	988	964	992	973	975	975	975	975
<b>Subtotal</b>	<b>1,698</b>	<b>1,754</b>	<b>1,804</b>	<b>1,861</b>	<b>1,859</b>	<b>1,895</b>	<b>1,905</b>	<b>1,905</b>	<b>1,905</b>
<b>TOTAL</b>	<b>9,701</b>	<b>9,459</b>	<b>9,168</b>	<b>9,407</b>	<b>9,583</b>	<b>9,800</b>	<b>9,995</b>	<b>10,195</b>	<b>10,360</b>

Note: Historical data (for Fall 2014 and 2015) has been revised to no longer include pre-PharmD undergraduate students in the graduate counts.

Notes: This table reports the number of students enrolled at the university by student type categories. Student types are primarily based on student classification level. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission and their degree highest held. The student type for graduates is based on the doctoral classification. Does not include 'Unclassified' students who are not formally admitted into a degree program but are enrolled (e.g., dual enrolled high school students).

### Percent of Baccalaureate-Seeking Resident Undergraduates Who Earned 15+ Credit Hours

*(Fall terms only)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	28	29	29	30	30	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	30	30	30	30

## 2019 ACCOUNTABILITY PLAN



FLORIDA A&amp;M UNIVERSITY

 BOT Approved – 04/17/19  
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ENROLLMENT PLANNING *continued*

## Actual &amp; Planned FTE Enrollment by Residency &amp; Student Level

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
<b>RESIDENT</b>										
LOWER	3,971	3,694	3,703	3,480	3,651	3,730	3,820	3,910	4,000	4,080
UPPER	3,530	3,374	3,104	2,938	2,973	3,040	3,110	3,180	3,260	3,330
GRAD I	486	455	460	534	523	530	540	540	540	540
GRAD II	1,142	1,099	1,147	1,184	1,167	1,170	1,200	1,200	1,200	1,200
<b>TOTAL</b>	<b>9,129</b>	<b>8,621</b>	<b>8,413</b>	<b>8,136</b>	<b>8,314</b>	<b>8,470</b>	<b>8,670</b>	<b>8,830</b>	<b>9,000</b>	<b>9,150</b>
<b>NON-RESIDENT</b>										
LOWER	617	508	528	592	578	590	600	620	630	650
UPPER	539	514	451	425	441	450	460	470	480	490
GRAD I	104	111	99	111	130	130	130	130	130	130
GRAD II	128	132	126	116	128	130	130	130	130	130
<b>TOTAL</b>	<b>1,388</b>	<b>1,264</b>	<b>1,205</b>	<b>1,244</b>	<b>1,276</b>	<b>1,300</b>	<b>1,320</b>	<b>1,350</b>	<b>1,370</b>	<b>1,400</b>
<b>TOTAL</b>										
LOWER	4,588	4,202	4,231	4,072	4,230	4,320	4,420	4,530	4,630	4,730
UPPER	4,068	3,888	3,555	3,363	3,414	3,490	3,570	3,650	3,740	3,820
GRAD I	590	565	559	645	652	660	670	670	670	670
GRAD II	1,271	1,230	1,273	1,300	1,295	1,300	1,330	1,330	1,330	1,330
<b>TOTAL</b>	<b>10,517</b>	<b>9,885</b>	<b>9,618</b>	<b>9,380</b>	<b>9,590</b>	<b>9,770</b>	<b>9,990</b>	<b>10,180</b>	<b>10,370</b>	<b>10,550</b>

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours for all students.

FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

## Percent of FTE Enrollment by Method of Instruction

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL*	2017-18 Revised*	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
<b>UNDERGRADUATE</b>											
Distance (80-100%)	1%	2%	2%	4%	3%	5%	7%	9%	11%	13%	15%
Hybrid (50-79%)	0%	0%	1%	2%	1%	2%	4%	6%	8%	10%	12%
Classroom (0-50%)	99%	98%	97%	94%	96%	93%	89%	85%	81%	77%	73%
<b>GRADUATE</b>											
Distance (80-100%)	3%	3%	2%	3%	2%	3%	4.3%	5.6%	6.9%	8.2%	9.5%
Hybrid (50-79%)	0%	1%	1%	1%	0%	1%	2.3%	3.6%	4.9%	6.2%	7.5%
Classroom (0-50%)	97%	96%	97%	97%	98%	96%	93.4%	90.8%	88.2%	85.6%	83%

Note\*: FAMU staff have notified Board staff of an error with the 2017-18 actual data. FAMU staff is in the process of resubmitting this data to fix the issue and have provided the 2017-18 revised data as a summary of what the corrected data will be. The revised data is considered preliminary until Board staff have accepted the resubmitted data.

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) that is based on the number of credit hours that degree-seeking students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Classroom/Traditional, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element #2052. \*Percentages may not total 100 due to rounding.

## 2019 ACCOUNTABILITY PLAN



## FLORIDA A&amp;M UNIVERSITY

BOT Approved – 04/17/19  
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**New Programs For Consideration by University in AY 2019-20**

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2018 Accountability Plan list for programs under consideration for 2019-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Cybersecurity	11.1003	STEM	UWF	N	60	Fall 2019
Business Analytics	52.1301	STEM	FIU, FPU, UF	N	50	Spring 2020
Data Science	30.3001	STEM	FSU	N	50	Spring 2020
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Cybersecurity	11.1003	STEM	FIU	N	30	Fall 2019
Data Science	30.3001	STEM	FIU, FSU, UCF	N	30	Spring 2020
Aerospace Engineering	14.0201	STEM	UCF, UF	Y	30	Spring 2020
<b>DOCTORAL PROGRAMS</b>						
Biology	26.0101	STEM	FAU, FIU, FSU	N	20	Fall 2019
Sustainability	30.3301	STEM	NONE	N/A	20	Fall 2019

**New Programs For Consideration by University in 2020-22**

These programs will be used in the 2020 Accountability Plan list for programs under consideration for 2020-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Biological and Physical Sciences	30.0101	STEM	NCF, USF-T, UWF	N	80	Spring 2021
Digital Media	09.0702	STEM	FAU, FGCU, FIU, FSU	N	80	Spring 2021
Education, Child, and Family Studies	13.0101	EDUCATION	FAU, FGCU, UF	N	50	Spring 2021
Global Security	43.9999		FAU	Y	30	Spring 2021
Public Health	51.2201	HEALTH	FGCU, FSU, UF, USF-T	Y	50	Spring 2021
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Computer Engineering	14.0901	STEM	FAU, FIU, UCF, UF, USF-T	Y	30	Spring 2021
Health Informatics	51.0706	HEALTH	UCF	Y	30	Spring 2021
<b>DOCTORAL PROGRAMS</b>						
Doctor of Nursing Practice	51.3818	HEALTH	FAU, FGCU, FIU, FSU, UCF, UF, UNF, USF-T	Y	60	Spring 2021
Public Health	51.2201	HEALTH	FIU, UF, USF-T	Y	25	Spring 2021
Aerospace Engineering	14.0201	STEM	UF, UCF	N	8	Spring 2023
Computer Engineering	14.0901	STEM	FAU, UCF, UF, USF-T	N	8	Spring 2024
Computational and Data Enabled Science & Engineering	30.3001	STEM	FSU	N	10	Fall 2020
Soil and Water	01.1201	STEM	UF	N	10	Fall 2021

# 2019 Accountability Plan

## NEW COLLEGE OF FLORIDA

BOT APPROVED JUNE 8, 2019



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

## 2019 ACCOUNTABILITY PLAN



NEW COLLEGE OF FLORIDA

## INTRODUCTION

*This is a new report that combines the previous Annual Accountability Report and University Work Plans into a single document more closely aligned with the Board of Governors' 2025 System Strategic Plan.*

*This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance, helping to foster greater coordination between institutional administrators, University Boards of Trustees, and the Board of Governors.*

*Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for approval, excluding those sections of the Plan that require additional regulatory or procedural approval pursuant to law or Board regulations.*

## 2019 ACCOUNTABILITY PLAN



## NEW COLLEGE OF FLORIDA

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### MISSION STATEMENT

New College of Florida prepares intellectually curious students for lives of great achievement. It offers a liberal arts education of the highest quality in the context of a small, residential public honors college with a distinctive academic program which develops the student's intellectual and personal potential as fully as possible; encourages the discovery of new knowledge and values while providing opportunities to acquire established knowledge and values; and fosters the individual's effective relationship with society.

## 2019 ACCOUNTABILITY PLAN



## NEW COLLEGE OF FLORIDA

## STATEMENT OF STRATEGY

*Given your mission, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.*

New College of Florida prepares intellectually curious students for lives of great achievement.

As the state's designated residential liberal arts honors college, NCF is currently ranked #2 among all public liberal arts colleges by Washington Monthly and #5 by U.S. News and World Report.

*Cultivating Curiosity. Unleashing Potential. The Strategic Plan for New College of Florida (2018-28), approved by the Board of Governors in November 2018, details NCF's strategy to reach 1200 students by 2023-24 and an 80% four-year graduation rate by 2028. In achieving these targets, NCF will be well-positioned to reach its long-term goal of being recognized among the top 20 liberal arts colleges in the nation, public or private.*

In implementing this Strategic Plan, NCF will focus on three fundamental tactics over the next three years:

1. Recruit more students who will thrive at New College
  - a) Tell the New College story
  - b) Target intellectually curious, high-ability students
  - c) Enroll students who reflect Florida's racial and economic diversity
2. Keep them here four years
  - a) Make campus a place where students want to be
  - b) Immerse students in curricula that inspires
  - c) Work with each student to knit together a superlative education
3. Make their degree more valuable
  - a) Build pathways for academic and career success
  - b) Make Sarasota an educational destination
  - c) Intensify links with alumni and communities

Through investments made by the Board of Governors and the state of Florida, New College of Florida is implementing these tactics and will reach our goals, provide students a superlative education, and supply Florida with more of the talented New College graduates needed to maintain a competitive advantage in the global economy.

Despite an emerging entrepreneurial economy and a thriving arts and cultural scene, Sarasota and Manatee counties comprise the most populated region in the state without a full scale comprehensive or research university. New College is at the center of a loose consortium, called the Cross-College Alliance, of five nonprofit higher educational institutions with very different missions. Students at any institution can take courses on a space-available basis at any other institution for credit at their own institution with no additional tuition payment. The Alliance meets some of the needs, cultural, social and economic, that otherwise require a large university to address.

## 2019 ACCOUNTABILITY PLAN



## NEW COLLEGE OF FLORIDA

## STRENGTHS, OPPORTUNITIES AND CHALLENGES *(within 3 years)*

*What are your major capabilities, opportunities and challenges for improvement?*

### Strengths and major capabilities:

- As the state's liberal arts honors college, NCF is recognized nationally for its academic excellence and value:
  - #2 Public Liberal Arts College (Washington Monthly, 2018)  
*Based on factors related to social mobility, research, and public service*
  - #5 Public Liberal Arts College (U.S. News & World Report, 2019)  
*Based on factors related to social mobility, graduation rates, faculty resources, and student GPAs and SAT scores*
  - #16 Best Value in Public Education (Kiplinger's Personal Finance, 2018)  
*Based on admission rate, graduation rate, cost-per-year, student debt, and starting salary*
  - Top 20 Best Value College (Fiske Guide to Colleges, 2019)  
*Determined by academic quality in relation to the net cost of attendance*
  - #47 Best Value Public College (Forbes, 2018)  
*Based on net price, net debt, alumni earnings, timely graduation, school quality, and access*
- NCF offers Florida students an outstanding education with the lowest net cost baccalaureate degree in the SUS. Through an innovative academic program and close collaboration with faculty, students engage in high-impact practices, such as internships, living-learning communities, study abroad, and undergraduate research.
- With 40% of baccalaureate degrees and 100% of graduate degrees awarded in STEM disciplines, NCF is a destination for students interested in STEM. NCF ranks #1 in the nation among public colleges and universities in the proportion of baccalaureate graduates who go on to earn PhDs in science and engineering.

### Opportunities for improvement:

- The implementation of our new strategic plan, fueled by continued Legislative support for our Growth Proposal, provides opportunities for the development of new academic programs, enhancements to student affairs, increased student support services (e.g., a first-year seminar and early alert system), and increased opportunities for collaboration (e.g., Cross College Alliance programming, articulation agreements with other members of the SUS and Florida College System).

### Challenges for improvement

- Increasing first-to-second year retention rate is taking longer than anticipated. Through an analysis of student data, we have identified academic and social factors that have had a negative influence on student retention. We have also begun to carefully review institutional policies and processes that may harm retention. Implementing additional student support services and modifying ingrained institutional processes takes time.
- Student recruitment remains a challenge. The National Student Clearinghouse reports that Fall 2018 enrollment dropped 1.4% nationwide and 1.7% in Florida. Alongside a projected decline in the number of high school graduates over the next few years, competition for top students among elite colleges has increased. The sectors projecting enrollment growth — online/distance learning, non-traditional students, part-time students — are not areas in which NCF has historically competed.
- Critical deferred maintenance and student housing — To meet our enrollment and graduation rate goals, we need to maintain our existing facilities, build a multi-use facility, and increase student housing capacity.

## 2019 ACCOUNTABILITY PLAN



## NEW COLLEGE OF FLORIDA

## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

*Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.*

### 1. Recruit more students who will thrive at New College

We will recruit 30 additional FTIC and transfer students each Fall until we reach 335 new students by:

1. Ensuring marketing materials effectively tell the NCF story to prospective students and families.
  - a. Improve attractiveness and accessibility of NCF website; create diversity and parent resource pages
  - b. Refine electronic and print materials using feedback gained through a competitor analysis.
  - c. Develop a greater focus on outcomes of New College graduates in marketing materials.
2. Increasing our recruiting presence in key Florida counties.
  - a. Target high schools in key Florida counties based on analysis of enrollment data
  - b. Focus Admissions Counselors' travel on college fairs and high school visits at targeted high schools
3. Enhancing our communication with Pell-eligible students.
  - a. Prioritize Admissions Counselors' visits to Title I schools
  - b. Provide Financial Aid information nights at local high schools to increase FAFSA awareness
  - c. Provide personal outreach to Pell-eligible students to assist with completion of financial aid process

### 2. Keep them here four years

We will increase student retention beyond 90% by 2024 and four-year graduation rates to 80% by 2028 by:

1. Making campus a place where students want to be.
  - a. Enhance accessibility, attractiveness, and sustainability of the physical campus
  - b. Launch campaign for the Healthy Campus 2020 designation to improve health, wellness, safety
  - c. Ensure a welcoming social environment with improved customer service
2. Immersing students in curricula that inspires.
  - a. Develop attractive educational programs that are important to Florida
  - b. Support faculty development to employ cutting-edge, high-impact pedagogical practices
  - c. Build upon the success of Living Learning Communities (LLC) to offer LLCs for 2<sup>nd</sup>-year students
3. Working with students to help each knit together a superlative education.
  - a. Create a first-year seminar and build advising teams to engage and support each NCF student
  - b. Maximize the effectiveness of distinctive NCF features

### 3. Make their degree more valuable

We will provide an affordable education with clear pathways to gainful employment and continuing education by:

1. Building pathways for academic and career success.
  - a. Enhance academic program effectiveness by optimizing academic policies, practices, and schedules
  - b. Develop pathways to immediate employment and continuing education
  - c. Reduce time-to-degree and excess hours; minimize student debt
2. Make Sarasota an educational destination
  - a. Leverage the Cross College Alliance to expand opportunities for student and faculty development
  - b. Collaborate with local research, artistic, medical organizations and businesses
3. Intensify links with alumni and communities.
  - a. Build alumni affinity and engage the community
  - b. Collaborate with the NCF Foundation to identify and fund key priorities



## Graduation Rate Improvement Plan

This narrative subcomponent is in response to the “Florida Excellence in Higher Education Act of 2018” that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

### 1. Provide a brief update on the academic, financial, financial aid and curricular actions that your institution has implemented to encourage graduation in four years.

#### Academic Contract System and Block Tuition Model

New College of Florida’s academic contract system and block tuition continue to encourage students to graduate within four years. Because students pay the same tuition rate no matter how many credit hours they attempt, our block tuition model incentivizes students to complete the equivalent of at least 16 credit hours each term.

The effectiveness of our academic contract and block tuition systems is evidenced by:

- NCF’s average time-to-degree of 3.9 years
- NCF offering the lowest net cost baccalaureate degree in the SUS
- More than 80% of students graduating without excess hours
- 82% of resident undergraduate students earning at least 16 credit hours in Fall 2018

#### Curricular and Co-Curricular Actions

During the 2018-19 academic year, New College of Florida took the following actions to encourage graduation in four years:

- Academic Affairs, Enrollment Services, Marketing & Communications, and Student Affairs collaborated to clarify pathways for students from admissions through academic program requirements to post-graduation employment. Every academic program has now developed a clear four-year pathway for completion.
- The Offices of Academic and Student Affairs piloted an early alert system to identify and intervene with students at-risk of dropping out. This system generates data and feedback from students that will inform future actions to encourage timely graduation.
- The Offices of Academic and Student Affairs also developed a first-year seminar to be piloted in Fall 2019. In addition to this seminar, an advising team of faculty and student affairs staff will be assigned to each first-year student in Fall 2019.
- Building upon the success of our Living-learning Communities (themed housing with common intellectual activities and shared co-curricular activities) academic programs were tasked with the creation of plans for community-building among students. These plans will be fully enacted in Fall 2019.
- A policy review committee was developed to evaluate and modify policies and processes that harm student retention and timely graduation.



## Key Achievements for Last Year (2017 -2018)

### STUDENT ACHIEVEMENTS

1. Miles Iton (Taiwan), Megan Bailey (Taiwan), and Liliana Solomon (Croatia) were awarded Fulbright Scholarships.
2. Two students were awarded Critical Language Awards from the US Department of State for Intensive Summer Study Abroad: Naimul Chowdhury (Xi'an, China) and Lorelai Domke (Taiwan). Lorelai Domke also earned a Gilman Scholarship from the US Department of State and became NCF's first Freeman Asia award winner to study in Taiwan and China.
3. Data Science students Carlos Aria and Erin Craig, along with Dr. David Gillman, wrote *Predicting Readmission Risk from Doctors' Notes*, an influential paper accepted at the Annual Conference on Neural Information Processing Systems.

### FACULTY ACHIEVEMENTS

1. Jayne Gardiner and Brad Oberle, Assistant Professors of Biology, received a \$294,138 grant from the EPA to identify the best methods for restoring altered mangrove habitat on Tidy Island.
2. Assistant Professor of Mathematics Christopher Kottke secured a \$42,000 Collaboration Grant for Mathematicians titled *Monopole moduli spaces and Sen's conjecture* from the Simons Foundation.
3. Associate Professor of Physical Chemistry and Leonard Florsheim Chair Steven Shipman secured \$31,349 through a subcontract with Georgia Institute of Technology to model the electromagnetic spectra of molecular targets of interest identified by the full team.

### PROGRAM ACHIEVEMENTS

1. New Music New College (NMC) received \$76,192 in support for its 2017-2018 season from both the Florida Department of State's Division of Cultural Affairs and the Sarasota County Tourist Development Cultural/ Arts Grants.
2. New College received the Silver Seal from All In Democracy for student voting rates and was designated a Voter Friendly Campus by NASPA, the national association for student affairs professionals.

### INSTITUTIONAL ACHIEVEMENTS

1. National Rankings for 2017-18:
  - a. #1 public liberal arts college in the nation (Washington Monthly)
  - b. #6 public liberal arts college in the nation (U.S. News & World Report)
  - c. #16 "Best College Value" among public colleges (Kiplinger's)
  - d. Top 20 Best Value College among public colleges (Fiske Guide to Colleges)
  - e. Among the "Top 50 Colleges that Create Futures" and "Top 200 Colleges that Pay You Back" (Princeton Review)
2. NCF ranks #1 among all public colleges and universities in the proportion of baccalaureate graduates who go on to earn doctoral degrees, including doctoral degrees in science and engineering (source: National Science Foundation Survey of Earned Doctorates)

## 2019 ACCOUNTABILITY PLAN



## NEW COLLEGE OF FLORIDA

## PERFORMANCE BASED FUNDING METRICS

## 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	42.1	43.8	41.8	54.2	53.0	.	.	.	.
APPROVED GOALS	.	.	45.0	46.1	55	58	64	67	.
PROPOSED GOALS	.	.	.	.	.	58	61	64	67

## 2. Median Wages of Bachelor's Graduates Employed Full-time

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	26,300	25,000	26,500	26,700	25,900	.	.	.	.
APPROVED GOALS	.	.	26,700	27,000	27,400	28,000	32,000	37,000	.
PROPOSED GOALS	.	.	.	.	.	28,000	31,000	34,000	38,000

## 3. Average Cost to the Student [Net Tuition &amp; Fees per 120 Credit Hours for Resident Undergraduates]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	8,190	8,190	6,030	6,000*	-1,030	.	.	.	.
APPROVED GOALS	.	.	.	6,020	6,750	6,750	6,750	6,750	.
PROPOSED GOALS	.	.	.	.	.	6,000	6,000	6,000	6,000

Note\*: Beginning with 2016-17, data now includes third-party payments to improve accuracy. The negative number for 2017-18 means that total gift aid (from grants, scholarships, waivers and now third-party payments – but not loans) exceeded the required tuition and fee amount. Although this PBF metric is a model, this finding was confirmed – that, on average, the actual students who graduated NCF in 2017-18 had received more in gift aid than was required in tuition and fees based on their cumulative credit hours. The significant drop from 2016-17 to 2017-18 was primarily caused by the large increase in Bright Futures awards.

## 4. FTIC Four-Year Graduation Rate

	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	53.6	57.0	52.5	53.6	55.7	.	.	.	.
APPROVED GOALS	.	.	56	55	55	56	60	65	.
PROPOSED GOALS	.	.	.	.	.	57.5	60	62.5	65

## 5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	80.2	81.3	84.3	78.8	75.9	.	.	.	.
APPROVED GOALS	.	.	83	85	80	84	87	90	.
PROPOSED GOALS	.	.	.	.	.	80	82	84	86

## 2019 ACCOUNTABILITY PLAN



## NEW COLLEGE OF FLORIDA

## PERFORMANCE BASED FUNDING METRICS (CONTINUED)

## 6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	42.4	39.5	45.9	51.2	48.0	.	.	.	.
APPROVED GOALS	.	.	44	49	51	52	53	54	.
PROPOSED GOALS	.	.	.	.	.	50	52	54	56

## 7. University Access Rate [Percent of Undergraduates with a Pell grant]

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	28.6	30.0	28.3	29.5	33.3	.	.	.	.
APPROVED GOALS	.	.	28	29.3	30	31	32	33	.
PROPOSED GOALS	.	.	.	.	.	31	32	33	34

## 8. Percent of Freshmen in Top 10% of High School Graduating Class

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	41	45	43	35	38.2	37.3	.	.	.
APPROVED GOALS	.	.	43	36	38	41	43	45	.
PROPOSED GOALS	.	.	.	.	.	.	40	43	46

## 9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	25.7	31.5	82.2	82.7	82.9	.	.	.	.
APPROVED GOALS	.	.	.	.	83	83	84	84	.
PROPOSED GOALS	.	.	.	.	.	83	84	85	86

## 10.1 Current BOT Choice: Undergraduate Seniors in a Research Course

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	100	100	100	100	100	.	.	.	.
APPROVED GOALS	.	.	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	100	100	100	100

## 10.2 Future BOT Choice: Percent of FTIC Graduates Completing 3+ High Impact Practices

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	.	23.2	38.4	48.9	54.6	.	.	.	.
APPROVED GOALS	.	.	.	.	55	58	61	65	.
PROPOSED GOALS	.	.	.	.	.	55	59	63	67

Note: This is a transition year for the BOT Choice metric (#10), so we are reporting data for both the current and future metrics. Metrics are defined in appendix. For more information about the PBF model visit: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php)

## 2019 ACCOUNTABILITY PLAN



## NEW COLLEGE OF FLORIDA

## KEY PERFORMANCE INDICATORS

## Teaching &amp; Learning Metrics (from the 2025 System Strategic Plan that are not included in the PBF section)

## Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	5	5	5	5	5	.	.	.	.
APPROVED GOALS	.	.	5	5	5	5	5	5	.
PROPOSED GOALS	.	.	.	.	.	5	5	5	5

## Freshmen in Top 10% of High School Class

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	45	43	35	38.2	37.3	.	.	.	.
APPROVED GOALS	.	43	36	38	41	43	45	.	.
PROPOSED GOALS	.	.	.	.	.	40	43	46	49

## Time to Degree for FTICs in 120hr programs

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	3.9	3.9	3.8	3.9	3.9	.	.	.	.
APPROVED GOALS	.	.	3.8	3.8	3.8	3.8	3.8	3.8	.
PROPOSED GOALS	.	.	.	.	.	3.8	3.8	3.8	3.8

## Six-Year FTIC Graduation Rates [full-&amp; part-time students]

	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22
ACTUAL	69	71	63	65	60	.	.	.	.
APPROVED GOALS	.	.	63.4	64.6	60.5	62.0	66.5	67.0	.
PROPOSED GOALS	.	.	.	.	.	62	64	66	68

## Bachelor's Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	144	177	170	164	177	.	.	.	.
APPROVED GOALS	.	.	180	164	180	180	190	200	.
PROPOSED GOALS	.	.	.	.	.	190	190	190	200

## 2019 ACCOUNTABILITY PLAN



## NEW COLLEGE OF FLORIDA

## KEY PERFORMANCE INDICATORS (CONTINUED)

## Teaching &amp; Learning Metrics

## Graduate Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	.	.	7	7	.	.	.	.
APPROVED GOALS	.	.	.	7	7	15	15	20	.
PROPOSED GOALS	.	.	.	.	.	15	15	20	25

## Bachelor's Degrees Awarded to African-American &amp; Hispanic Students

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	14	11	25	20	20	.	.	.	.
APPROVED GOALS	.	.	23	20	22	24	26	28	.
PROPOSED GOALS	.	.	.	.	.	22	24	26	28

## Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	1	2	1	3	3	.	.	.	.
APPROVED GOALS	.	.	1	1	1	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	2	2	2	2

## Percent of Undergraduate FTE in Online Courses

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	0	0	0	0	0	5	.
PROPOSED GOALS	.	.	.	.	.	0	0	5	5

## Percent of Bachelor's Degrees in STEM &amp; Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	34	27	37	41	40	.	.	.	.
APPROVED GOALS	.	.	39	40	41	42	43	44	.
PROPOSED GOALS	.	.	.	.	.	42	43	44	45

## Percent of Graduate Degrees in STEM &amp; Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	.	.	100	100	.	.	.	.
APPROVED GOALS	.	.	.	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	100	100	100	100

## 2019 ACCOUNTABILITY PLAN



## NEW COLLEGE OF FLORIDA

## KEY PERFORMANCE INDICATORS (CONTINUED)

## Scholarship, Research and Innovation Metrics

## National Academy Memberships

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0

## Faculty Awards

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0

## Total Research Expenditures (\$M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	0.9	0.9	1.1	1.0	0.9	.	.	.	.
APPROVED GOALS	.	.	.	1.0	1.1	1.3	1.5	1.7	.
PROPOSED GOALS	.	.	.	.	.	1.3	1.5	1.7	1.9

## Percentage of Research Expenditures Funded from External Sources

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	80	68	69	53	56	.	.	.	.
APPROVED GOALS	.	.	.	78	58	60	66	72	.
PROPOSED GOALS	.	.	.	.	.	58	61	64	67

## Utility Patents Awarded [from the USPTO]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0

## Number of Licenses/Options Executed Annually

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0

## 2019 ACCOUNTABILITY PLAN



## NEW COLLEGE OF FLORIDA

## KEY PERFORMANCE INDICATORS (CONTINUED)

## Scholarship, Research and Innovation Metrics

## Number of Start-up Companies Created

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0

## Institution Specific Goals

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

## 1. FTIC first year Fall-to-Spring retention rate

2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 ACTUAL	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL	2022-23 GOAL
94.9%	94.3%	92.2%	91.0%	92.2%	95%	95%	96%	96%

## 2. Number of first-year, degree-seeking undergraduate students

Fall 2014 ACTUAL	Fall 2015 ACTUAL	Fall 2016 ACTUAL	Fall 2017 ACTUAL	Fall 2018 ACTUAL	Fall 2019 GOAL	Fall 2020 GOAL	Fall 2021 GOAL	Fall 2022 GOAL
279	285	265	233	226	260	290	320	335

## 3. Percentage of Alumni Donors

2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL
17.8	17.5	16.7	18.3	18.4	18.5	19.0	19.5	20.0

**Note 1:** Percent of FTIC students enrolled in Fall who also enroll in Spring of their first year.

**Note 2:** Headcount of first-year, degree-seeking, first-time undergraduate students + first-year, degree-seeking, undergraduate transfer students

**Note 3:** Percentage of Alumni Donors as of the end of the fiscal year, as reported to U.S. News Survey. "Alumni" in this survey is defined as students who hold a degree from New College of Florida.

## 2019 ACCOUNTABILITY PLAN



## NEW COLLEGE OF FLORIDA

## ENROLLMENT PLANNING

Fall Headcount Enrollment by Student Level *(for all degree-seeking students at all campuses)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>UNDERGRADUATE</b>									
ACTUAL	835	854	861	838	808	.	.	.	.
APPROVED GOALS	.	.	.	848	860	920	990	1,060	.
PROPOSED GOALS	.	.	.	.	.	825	860	930	1,025
<b>GRADUATE</b>									
ACTUAL	0	0	14	21	29	.	.	.	.
APPROVED GOALS	.	.	.	22	30	35	40	50	.
PROPOSED GOALS	.	.	.	.	.	35	40	45	50

Fall Headcount Enrollment by Student Type *(for all degree-seeking students at all campuses)*

	2014 ACTUAL	2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 ACTUAL	2019 PLAN	2020 PLAN	2021 PLAN	2022 PLAN
<b>UNDERGRADUATE</b>									
FTIC	728	752	764	737	693	720	740	795	870
FCS AA Transfers	25	35	33	38	41	40	45	50	60
Other AA Transfers	12	13	10	7	4	5	10	15	20
Post-Baccalaureates	0	0	0	0	0	0	0	0	0
Other Undergraduates	70	54	54	56	70	60	65	70	75
<b>Subtotal</b>	<b>835</b>	<b>854</b>	<b>861</b>	<b>838</b>	<b>808</b>	<b>825</b>	<b>860</b>	<b>930</b>	<b>1025</b>
<b>GRADUATE</b>									
Master's	0	0	14	21	29	35	40	45	50
Research Doctoral	0	0	0	0	0	0	0	0	0
Professional Doctoral	0	0	0	0	0	0	0	0	0
<b>Subtotal</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>21</b>	<b>29</b>	<b>35</b>	<b>40</b>	<b>45</b>	<b>50</b>
<b>TOTAL</b>	<b>835</b>	<b>854</b>	<b>875</b>	<b>859</b>	<b>837</b>	<b>860</b>	<b>900</b>	<b>975</b>	<b>1075</b>

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Does not include 'Unclassified' students who are not formally admitted into a degree program but are enrolled (e.g., dual enrolled high school students).

## Percent of Baccalaureate-Seeking Resident Undergraduates Who Earned 15+ Credit Hours

*(Fall terms only)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	81	88	75	82	82	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	83	84	85	86

## 2019 ACCOUNTABILITY PLAN



## NEW COLLEGE OF FLORIDA

ENROLLMENT PLANNING *continued*

## Actual &amp; Planned FTE Enrollment by Residency &amp; Student Level

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
<b>RESIDENT</b>										
LOWER	206	213	232	209	194	202	207	215	233	257
UPPER	563	595	580	592	601	567	579	603	652	720
GRAD I	0	0	2	8	14	15	18	20	23	25
GRAD II	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>769</b>	<b>807</b>	<b>814</b>	<b>809</b>	<b>808</b>	<b>784</b>	<b>804</b>	<b>838</b>	<b>908</b>	<b>1002</b>
<b>NON-RESIDENT</b>										
LOWER	47	62	54	49	33	48	49	51	56	61
UPPER	80	87	94	102	109	91	93	97	105	115
GRAD I	0	0	2	3	7	7	9	10	12	12
GRAD II	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>127</b>	<b>149</b>	<b>149</b>	<b>154</b>	<b>115</b>	<b>146</b>	<b>151</b>	<b>158</b>	<b>173</b>	<b>188</b>
<b>TOTAL</b>										
LOWER	253	275	286	258	227	250	256	266	289	318
UPPER	643	681	674	694	710	658	672	700	757	835
GRAD I	0	0	4	11	21	22	27	30	35	37
GRAD II	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>896</b>	<b>957</b>	<b>963</b>	<b>963</b>	<b>958</b>	<b>930</b>	<b>955</b>	<b>996</b>	<b>1081</b>	<b>1190</b>

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours that degree-seeking students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

## Percent of FTE Enrollment by Method of Instruction

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
<b>UNDERGRADUATE</b>										
Distance (80-100%)	0%	0%	0%	0%	0%	0%	0%	0%	0%	5%
Hybrid (50-79%)	0%	0%	0%	0%	0%	0%	0%	5%	5%	5%
Classroom (0-50%)	100%	100%	100%	100%	100%	100%	100%	95%	95%	90%
<b>GRADUATE</b>										
Distance (80-100%)	.	.	0%	0%	0%	0%	0%	0%	0%	0%
Hybrid (50-79%)	.	.	0%	0%	0%	0%	0%	0%	8%	12%
Classroom (0-50%)	.	.	100%	100%	100%	100%	100%	100%	92%	88%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) that is based on the number of credit hours that degree-seeking students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Classroom/Traditional, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element #2052. \*Percentages may not total 100 due to rounding.

## 2019 ACCOUNTABILITY PLAN



## NEW COLLEGE OF FLORIDA

## ACADEMIC PROGRAM COORDINATION

## New Programs for Consideration by University in AY 2019-20

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2018 Accountability Plan list for programs under consideration for 2019-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Neuroscience	26.1501	STEM	None	None	15	200615

**MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS**

None

**DOCTORAL PROGRAMS**

None

## New Programs for Consideration by University in 2020-22

These programs will be used in the 2020 Accountability Plan list for programs under consideration for 2020-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
International Health	51.2210	HEALTH	None	None	15	210615
Mathematics and Statistics	27.0503	STEM	None	None	20	210615
Computer Science	11.0701	STEM	UWF	None	25	210615

**MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS**

We are open to, and have been

exploring, targeted M.A.

programs

**DOCTORAL PROGRAMS**

None

# 2019 Accountability Plan

## FLORIDA STATE UNIVERSITY

UBOT APPROVED ON  
03/26/2019



STATE UNIVERSITY SYSTEM *of* FLORIDA  
Board of Governors

## 2019 ACCOUNTABILITY PLAN



FLORIDA STATE UNIVERSITY

UBOT Approved  
03/26/2019

## INTRODUCTION

*This is a new report that combines the previous Annual Accountability Report and University Work Plans into a single document more closely aligned with the Board of Governors' 2025 System Strategic Plan.*

*This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance, helping to foster greater coordination between institutional administrators, University Boards of Trustees, and the Board of Governors.*

*Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for approval, excluding those sections of the Plan that require additional regulatory or procedural approval pursuant to law or Board regulations.*

## 2019 ACCOUNTABILITY PLAN



FLORIDA STATE UNIVERSITY

UBOT Approved  
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## MISSION STATEMENT

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



## STATEMENT OF STRATEGY

*Given your mission, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.*

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

Florida State University competes in national and international markets for faculty, and our student-centered education is provided by an outstanding faculty defining the frontiers of research and creativity. As a top-tier research university, it is crucial to offer the full breadth of disciplinary excellence, and we seek continual improvement in our position in retaining and educating the most promising students in the State of Florida. Recruitment and retention of faculty is essential to maintain market competitiveness, and our strategy is to leverage our long-standing and well-developed strengths in the sciences and fine arts with emerging opportunities for innovation and problem-solving across the disciplines.

FSU's strategy is guided by our 2017-2022 Strategic Plan with these primary goals:

- I. Entrepreneurship and Innovation
- II. Academic and Research Excellence
- III. Diversity and Inclusion
- IV & V. Student Success & Career Preparation
- VI. Excellence and Reputation

For more information on Florida State University's Strategic Plan, visit <https://strategicplan.fsu.edu/>.



## STRENGTHS, OPPORTUNITIES AND CHALLENGES *(within 3 years)*

*What are your major capabilities, opportunities and challenges for improvement?*

Through our reputation for excellence, continual investments in multidisciplinary research, and our heritage in the arts, FSU is able to attract top faculty and students. We are seen as a national leader in on-time graduation, as demonstrated by a graduation rate that is nearly 25 percentage points higher than the national average. Our focus on retaining every student we enroll has proven effective in the success of traditionally underrepresented students, and FSU has been nationally recognized as one of the top schools in the country for the graduation of underrepresented students.

Despite these successes, there are clear opportunities and challenges for improvement: continuing to elevate student success, recruiting and retaining faculty, and modernizing and maintaining facilities and infrastructure.

**(1) Continuing to Elevate Student Success:** FSU is a national leader in student success, but there is still room to improve graduation rates and the learning and educational growth of our students. FSU faculty are redesigning courses for maximum student learning, and we are expanding the support for students inside and outside the classroom. However, our student body continues to become more diverse, and additional engagement and support is needed to fully propel their personal, academic, and professional growth. Furthermore, at FSU and nationally, there are gaps among students in their participation in career-building experiential learning, due in part to insufficient information, mentorship, and financial resources. We continue to build the support and programming for students to engage in these kinds of experiences at scale, and significant financial resources will be needed to help fund lower-income student participation.

**(2) Recruiting and Retaining Faculty:** While improvements have been made in recent years with legislative support, our capacity to meet students' educational needs and advance our contributions through research is limited by our relatively limited faculty size and high student-faculty ratio. Moreover, while interest in an FSU education from prospective students is at record levels, our capacity to build new and scale existing programs, especially at the graduate level in STEM and other areas of strategic emphasis, is limited by the size of our faculty.

**(3) Modernizing and Maintaining Facilities and Infrastructure:** As the oldest continuous site of higher education in Florida, FSU has beautiful campuses that attract high-achieving students, faculty, and staff from around the world. However, we face considerable challenges maintaining and repairing facilities and aging infrastructure, as well as modernizing facilities to meet current teaching and research needs of our students and the State of Florida.

## 2019 ACCOUNTABILITY PLAN



FLORIDA STATE UNIVERSITY

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03/26/2019**KEY INITIATIVES & INVESTMENTS** *(within 3 years)*

*Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.*

**1. Top 25**

After advancing to #26, FSU continues on its path to become a top 25 public university. Through the support provided as a preeminent institution and resources from private partners, we are continuing our strategic campaign focused on increasing faculty, graduate and professional education, and the research enterprise. This campaign is focused on adding faculty, fostering interdisciplinary collaboration, increasing research to address national and state needs, improving our graduate and research profile, promoting diversity, and elevating performance in key metrics.

**2. Student Success**

Recognized for advancing the persistence of all students, FSU's 4-year graduation rates are now among the top 10 in the country. FSU will continue to be a national leader in student success. FSU seeks to continue to elevate the quality of our undergraduate education by increasing student participation in high impact practices and experiential learning. We will also continue to expand our student success teams, such as advisors and counselors, which provide critical guidance and support to students. Finally, through our strategic faculty hiring efforts, we plan to increase course availability and decrease the class size for traditionally high-demand courses.

**3. Entrepreneurship and Innovation Education**

Advancing FSU's commitment to innovation and entrepreneurship, FSU opened the Jim Moran School of Entrepreneurship in Fall 2017. Offering an interdisciplinary degree in entrepreneurship, the Jim Moran School will become a focal point for collegiate entrepreneurial education. In addition, the Jim Moran Institute for Global Entrepreneurship will continue to expand, serving as a lifeline for training and assistance to entrepreneurs, small businesses, and nonprofits throughout Florida. Finally, FSU recently opened the student-orientated Innovation Hub, which will advance student career preparation through the development of design-thinking, problem-solving, and technological-innovation skills.



## Graduation Rate Improvement Plan

This narrative subcomponent is in response to the “Florida Excellence in Higher Education Act of 2018” that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

### 1. Provide a brief update on the academic, financial, financial aid and curricular actions that your institution has implemented to encourage graduation in four years.

For more than 20 years, FSU has had a data-driven, strategic initiative to elevate graduation rates and advance student success. We have been building a dynamic learning environment where every student can be challenged, engaged, and supported to grow to their full potential. FSU’s four-year graduation rate is now among the top 10 public universities, and our effort to increase four-year graduation rates is built upon six pillars:

- 1. A Success Team Behind Every Student:** We continue to build the success teams that guide and support students along their FSU journey. FSU’s student success teams include combinations of professional Academic Advisors, Career Advisors, College Life Coaches, Peer Mentors, Faculty Mentors, Alumni, and others. We also have continued our completion grant program, empowering our student success teams to find and support students who are close to graduation but need additional aid to finish.
- 2. Learning Communities:** We continue to launch and expand targeted programs to support and engage students, starting in their first year. These programs provide a peer-community for students and give students scaffolding to help them transition, navigate, and succeed.
- 3. A Re-Designed, Engaging Curriculum:** We continue to redesign gateway courses critical to student success, such as in mathematics, to promote maximum learning for all students. We also are working to ensure we have sufficient course availability to meet the growing demand for particular courses, such as STEM laboratory courses. At the same time, we continue to reduce class sizes to facilitate a more engaging learning environment as well as increase supplemental instruction and academic support.
- 4. Experiential and Global Learning:** We continue to expand opportunities and financial support for students to engage in applied, hands-on learning, such as internships, study abroad, service-learning, and undergraduate research.
- 5. Leadership and Personal Development:** We continue to increase engagement beyond the classroom through programs in leadership, recreation, counseling, and wellness.
- 6. College to Career:** We continue to expand the guidance, support, and reflection students need to launch successfully after graduation, particularly through the expansion of our Career Center programming, such as career planning, portfolios and fairs.



## Key Achievements for Last Year (2017 -2018)

### STUDENT ACHIEVEMENTS

1. Four students and three recent graduates received the prestigious Graduate Research Fellowship from the National Science Foundation.
2. Five students received the prestigious Boren Scholarship, a program of the National Security Education Program that funds critical overseas language studies.
3. Samantha Kunin, an economics and international affairs major from Lakeland, FL, was recognized as Rhodes Scholar finalist, and David Damon, a recent graduate in political science and psychology from Wakulla County, was awarded a Gates Cambridge Scholarship.

### FACULTY ACHIEVEMENTS

1. FSU was named a top producer of Faculty Fulbright Scholars with nine faculty winners, the second highest in the country.
2. Professor of Chemistry Thomas Albrecht-Schmitt and Professor of Biological Science Kimberly Hughes were named fellows of American Association for the Advancement of Science.
3. Yaacov Petscher, Associate Professor with FSU's College of Social Work and FSU's Florida Center for Reading Research, secured a \$30 million dollar "Reach Every Reader" Grant with Harvard and MIT supported by Dr. Priscilla Chan and Mark Zuckerberg.

### PROGRAM ACHIEVEMENTS

1. FSU's online programs were ranked among the best in the nation – including several graduate programs ranked in the Top 20 – according to *U.S. News & World Report*.
2. FSU's Interior Architecture and Design and Dance Programs were recognized as among the top five programs in the nation in recent publications.
3. FSU's Jim Moran School of Entrepreneurship received the Model Emerging Program Award from the United States Association for Small Business and Entrepreneurship.

### INSTITUTIONAL ACHIEVEMENTS

1. *U.S. News and World Report* Best Colleges Rankings - FSU moved from 33rd to 26th in the overall ranking, among the largest increases in the top 100 universities for the third year in a row.
2. FSU has been recognized again by *INSIGHT Into Diversity* magazine as a Diversity Champion institution among the "Higher Education Excellence in Diversity" recipients.
3. FSU's internationalization programs were recognized with the Association for Public and Land Grant University's (APLU) top national award, the Platinum Level of its Institutional Award for Global Learning, Research, and Engagement.

## 2019 ACCOUNTABILITY PLAN



FLORIDA STATE UNIVERSITY

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## PERFORMANCE BASED FUNDING METRICS

## 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	60.3	60.8	63.7	66.6	66.0	.	.	.	.
APPROVED GOALS	.	.	61	65	67	68	70	71	.
PROPOSED GOALS	.	.	.	.	.	67	69	70	71

## 2. Median Wages of Bachelor's Graduates Employed Full-time

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	31,600	34,200	35,700	35,900	37,500	.	.	.	.
APPROVED GOALS	.	.	34,500	36,300	37,000	38,500	40,000	41,500	.
PROPOSED GOALS	.	.	.	.	.	38,500	40,000	41,500	43,000

## 3. Average Cost to the Student [Net Tuition &amp; Fees per 120 Credit Hours for Resident Undergraduates]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	14,140	14,980	15,040	13,690*	8,680	.	.	.	.
APPROVED GOALS	.	.	.	14,900	13,980	13,800	13,600	13,400	.
PROPOSED GOALS	.	.	.	.	.	8,650	8,600	8,500	8,400

Note\*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

## 4. FTIC Four-Year Graduation Rate [Full-time only]

	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	60.8	62.6	65.8	68.4	71.5	.	.	.	.
APPROVED GOALS	.	.	62	66	69	70	70	71	.
PROPOSED GOALS	.	.	.	.	.	71	72	72	73

## 5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	90.5	91.0	90.4	91.8*	91.4	.	.	.	.
APPROVED GOALS	.	.	92	92	92	93	93	94	.
PROPOSED GOALS	.	.	.	.	.	92	93	93	94

Note\*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

Note: Metrics are defined in appendix. For more information about the PBF model visit:

[http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php)

## 2019 ACCOUNTABILITY PLAN



FLORIDA STATE UNIVERSITY

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03/26/2019**PERFORMANCE BASED FUNDING METRICS (CONTINUED)****6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	37.5	39.1	42.8	43.4	44.4	.	.	.	.
APPROVED GOALS	.	.	41	43	44	45	47	48	.
PROPOSED GOALS	.	.	.	.	.	45	47	48	49

**7. University Access Rate [Percent of Undergraduates with a Pell grant]**

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	30.0	28.4	27.7	28.0	28.3	.	.	.	.
APPROVED GOALS	.	.	28	28	28	29	30	30	.
PROPOSED GOALS	.	.	.	.	.	29	30	30	30

**8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	38.5	42.0	53.9*	56.9*	59.3	.	.	.	.
APPROVED GOALS	.	.	46	47	58	58	59	60	.
PROPOSED GOALS	.	.	.	.	.	59	59	60	61

Note\*: The Master of Social Work was retroactively reclassified into a new CIP starting with the 2015-16 academic year.

**9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	73.9	78.2	78.7	81.7	82.1	.	.	.	.
APPROVED GOALS	.	.	.	.	82	82	83	83	.
PROPOSED GOALS	.	.	.	.	.	82	83	83	84

**10.1 Current BOT Choice: National Rank Higher than Financial Resources Ranking**

	2015	2016	2017	2018	2019	.	.	.	.
ACTUAL	119	114	120	130	145	.	.	.	.
APPROVED GOALS	.	.	120	121	132	130	128	127	.

**10.2 Future BOT Choice: Percent of Bachelor's Graduates Ever Enrolled in an Entrepreneurship Class**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	4.6	6.7	7.2	9.5	11.3	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	12.6	13.8	14.9	15.9

Note: This is a transition year for the BOT Choice metric (#10), so we are reporting data for both the current and future metrics. Metrics are defined in appendix. For more information about the PBF model visit: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php)

## 2019 ACCOUNTABILITY PLAN



FLORIDA STATE UNIVERSITY

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## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

## 1a. Average GPA

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	4.0	4.1	4.1	4.1	4.2	.	.	.	.
APPROVED GOALS	.	.	4.1	4.1	4.2	4.2	4.2	4.3	.
PROPOSED GOALS	.	.	.	.	.	4.2	4.2	4.3	4.3

## 1b. Average SAT Score\*

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	1239*	1241*	1232*	1290	1314	.	.	.	.
APPROVED GOALS	.	.	1244*	1247*	1298	1300	1303	1305	.
PROPOSED GOALS	.	.	.	.	.	1320	1325	1330	1335

Note\*: Historical scores and approved goals were based upon a different SAT scale standard.

## 2. Public University National Ranking [Top 50 rankings based on BOG's official list of publications]

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	5	7	8	8	7	.	.	.	.
APPROVED GOALS	.	.	7	8	8	8	9	9	.
PROPOSED GOALS	.	.	.	.	.	8	9	9	9

## 3. Freshman Retention Rate [Full-time students only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
IPEDS	92	93	93	94	93	.	.	.	.
BOARD OF GOVERNORS	93	93	92	93	92	.	.	.	.

## 4. FTIC Four-Year Graduation Rate [Full-time only]

	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	61	63	66	68	72	.	.	.	.
APPROVED GOALS	.	.	62	66	69	70	70	71	.
PROPOSED GOALS	.	.	.	.	.	71	72	72	73

Note: Metrics are defined in appendix. For more information about the PBF model visit:

[http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php)

## 2019 ACCOUNTABILITY PLAN



FLORIDA STATE UNIVERSITY

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03/26/2019**PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)****5. National Academy Memberships**

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	6	6	7	7	8	.	.	.	.
APPROVED GOALS	.	.	7	7	7	7	8	8	.
PROPOSED GOALS	.	.	.	.	.	8	8	8	9

**6. Science & Engineering Research Expenditures (\$M)**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	231	237	243	247	267	.	.	.	.
APPROVED GOALS	.	.	206	247	249	251	253	255	.
PROPOSED GOALS	.	.	.	.	.	275	280	285	290

**7. Non-Medical Science & Engineering Research Expenditures (\$M)**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	226	228	231	226	241	.	.	.	.
APPROVED GOALS	.	.	196	235	237	239	241	243	.
PROPOSED GOALS	.	.	.	.	.	245	250	255	260

**8. Number of Broad Disciplines Ranked in Top 100 for Research Expenditures**

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	.	.	.	.
APPROVED GOALS	.	.	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	.
PROPOSED GOALS	.	.	.	.	.	7 of 8	7 of 8	7 of 8	7 of 8

Note: Metrics are defined in appendix. For more information about the PBF model visit:

[http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php)

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## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)

## 9. Utility Patents Awarded [over three calendar years]

	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22
ACTUAL	109	101	101	105	115	.	.	.	.
APPROVED GOALS	.	.	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	100	100	100	100

## 10. Doctoral Degrees Awarded Annually

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	551	558	526	533	557	.	.	.	.
APPROVED GOALS	.	.	510	534	540	550	540	565	.
PROPOSED GOALS	.	.	.	.	.	570	540	565	570

## 11. Number of Post-Doctoral Appointees

	Fall 2013	Fall 2014	Fall 2015 OFFICIAL	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2020
ACTUAL	212	211	202	218	225	.	.	.	.
APPROVED GOALS	212	211	202	217	220	225	.	.	.
PROPOSED GOALS	.	.	.	.	.	235	235	240	240

Note\*: There is a time lag for the count of Post-Doctoral Appointees because statute requires that this data is as reported by the Center for Measuring University Performance in their annual Top American Research Universities (TARU) report.

## 12. Endowment Size (\$Millions)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	625	605	585	639	681	.	.	.	.
APPROVED GOALS	.	.	575	625	650	675	700	725	.
PROPOSED GOALS	.	.	.	.	.	650	675	700	725

Note: Metrics are defined in appendix. For more information about the PBF model visit:  
[http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php)

## 2019 ACCOUNTABILITY PLAN



FLORIDA STATE UNIVERSITY

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## KEY PERFORMANCE INDICATORS

**Teaching & Learning Metrics** (from the 2025 System Strategic Plan that are not included in the PBF section)**Public University National Ranking** [Number of Top 50 Rankings based on BOG's official list of publications]

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	5	7	8	8	7	.	.	.	.
APPROVED GOALS	.	.	7	8	8	8	9	9	.
PROPOSED GOALS	.	.	.	.	.	8	9	9	9

**Freshmen in Top 10% of High School Class**

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	40	38	41	41	39	.	.	.	.
APPROVED GOALS	.	.	41	42	42	43	44	44	.
PROPOSED GOALS	.	.	.	.	.	41	42	43	44

**Professional Licensure & Certification Exam First-time Pass Rates**

CALENDAR YEAR	2014	2015	2016	2017	2018	2019 GOAL	2020 GOAL	2021 GOAL	2022 GOAL
Nursing	80	95	94	95	95	95	95	95	95
US Average	85	87	88	90	92	.	.	.	.
Law	82	80	78	81	83	84	84	84	84
Florida Average	74	69	66	69	66	.	.	.	.
Medicine (2Yr)	95	92	97	93	99	96	96	96	96
US Average	96	96	96	96	96	.	.	.	.
CROSS-YEAR	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL
Medicine (4Y-CK)	100	97	94	98	96	96	96	96	96
US Average	97	95	96	96	97	.	.	.	.
Medicine (4Y-CS)	95	92	99	96	95	96	96	96	96
US Average	96	96	97	96	95	.	.	.	.

**Exam Scores Relative to Benchmarks**

Above or Tied	2	3	4	4	4	5	5	5	5
Total Exams	5	5	5	5	5	5	5	5	5

Note: An asterisk (\*) indicates the passing rate is preliminary.

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## KEY PERFORMANCE INDICATORS (CONTINUED)

## Teaching &amp; Learning Metrics

## Time to Degree for FTICs in 120hr programs

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	4.1	4.0	4.0	4.0	4.0	.	.	.	.
APPROVED GOALS	.	.	4.0	3.9	3.9	3.8	3.8	3.8	.
PROPOSED GOALS	.	.	.	.	.	4.0	3.9	3.9	3.8

## Six-Year FTIC Graduation Rates [Full- &amp; Part-time students]

	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22
ACTUAL	79	79	80	80	83	.	.	.	.
APPROVED GOALS	.	.	80	80	81	82	82	82	.
PROPOSED GOALS	.	.	.	.	.	83	84	84	84

## Bachelor's Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	8,105	8,421	8,626	8,611	8,791	.	.	.	.
APPROVED GOALS	.	.	8,750	8,750	8,700	8,800	8,950	9,100	.
PROPOSED GOALS	.	.	.	.	.	8,800	8,900	9,000	9,000

## Graduate Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	2,927	3,019	2,833	2,880	2,924	.	.	.	.
APPROVED GOALS	.	.	2,930	2,980	2,950	3,000	3,100	3,200	.
PROPOSED GOALS	.	.	.	.	.	3,000	3,000	3,100	3,200

## Bachelor's Degrees Awarded to African-American &amp; Hispanic Students

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	25	25	26	27	28	.	.	.	.
APPROVED GOALS	.	.	26	27	28	29	30	31	.
PROPOSED GOALS	.	.	.	.	.	29	30	31	31

## 2019 ACCOUNTABILITY PLAN



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## KEY PERFORMANCE INDICATORS (CONTINUED)

## Teaching &amp; Learning Metrics

## Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	6	6	5	5	5	.	.	.	.
APPROVED GOALS	.	.	6	6	6	6	6	6	.
PROPOSED GOALS	.	.	.	.	.	6	6	6	6

## Percent of Undergraduate FTE in Online Courses

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	9	11	13	16	18	.	.	.	.
APPROVED GOALS	.	.	13	13	16	17	18	19	.
PROPOSED GOALS	.	.	.	.	.	18	19	19	20

## Percent of Bachelor's Degrees in STEM &amp; Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	19	22	24	24	25	.	.	.	.
APPROVED GOALS	.	.	24	26	28	29	31	34	.
PROPOSED GOALS	.	.	.	.	.	27	28	29	30

## Percent of Graduate Degrees in STEM &amp; Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	33	35	37	41	43	.	.	.	.
APPROVED GOALS	.	.	29	30	42	43	44	45	.
PROPOSED GOALS	.	.	.	.	.	44	45	46	47

## Scholarship, Research and Innovation Metrics

## National Academy Memberships

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	6	6	7	7	8	.	.	.	.
APPROVED GOALS	.	.	7	7	7	7	8	8	.
PROPOSED GOALS	.	.	.	.	.	8	8	8	9

## Faculty Awards

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACTUAL	7	2	7	9	9	.	.	.	.
APPROVED GOALS	.	.	.	8	9	10	11	12	.
PROPOSED GOALS	.	.	.	.	.	10	11	11	12

## 2019 ACCOUNTABILITY PLAN



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## KEY PERFORMANCE INDICATORS (CONTINUED)

## Total Research Expenditures (\$M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	253	256	268	283	304	.	.	.	.
APPROVED GOALS	.	.	223	273	275	277	279	281	.
PROPOSED GOALS	.	.	.	.	.	310	315	320	325

## Percentage of Research Expenditures Funded from External Sources

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	66	60	55	55	55	.	.	.	.
APPROVED GOALS	.	.	58	55	55	56	56	58	.
PROPOSED GOALS	.	.	.	.	.	56	56	56	57

## Utility Patents Awarded [from the USPTO]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	30	24	47	34	34	.	.	.	.
APPROVED GOALS	.	.	.	34	34	34	34	34	.
PROPOSED GOALS	.	.	.	.	.	34	34	34	34

## Number of Licenses/Options Executed Annually

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	15	25	16	8	13	.	.	.	.
APPROVED GOALS	.	.	11	9	14	15	16	16	.
PROPOSED GOALS	.	.	.	.	.	15	16	17	18

## Number of Start-up Companies Created

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	3	1	8	3	2	.	.	.	.
APPROVED GOALS	.	.	2	3	3	4	5	5	.
PROPOSED GOALS	.	.	.	.	.	4	4	4	4

## 2019 ACCOUNTABILITY PLAN



## FLORIDA STATE UNIVERSITY

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## ENROLLMENT PLANNING

Fall Headcount Enrollment by Student Level *(for all degree-seeking students at all campuses)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>UNDERGRADUATE</b>									
ACTUAL	32,583	32,408	32,628	32,718	32,316	.	.	.	.
APPROVED GOALS	.	.	.	32,680	32,730	32,780	32,830	32,880	.
PROPOSED GOALS	.	.	.	.	.	32,500	32,580	32,590	32,620
<b>GRADUATE</b>									
ACTUAL	7,967	7,814	7,926	7,849	8,032	.	.	.	.
APPROVED GOALS	.	.	.	8,070	8,000	8,160	8,330	8,500	.
PROPOSED GOALS	.	.	.	.	.	8,290	8,560	8,830	9,110

Fall Headcount Enrollment by Student Type *(for all degree-seeking students at all campuses)*

	2014 ACTUAL	2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 ACTUAL	2019 PLAN	2020 PLAN	2021 PLAN	2022 PLAN
<b>UNDERGRADUATE</b>									
FTIC	23,471	23,438	23,611	23,888	23,945	24,000	24,020	24,000	24,000
FCS AA Transfers	5,713	5,476	5,424	5,166	4,770	4,800	4,800	4,800	4,800
Other AA Transfers	395	391	432	429	498	500	500	500	500
Post-Baccalaureates	50	243	335	337	299	300	310	320	330
Other Undergraduates	2,954	2,860	2,826	2,898	2,804	2,900	2,950	2,970	2,990
<b>Subtotal</b>	<b>32,583</b>	<b>32,408</b>	<b>32,628</b>	<b>32,718</b>	<b>32,316</b>	<b>32,500</b>	<b>32,580</b>	<b>32,590</b>	<b>32,620</b>
<b>GRADUATE</b>									
Master's	4,117	4,012	4,132	4,115	4,296	4,470	4,650	4,840	5,040
Research Doctoral	2,660	2,648	2,668	2,640	2,612	2,680	2,750	2,820	2,890
Professional Doctoral	1,190	1,154	1,126	1,094	1,124	1,140	1,160	1,170	1,180
<b>Subtotal</b>	<b>7,967</b>	<b>7,814</b>	<b>7,926</b>	<b>7,849</b>	<b>8,032</b>	<b>8,290</b>	<b>8,560</b>	<b>8,830</b>	<b>9,110</b>
<b>TOTAL</b>	<b>40,550</b>	<b>40,222</b>	<b>40,554</b>	<b>40,567</b>	<b>40,348</b>	<b>40,790</b>	<b>41,140</b>	<b>41,420</b>	<b>41,730</b>

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Does not include 'Unclassified' students who are not formally admitted into a degree program but are enrolled (e.g., dual enrolled high school students).

## Percent of Baccalaureate-Seeking Resident Undergraduates Who Completed 15+ Credit Hours

*(Fall terms only)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	16	16	20	24	25	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	26	27	28	29

## 2019 ACCOUNTABILITY PLAN



FLORIDA STATE UNIVERSITY

UBOT Approved  
03/26/2019ENROLLMENT PLANNING *continued*

## Actual &amp; Planned FTE Enrollment by Residency &amp; Student Level

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
<b>RESIDENT</b>										
LOWER	12,943	12,841	13,035	13,059	12,989	12,770	12,880	12,900	12,920	12,930
UPPER	16,202	16,138	15,641	15,815	15,904	15,940	16,030	16,050	16,080	16,100
GRAD I	2,840	2,800	2,793	2,849	2,870	3,130	3,250	3,380	3,520	3,660
GRAD II	2,661	2,603	2,588	2,552	2,431	2,420	2,480	2,540	2,600	2,670
<b>TOTAL</b>	<b>34,647</b>	<b>34,382</b>	<b>34,057</b>	<b>34,274</b>	<b>34,193</b>	<b>34,250</b>	<b>34,640</b>	<b>34,870</b>	<b>35,110</b>	<b>35,360</b>
<b>NON-RESIDENT</b>										
LOWER	1,226	1,513	1,739	1,889	1,878	1,870	1,860	1,870	1,870	1,870
UPPER	1,076	1,066	1,196	1,434	1,638	1,710	1,730	1,750	1,760	1,780
GRAD I	973	941	935	970	911	880	920	950	990	1,030
GRAD II	980	993	1,000	1,024	1,029	1,070	1,100	1,130	1,160	1,180
<b>TOTAL</b>	<b>4,254</b>	<b>4,513</b>	<b>4,870</b>	<b>5,316</b>	<b>5,456</b>	<b>5,540</b>	<b>5,610</b>	<b>5,690</b>	<b>5,780</b>	<b>5,870</b>
<b>TOTAL</b>										
LOWER	14,169	14,353	14,774	14,947	14,867	14,640	14,740	14,760	14,780	14,810
UPPER	17,279	17,204	16,838	17,248	17,541	17,650	17,760	17,800	17,840	17,880
GRAD I	3,813	3,741	3,728	3,819	3,781	4,010	4,170	4,330	4,510	4,690
GRAD II	3,641	3,596	3,588	3,576	3,461	3,490	3,580	3,670	3,760	3,850
<b>TOTAL</b>	<b>38,901</b>	<b>38,895</b>	<b>38,928</b>	<b>39,590</b>	<b>39,649</b>	<b>39,790</b>	<b>40,250</b>	<b>40,560</b>	<b>40,890</b>	<b>41,230</b>

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours that degree-seeking students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

Percent of FTE Enrollment by Method of Instruction *(all degree-seeking students at all campuses)*

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
<b>UNDERGRADUATE</b>										
Distance (80-100%)	9%	11%	13%	16%	18%	19%	20%	20%	21%	21%
Hybrid (50-79%)	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Classroom (0-50%)	90%	89%	87%	84%	82%	81%	80%	80%	79%	79%
<b>GRADUATE</b>										
Distance (80-100%)	11%	12%	14%	16%	18%	19%	19%	20%	21%	21%
Hybrid (50-79%)	3%	1%	0%	0%	0%	0%	0%	0%	0%	0%
Classroom (0-50%)	86%	86%	85%	84%	82%	81%	81%	80%	79%	79%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) that is based on the number of credit hours that degree-seeking students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Classroom/Traditional, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element #2052.

## 2019 ACCOUNTABILITY PLAN



FLORIDA STATE UNIVERSITY

UBOT Approved  
03/26/2019**ACADEMIC PROGRAM COORDINATION****New Programs For Consideration by University in AY 2019-20**

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2018 Accountability Plan list for programs under consideration for 2019-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Financial Planning and Services	52.0804	_____	_____	No	80	Fall 2019
Linguistics	16.0102	GLOBAL	FAU, UF	No	20	Summer 2019
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Entrepreneurship	52.0701	_____	UF, USF-T	No	30	Spring 2020
Aerospace Engineering	14.0201	STEM	UCF, UF	Yes	30	Spring 2020
<b>DOCTORAL PROGRAMS</b>						
Nurse Anesthesia Practice	51.3804	HEALTH	UNF	No	66	Fall 2019

**New Programs For Consideration by University in 2020-22**

These programs will be used in the 2020 Accountability Plan list for programs under consideration for 2020-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Business Analytics	52.1301	STEM	UF	No	50	Spring 2021
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Linguistics	16.0102	GLOBAL	FIU, USF, UF	No	15	Spring 2021
Computer Engineering	14.0901	STEM	FAU, FIU, UCF, UF, USF-T	Yes	30	Spring 2021
Physical Environmental Sciences	40.9999	STEM	_____	No	15	Fall 2020
<b>DOCTORAL PROGRAMS</b>						
Linguistics	16.0102	GLOBAL	UF, USF	No	10	Spring 2021
Nursing	51.3808	HEALTH	FAU, FIU, UCF, UF, USF	Yes	9	Spring 2020
Aerospace Engineering	14.0201	STEM	UF, UCF	No	8	Spring 2023
Computer Engineering	14.0901	STEM	FAU, -UCF, UF, USF-T	No	8	Spring 2024

# 2019 Accountability Plan

## GLOSSARY

3/22/2019



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

## 2019 ACCOUNTABILITY PLAN



## GLOSSARY

## Performance Based Funding

### 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

One Year After Graduation

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

### 2. Median Wages of Bachelor's Graduates Employed Full-time

One Year After Graduation

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

### 3. Cost to the Student

Net Tuition & Fees  
for Resident Undergraduates  
per 120 Credit Hours

This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university specific alternative is finalized), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships, waivers and third-party payments) provided to resident undergraduate students (does not include unclassified students). Source: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.

### 4. Four Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

### 5. Academic Progress Rate

2nd Year Retention  
with 2.0 GPA or Above

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer).  
Source: State University Database System (SUDS).

### 6. University Access Rate

Percent of Undergraduates  
with a Pell-grant

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric.  
Source: State University Database System (SUDS).

## 2019 ACCOUNTABILITY PLAN



## GLOSSARY

<b>7. Bachelor's Degrees within Programs of Strategic Emphasis</b>	<p>This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).</p> <p>Source: State University Database System (SUDS).</p>
<b>8a. Graduate Degrees within Programs of Strategic Emphasis</b>	<p>This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).</p> <p>Source: State University Database System (SUDS).</p>
<b>8b. Freshmen in Top 10% of High School Class</b> Applies only to: NCF	<p>Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class.</p> <p>Source: New College of Florida as reported to the Common Data Set.</p>

## BOG Choice Metric

<b>9. Percent of Bachelor's Degrees Without Excess Hours</b>	<p>This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program).</p> <p>Source: State University Database System (SUDS).</p>
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## BOT Choice Metrics

<b>10a. Percent of R&amp;D Expenditures Funded from External Sources</b> FAMU	<p>This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources.</p> <p>Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).</p>
<b>10b. Bachelor's Degrees Awarded to Minorities</b> FAU, FGCU, FIU	<p>This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code.</p> <p>Source: State University Database System (SUDS).</p>
<b>10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News</b> FSU	<p>This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count.</p> <p>Source: US News and World Report's annual National University rankings.</p>

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<b>10d. Percent of Undergraduate Seniors Participating in a Research Course</b> NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
<b>10e. Number of Bachelor Degrees Awarded Annually</b> UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
<b>10f. Number of Licenses/Options Executed Annually</b> UF	This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's national rank among public & private institutions. Source: University of Florida.
<b>10g. Percent of Undergraduate FTE in Online Courses</b> UNF	This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: State University Database System (SUDS).
<b>Number of Postdoctoral Appointees</b> USF	This metric is based on the number of post-doctoral appointees during the Fall term of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
<b>Percentage of Adult Undergraduates Enrolled</b> UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

### Preeminent Research University Funding Metrics

<b>Average GPA and SAT Score</b>	An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). Source: State University Database System (SUDS).
<b>Public University National Ranking</b>	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

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<b>Freshman Retention Rate</b> (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) cohorts are based on first-year undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent retained is based on those who are enrolled during the second fall term.
<b>6-year Graduation Rate</b> (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution.
<b>National Academy Memberships</b>	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
<b>Science &amp; Engineering Research Expenditures (\$M)</b>	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
<b>Non-Medical Science &amp; Engineering Research Expenditures (\$M)</b>	Total S&E research expenditures in non-medical sciences as reported to the National Science Foundation (NSF). This removes medical sciences funds from the total S&E amount.
<b>National Ranking in S.T.E.M. Research Expenditures</b>	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
<b>Patents Awarded</b> (3 calendar years)	Total utility patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
<b>Doctoral Degrees Awarded Annually</b>	Doctoral research degrees awarded annually as reported annually by the Board of Governors. The Legislature excluded professional doctoral degrees from this metric. The 2016 Legislature amended this criteria to include professional doctoral degrees awarded in medical and health care disciplines.
<b>Number of Post-Doctoral Appointees</b>	The number of Postdoctoral Appointees awarded annually. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). The timeframe used for the annual Preeminent evaluation is specified in the table's footnote.
<b>Endowment Size (\$M)</b>	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

## 2019 ACCOUNTABILITY PLAN



## GLOSSARY

## Key Performance Indicators

## Teaching &amp; Learning Metrics

<b>Freshmen in Top 10% of HS Graduating Class</b>	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by the university to the Common Data Set.
<b>Professional/Licensure Exam First-time Pass Rates</b>	The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. Note about Benchmarks: The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams are based on rates for MD degrees from US institutions.
<b>Average Time to Degree for FTIC in 120hr programs</b>	This metric is the number of years between the start date (using the student entry date) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. Source: State University Database System (SUDS).
<b>Six-Year Graduation Rates</b>	The First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the <u>same</u> institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
<b>Bachelor's and Graduate Degrees Awarded</b>	This is a count of first-major baccalaureate and graduate degrees awarded. First Majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In those cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees" which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. The calculation of degree fractions is made according to each institution's criteria. Source: State University Database System (SUDS).
<b>Bachelor's Degrees Awarded To African-American and Hispanic Students</b>	Race/Ethnicity data is self-reported by students. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only – second majors are not included. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

## 2019 ACCOUNTABILITY PLAN



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**Adult (Aged 25+)  
Undergraduates Enrolled**  
Fall term

This metric is based on the age of the student at the time of their Fall term enrollment - not their age upon entry. As a proxy, age is based on birth year not birth date. Note: Unclassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).

**Percent of Undergraduate  
FTE Enrolled in Online  
Courses**

Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: State University Database System (SUDS).

**Percent of Bachelor's  
And Graduate Degrees  
in STEM & Health**

The percentage of baccalaureate degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second Majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second Majors are typically used when providing degree information by discipline/CIP, to better convey the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

### Scholarship, Research & Innovation Metrics

**National Academy  
Members**

National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.

**Faculty Awards**

Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows.

**Total Research Expenditures  
(\$M)**

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

**Percent of R&D Expenditures  
funded from External  
Sources**

This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

**Utility Patents Awarded**

The number of utility patents awarded by the United States Patent and Trademark Office (USPTO) by Calendar year – does not include design, plant or other types.

**Licenses/Options Executed**

Licenses/options executed in the fiscal year for all technologies – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

**Number of Start-up  
Companies**

The number of start-up companies that were dependent upon the licensing of University technology for initiation – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

# 2019 Accountability Plan

## FLORIDA ATLANTIC UNIVERSITY

BOT APPROVED

3/26/2019



STATE UNIVERSITY SYSTEM *of* FLORIDA  
Board of Governors

## 2019 ACCOUNTABILITY PLAN



FLORIDA ATLANTIC UNIVERSITY

BOT Approved  
3/26/2019

## INTRODUCTION

*This is a new report that combines the previous Annual Accountability Report and University Work Plans into a single document more closely aligned with the Board of Governors' 2025 System Strategic Plan.*

*This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance, helping to foster greater coordination between institutional administrators, University Boards of Trustees, and the Board of Governors.*

*Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for approval, excluding those sections of the Plan that require additional regulatory or procedural approval pursuant to law or Board regulations.*

## 2019 ACCOUNTABILITY PLAN



FLORIDA ATLANTIC UNIVERSITY

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3/26/2019

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## MISSION STATEMENT

Florida Atlantic University is a multi-campus public research university that pursues excellence in its missions of research, scholarship, creative activity, teaching, and active engagement with its communities.

## 2019 ACCOUNTABILITY PLAN



FLORIDA ATLANTIC UNIVERSITY

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3/26/2019**STATEMENT OF STRATEGY**

*Given your mission, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.*

Florida Atlantic University is a multi-campus public research university that pursues excellence in its missions of research, scholarship, creative activity, teaching, and active engagement with its communities.

Florida Atlantic University is recognized as a university known for excellent and accessible undergraduate and graduate education, distinguished for the quality of its programs across multiple campuses and classified as a very high research institution that is internationally acclaimed for its contributions to creativity and research as well as its collaborations with regional partners.

Florida Atlantic University is a dynamic, national public research university with campuses and sites strategically located along more than 100 miles of coastline between America's Everglades and the Atlantic Ocean. The University is capitalizing on its strategic location, blending student outreach, cutting-edge research, and partnerships with surrounding communities and beyond to identify and solve regional and societal issues. The University is executing the FAU Strategic Plan for the Race to Excellence 2015 – 2025 through recruitment and retention of talented faculty and students, investment in focused research areas, and enhancement of organizational efficiencies to increase the universities self-reliance and sustainability.

Strategies include:

1. Building on our ethnic diversity to become a geographically diverse institution that promotes engagement of world views beyond the tri-county Southeast Florida region;
2. Aligning academic programs to the overall goals of the State University System (SUS) to address the economic and workforce needs of south Florida and beyond;
3. Investing in the Strategic Plan's Pillars and Platforms that represent strategic areas of research, scholarship and instruction, that connect the most talented faculty, staff and students to expand the University's robust culture of nationally respected research and inquiry; Pillars are more narrowly defined areas, such as Neuroscience, whereas Platforms, such as Undergraduate Research and Inquiry connect across all the University;
4. Partnering with local stakeholders and enhancing physical facilities to take maximum advantage of the unique cultural, demographic and environmental characteristics of each campus community as FAU strives for leadership in developing South Florida's culture and economy;
5. Designing a resilient, lean organization—based on best practices—that identifies economies of scale and incorporates new technologies to promote institutional development;
6. "Budgeting to the plan" and pursuing new revenue streams to make FAU self-reliant and success-driven in a climate of competitive public and private funding opportunities;
7. Communicating the University's many remarkable success stories to an increasingly large eGlobal audience to enable key internal stakeholders to link with external constituency groups.

## 2019 ACCOUNTABILITY PLAN



FLORIDA ATLANTIC UNIVERSITY

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3/26/2019**STRENGTHS, OPPORTUNITIES AND CHALLENGES** *(within 3 years)**What are your major capabilities, opportunities and challenges for improvement?*

Florida Atlantic University is the nation's fastest improving university and stands as one of the most ethnically diverse universities in the United States. There have been significant increases in student success outcomes, research expenditures have nearly doubled over the past five years, and the university has strengthened partnerships with world renowned institutions of higher learning. FAU will continue implementing the FAU Strategic Plan for the Race to Excellence 2015 – 2025, with the goal being ranked as a top 100 university in US News and World Report (USNWR) Public University Rankings.

FAU stands as a national model for inclusivity and representation of marginalized groups. For the second year in a row, USNWR has ranked FAU with the highest Campus Ethnic Diversity index score in the SUS. The Harriet L. Wilkes Honors College at the John D. MacArthur campus in Jupiter was rated as a top 10 Honors College in the country by the independent organization Public University Honors. The Council of Undergraduate Research selected FAU as one of three recipients of the 2017 Award for Undergraduate Research Accomplishments (AURA) establishing the university as a national leader in providing high-quality research, scholarship and creative experiences for undergraduates. The Max Planck Florida Institute for Neuroscience (MPFI) and the Florida Atlantic University Max Planck Academy are world-class models for the delivery of STEM education. These two one of a kind programs open the laboratories of Max Planck to FAU undergraduates, graduate students, and talented dual-enrolled high school students who engage in laboratory research, organize and analyze big data, and gain opportunities to international networking, mentorship, and study abroad programs. The Osher Lifelong Learning Institute for adult learners located on the Boca Raton and Jupiter campuses is the largest program of its kind in the United States. With over 25,000 patron's registrations per year, the program is a national model of exemplary lifelong learning. FAU now offers 22 accelerated degree programs that allow undergraduates to take graduate courses in their senior year that will count towards their master's degree. In certain areas these students can earn their master's degree in one year after they've graduated with their bachelor's degree.

A monumental opportunity recently launched by the Charles E. Schmidt College of Medicine is FAU Medicine, the university's first medical practice. Initially the new medical practice will provide access to high quality primary care to FAU faculty, staff, and the surrounding community. The practice will also develop a Wellness Hub that will integrate education and research that will raise awareness & support for the Charles E. Schmidt College of Medicine and FAU. In the coming years the practice will expand participation of core faculty primary care physicians and create a Learning Health System (LHS) that will provide training opportunities for students and residents, include inter-professional involvement of multiple FAU Colleges, and embed research in the care process including clinical trials.

The Schmidt Family Complex for Academic and Athletic Excellence will open in fall 2019 and will be a multi-use facility that will support academic programs and students athletes. The new structure will include an academic learning center, strength and conditioning performance center, sports medicine facility, and a counseling center.

FAU seeks to exceed the SUS averages in graduation and academic progress rates. The university has made considerable progress in improving these rates over that past five years but increasing academic success rates above these thresholds will be a significant challenge. FAU will overcome these challenges by implementing innovative student support mechanisms that will enhance student learning and success.

## 2019 ACCOUNTABILITY PLAN



FLORIDA ATLANTIC UNIVERSITY

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3/26/2019**KEY INITIATIVES & INVESTMENTS** *(within 3 years)*

*Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.*

**Boldness: Student Success**

Florida Atlantic University is committed to furthering advancements that have improved student learning and resulted in higher retention rates and graduation rates. All enrolled students will continue to be supported by success networks made up of academic advisors and support personnel who are connected to each student through an electronic portal.

15 to Finish - This initiative encourages all students to register for 15 credits each semester to ensure they stay on track to graduation. FAU has seen the sharpest increase in the number of baccalaureate seeking resident undergrads who enroll in 15+ credits over the past three years.

Soar-in-4 Scholars - The Soar-in-4 Scholars programs provides conveniences such as guaranteed course availability and priority course registration to freshman who agree to complete their Bachelor's degree in four years or less. The program will be expanded to all colleges in fall 2019 after successful pilots in the College of Engineering and Computer Science and College for Design and Social Inquiry.

**Synergy: Research**

FAU is engaged in a wide variety of research programs, with particular focus on its Pillars that support interdisciplinary research efforts in Sensing, Neuroscience, Health and Marine & Environmental Sciences. The Pillars have been and are continuing to recruit world-class faculty who have been very successful in securing extramural funding for their research programs. All Pillars are fully engaged in various collaborations within FAU and with external collaborators, including other state universities. The upcoming years will focus on securing extramural funding through large center-type funding opportunities. In addition, conversations with regional hospitals, as well as large corporations are being pursued to improve FAU's reach in the state and nation.

**Place: Community Engagement**

FAU's Office of Community Engagement (OCE) continues to coordinate university-wide efforts to positively impact the community. Through collaborations with divisions, departments, and colleges across the University, the OCE has increased awareness of community-based activities and established a broader foundation to support those activities.

The OCE will carry on with its mission by seeking to accomplish the following goals:

- Create an Assessment Committee within the CETF to evaluate how community engagement activities address student success, learning outcomes, and curricula development.
- Coordinate community workshops and recognition events for partners, faculty, staff, and students.
- Continue to develop and administer our Community Perceptions survey to better understand how our neighbors value our contributions to the community.
- Achieve the Carnegie Community Engagement designation.

The Charles E. Schmidt College of Medicine will expand the Healthcare Careers Outreach Program (HCOP) which seeks to remove barriers to higher education for diverse students in South Florida, and inspire them to pursue careers in medicine and biomedical research. The program invites Palm Beach County middle and high school students to events that provide in-classroom activities, college access/prep, mentoring and skill building, collaborative problem-solving, self-directed learning opportunities.

## 2019 ACCOUNTABILITY PLAN



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## Graduation Rate Improvement Plan

This narrative subcomponent is in response to the “Florida Excellence in Higher Education Act of 2018” that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

### 1. Provide a brief update on the academic, financial, financial aid and curricular actions that your institution has implemented to encourage graduation in four years. [1 page max]

#### Academic and Curricular Incentives for Timely Graduation

Jump Start – This program continues to serve as a prime example of a wide-ranging student success intervention at FAU. In Summer 2018, the program provided 1,060 students with a comprehensive support system to begin their studies early and ease them into collegiate life.

Accelerated 3-year Degree Programs – 154 students (4.7% of the Fall 2015 cohort) graduated in three years, up from only 47 students five years earlier. In addition to launching specially-designed accelerated programs, FAU is also committed to developing nimble curricula whenever feasible in any discipline.

Bachelor of Arts in Health Science – In only a year’s time, this degree program with 690 students has quickly become one of the largest majors at FAU. It again reflects a commitment to a flexible curriculum that is informed by critical workforce needs and best practices in the academic field of health sciences.

#### Financial Incentives

Launch Scholarship – In Fall 2018, the Launch scholarship was geared towards 458 students who were largely on track for timely graduation but needed financial support to increase their course loads to ensure sustained progression towards completing their bachelor’s degrees.

Intern Owls Network (iON Internships) – 134 students participated in on-campus internships, offering them career experience in their academic disciplines, engaging them in a rich campus life, reducing transit time to off-campus part-time jobs, and increasing their likelihood to graduate on time with competitive salaries in their careers of choice.

#### Policy and Disincentives for Untimely Graduation

Timely Graduation Policy – Changes in this policy resulted in only 0.35% of the 2018 FTIC cohort enrolling part-time. Students are taking more credit hours – and more students are maintaining full-time course loads throughout their entire four years.

Adjustments to Entry Requirements for Lower-Level Mathematics Courses – FAU continues to revamp its placement processes for mathematics, promoting coordinated and concurrent enrollments in prerequisite coursework.

#### Proactive Financial Aid Program

FAU Academic Grant – 1,818 students benefited from this \$3.2M progressive grant program that increases in the annual award amount as the student continues to the next year.

Recruitment Scholarships – 928 students received \$1.7M, resulting a diverse class with expectation of full-time enrollments.

Pathways to Graduate Education Scholarship – 39 students received \$1K each to incentivize them to finish their undergraduate degrees and start their graduate degrees earlier.

## 2019 ACCOUNTABILITY PLAN



## FLORIDA ATLANTIC UNIVERSITY

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## Key Achievements for Last Year (2017 –2018)

### STUDENT ACHIEVEMENTS

- A student team from the College of Engineering and Computer Science won 1<sup>st</sup> place at the International Solid Waste Student Design Competition at the Joint International Solid Association World Congress/ Solid Waste Association of North America (SWANA) annual Wastecon.
- FAU doctoral student, Keith Murphy, won 1<sup>st</sup> place at the Conference of Florida Graduate Schools (CFGs) 3-Minute Thesis (3MT) Competition with his presentation “Using Light to Control Meal Size”.
- A team of 24 students representing the Leon Charney Diplomacy Program in the Dorothy F. Schmidt College of Arts & Letters won the Distinguished Delegation Award at the National Model United Nations competition.

### FACULTY ACHIEVEMENTS

- Dr. Jennifer Bloom of the College of Education received the Virginia N. Gordon Award for Excellence in the field of Advising from the National Academic Advising Association (NACADA).
- Dr. Janet Robishaw of the Charles E. Schmidt College of Medicine was awarded a \$4 million grant by the National Institutes of Health (NIH) for a novel Prescription Opioid Study in collaboration with the University of Pennsylvania.
- Dr. Randy Blakely was awarded a \$2.3 million grant by the NIH to continue his research to better understand how the serotonin transporter (SERT) in the human brain is regulated.

### PROGRAM ACHIEVEMENTS

- The Christine E. Lynn College of Nursing's Online Graduate Nursing Program was ranked 39<sup>th</sup> by US News and World Report (USNWR) making it the top ranked program of its kind in the State University System (SUS) and among the best in the nation.
- The Comprehensive Center for Brain Health in the Charles E. Schmidt College of Medicine was named as a Lewy Body Dementia Research Center of Excellence by The Lewy Body Dementia Association making it one of 24 pre-eminent academic medical research centers to receive this distinction.
- FAU's University Advising Services Office received the 2018 Certificate of Merit by The National Academic Advising Association (NACADA) for the GET WISE: On the Go-Parking Garage Academic Advising Program.

### INSTITUTIONAL ACHIEVEMENTS

- FAU was awarded the 2017 Undergraduate Research Accomplishments Award (AURA) by The Council on Undergraduate Research (CUR) which recognizes institutions who have developed exemplary research experiences for undergraduates. FAU was one of three institutions nationwide to receive this award.
- FAU received the Dr. Shirley S. Schwartz Urban Education Impact Award at the Council of Great School Annual Conference recognizing the partnership between FAU and local school districts that has positively impacted student learning.
- FAU was awarded the 2018 CASE Education Fundraising Award by The Council for Advancement and Support of Education (CASE) which recognizes universities who demonstrate the highest level of professionalism and practice in fundraising efforts.

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## PERFORMANCE BASED FUNDING METRICS

## 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	66.8	68.4	67.5	69.0	68.2	.	.	.	.
APPROVED GOALS	.	.	70	68	69	70	72	74	.
PROPOSED GOALS	.	.	.	.	.	70	72	74	75

## 2. Median Wages of Bachelor's Graduates Employed Full-time

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	36,000	36,800	38,700	39,800	38,200	.	.	.	.
APPROVED GOALS	.	.	37,000	39,200	40,300	40,800	41,300	41,800	.
PROPOSED GOALS	.	.	.	.	.	40,000	41,000	42,000	43,000

## 3. Average Cost to the Student [Net Tuition &amp; Fees per 120 Credit Hours for Resident Undergraduates]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	17,260	16,920	16,650	14,880*	12,230	.	.	.	.
APPROVED GOALS	.	.	.	16,380	15,210	15,200	15,190	15,180	.
PROPOSED GOALS	.	.	.	.	.	12,218	12,010	11,802	11,594

Note\*: Beginning with 2016-17, data now includes third-party payments to improve accuracy.

## 4. FTIC Four-Year Graduation Rate

	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	19.3	24.0	25.6*	27.5*	33.9	.	.	.	.
APPROVED GOALS	.	.	24	26	30	32	34	36	.
PROPOSED GOALS	.	.	.	.	.	36.8	39.0	41.1	43.3

Note\*: Previous year data updated to account for changes to cohorts approved by ODA staff to improve accuracy.

## 5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	65.9	72.2	74.7	78.6*	80.4	.	.	.	.
APPROVED GOALS	.	.	74	78	84	87	90	90	.
PROPOSED GOALS	.	.	.	.	.	82.2	83.8	85.5	86.3

Note\*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

Note: Metrics are defined in appendix. For more information about the PBF model visit:

[http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php).

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## PERFORMANCE BASED FUNDING METRICS (CONTINUED)

**6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	55.1	54.2	52.7	50.7	49.3	.	.	.	.
APPROVED GOALS	.	.	53	51	51	51	52	52	.
PROPOSED GOALS	.	.	.	.	.	51.8	53.8	55.8	57.8

**7. University Access Rate** [Percent of Undergraduates with a Pell grant]

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	41.2	42.3	41.8	41.1	42.9	.	.	.	.
APPROVED GOALS	.	.	39	41	41	42	42	42	.
PROPOSED GOALS	.	.	.	.	.	42	42	42	42

**8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	55.5	61.2	59.4	62.4	64.4	.	.	.	.
APPROVED GOALS	.	.	58	61	62	62	63	63	.
PROPOSED GOALS	.	.	.	.	.	62	63	63	63

**9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	72.9	74.6	73.2	75.1	77.1	.	.	.	.
APPROVED GOALS	.	.	74	74	76	77	78	79	.
PROPOSED GOALS	.	.	.	.	.	78.8	80.1	81.4	82.7

**10.1 Current BOT Choice: Percent of Bachelor's Awarded to Hispanic and African Americans**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	43.8	45.2	45.6	46.7	47.9	.	.	.	.
APPROVED GOALS	.	.	46	47	48	49	50	50	.
PROPOSED GOALS	.	.	.	.	.	48.4	48.9	49.4	49.9

**10.2 Future BOT Choice: Total Research Expenditures (in \$Millions)**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	23	21	31	46	51	.	.	.	.
APPROVED GOALS	.	.	23	35	57	62	68	73	.
PROPOSED GOALS	.	.	.	.	.	66	69	72	75

Note: This is a transition year for the BOT Choice metric (#10), so we are reporting data for both the current and future metrics. Metrics are defined in appendix. For more information about the PBF model visit: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php)

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## KEY PERFORMANCE INDICATORS

**Teaching & Learning Metrics** (from the 2025 System Strategic Plan that are not included in the PBF section)**Public University National Ranking** [Number of Top50 Rankings based on BOG's official list of publications]

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	1	1

**Freshmen in Top 10% of High School Class**

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	12	11	14	16	16.5	.	.	.	.
APPROVED GOALS	.	.	14	17	22	28	32	33	.
PROPOSED GOALS	.	.	.	.	.	22	23	24	25

**Time to Degree for FTICs in 120hr programs**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	5.0	4.8	4.9	4.8	4.7	.	.	.	.
APPROVED GOALS	.	.	4.9	4.8	4.7	4.6	4.5	4.5	.
PROPOSED GOALS	.	.	.	.	.	4.5	4.4	4.3	4.2

**Six-Year FTIC Graduation Rates** [full-& part-time students]

	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22
ACTUAL	45	49	49	51	51	.	.	.	.
APPROVED GOALS	.	.	49	51	50	51	53	55	.
PROPOSED GOALS	.	.	.	.	.	51.5	54.0	55.5	56.5

**Bachelor's Degrees Awarded** [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	5,017	5,473	5,640	5,694	5,822	.	.	.	.
APPROVED GOALS	.	.	5,625	5,645	5,722	5,751	5,780	5,809	.
PROPOSED GOALS	.	.	.	.	.	5,851	5,880	5,910	5,939

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## KEY PERFORMANCE INDICATORS (CONTINUED)

## Teaching &amp; Learning Metrics

## Professional Licensure &amp; Certification Exam First-time Pass Rates

CALENDAR YEAR	2014	2015	2016	2017	2018	2019 GOAL	2020 GOAL	2021 GOAL	2022 GOAL
Nursing	89	81	96	100	97	100	100	100	100
<i>US Average</i>	85	87	88	90	92	.	.	.	.
Medicine (2Yr)	95	97	97	97	95	100	100	100	100
<i>US Average</i>	96	96	96	96	96	.	.	.	.

CROSS-YEAR	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL
Medicine (4Y-CK)	.	100	100	100	98	100	100	100	100
<i>US Average</i>	97	95	96	96	97	.	.	.	.
Medicine (4Y-CS)	.	100	100	97	96	100	100	100	100
<i>US Average</i>	96	96	97	96	95	.	.	.	.

## Exam Scores Relative to Benchmarks

ABOVE OR TIED	1	3	4	4	3	4	4	4	4
TOTAL EXAMS	2	4	4	4	4	4	4	4	4

Note: An asterisk (\*) indicates the passing rate is preliminary.

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## KEY PERFORMANCE INDICATORS (CONTINUED)

## Teaching &amp; Learning Metrics

## Graduate Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	1,519	1,576	1,515	1,688	1,790	.	.	.	.
APPROVED GOALS	.	.	1,618	1,726	1,696	1,705	1,713	1,722	.
PROPOSED GOALS	.	.	.	.	.	1,847	1,808	1,817	1,826

## Bachelor's Degrees Awarded to African-American &amp; Hispanic Students

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	44	45	46	47	48	.	.	.	.
APPROVED GOALS	.	.	46	47	48	49	50	51	.
PROPOSED GOALS	.	.	.	.	.	49	50	51	52

## Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	28	27	27	26	24	.	.	.	.
APPROVED GOALS	.	.	28	25	24	24	24	24	.
PROPOSED GOALS	.	.	.	.	.	24	25	26	27

## Percent of Undergraduate FTE in Online Courses

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	10	11	19	21	23	.	.	.	.
APPROVED GOALS	.	.	19	21	24	26	27	30	.
PROPOSED GOALS	.	.	.	.	.	25	27	28	30

## Percent of Bachelor's Degrees in STEM &amp; Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	31	31	34	32	32	.	.	.	.
APPROVED GOALS	.	.	33	32	32	32	33	33	.
PROPOSED GOALS	.	.	.	.	.	32	32	33	33

## Percent of Graduate Degrees in STEM &amp; Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	33	44	42	44	46	.	.	.	.
APPROVED GOALS	.	.	43	44	44	44	45	45	.
PROPOSED GOALS	.	.	.	.	.	46	46	47	47

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## KEY PERFORMANCE INDICATORS (CONTINUED)

## Scholarship, Research and Innovation Metrics

## National Academy Memberships

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	2	1	1	1	1	.	.	.	.
APPROVED GOALS	.	.	1	2	3	4	4	5	.
PROPOSED GOALS	.	.	.	.	.	2	2	3	3

## Faculty Awards

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACTUAL	1	3	0	2	2	.	.	.	.
APPROVED GOALS	.	.	5	1	2	3	4	4	.
PROPOSED GOALS	.	.	.	.	.	0	0	2	3

## Total Research Expenditures (\$M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	23	21	31	46	51	.	.	.	.
APPROVED GOALS	.	.	23	35	57	62	68	73	.
PROPOSED GOALS	.	.	.	.	.	66	69	72	75

## Percentage of Research Expenditures Funded from External Sources

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	84	79	86	53	52	.	.	.	.
APPROVED GOALS	.	.	88	89	60	61	62	63	.
PROPOSED GOALS	.	.	.	.	.	53	55	58	61

## Utility Patents Awarded [from the USPTO]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	9	4	0	1	1	.	.	.	.
APPROVED GOALS	.	.	.	0	1	2	3	4	.
PROPOSED GOALS	.	.	.	.	.	1	2	2	3

## Number of Licenses/Options Executed Annually

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	6	17	23	22	2*	.	.	.	.
APPROVED GOALS	.	.	13	29	23	24	25	26	.
PROPOSED GOALS	.	.	.	.	.	1*	1*	2*	2*

\*The 2016-17 actual and out-year goals exclude IP provisions in sponsored research agreements and IP assignments in this category. After further review of this metric's definition and the AUTM Licensing Survey definitions of "License/ Option Agreement" it was determined that these two types of agreements were not appropriate to include.

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## KEY PERFORMANCE INDICATORS (CONTINUED)

## Scholarship, Research and Innovation Metrics

## Number of Start-up Companies Created

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	1	0	3	2	2	.	.	.	.
APPROVED GOALS	.	.	2	2	3	3	3	3	.
PROPOSED GOALS	.	.	.	.	.	1	1	2	2

## Institution Specific Goals

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

## 1. Number of Undergraduate Research Activities

2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL
.	2,187	4,602	5,073	6,011	6,612	7,207	7,784	8,329

Notes: Activities involve faculty mentored undergraduates who engage in curricular and co-curricular research (e.g., enrollment in research-based curriculum, participation in internal university undergraduate research grants), and the products of that inquiry which contributes to the discipline or practice (e.g., internal and external presentations, competitions, publications, etc.). Counts represent the number of research activities and may include duplicate counts of undergraduates who have participated in more than one research activity.

## 2. Percent of Course Sections Offered via Distance and Blended Learning

2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL
21%	23%	25%	27%	30%	32%	34%	36%	38%

## 3. Seek Carnegie Foundation for the Advancement of Teaching Classification

FAU will submit an application to receive the Carnegie Foundation for the Advancement of Teaching's "Community Engaged" Classification in Spring 2019. According to the Carnegie Foundation timeline, designation will be announced in January 2020.

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## ENROLLMENT PLANNING

Fall Headcount Enrollment by Student Level *(for all degree-seeking students at all campuses)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>UNDERGRADUATE</b>									
ACTUAL	24,240	24,229	24,225	23,766	23,238	.	.	.	.
APPROVED GOALS	.	.	.	24,474	24,257	24,763	25,284	25,820	.
PROPOSED GOALS	.	.	.	.	.	23,887	24,371	24,870	25,384
<b>GRADUATE</b>									
ACTUAL	4,589	4,651	4,852	4,901	4,868	.	.	.	.
APPROVED GOALS	.	.	.	4,901	4,950	5,000	5,050	5,100	.
PROPOSED GOALS	.	.	.	.	.	4,917	4,966	5,016	5,066

Fall Headcount Enrollment by Student Type *(for all degree-seeking students at all campuses)*

	2014 ACTUAL	2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 ACTUAL	2019 PLAN	2020 PLAN	2021 PLAN	2022 PLAN
<b>UNDERGRADUATE</b>									
FTIC	11,698	11,896	11,779	11,543	11,846	12,146	12,267	12,390	12,514
FCS AA Transfers	7,229	7,202	7,391	7,175	6,715	6,982	7,261	7,551	7,853
Other AA Transfers	585	578	555	544	482	501	521	542	564
Post-Baccalaureates	807	823	860	881	787	799	811	823	835
Other Undergraduates	3,921	3,730	3,640	3,623	3,408	3,459	3,511	3,564	3,617
<b>Subtotal</b>	<b>24,240</b>	<b>24,229</b>	<b>24,225</b>	<b>23,766</b>	<b>23,238</b>	<b>23,887</b>	<b>24,371</b>	<b>24,870</b>	<b>25,384</b>
<b>GRADUATE</b>									
Master's	3,483	3,538	3,728	3,756	3,677	3,714	3,751	3,788	3,826
Research Doctoral	795	796	759	766	781	789	797	805	813
Professional Doctoral	316	322	369	379	410	414	418	422	427
<b>Subtotal</b>	<b>4,594</b>	<b>4,656</b>	<b>4,856</b>	<b>4,901</b>	<b>4,868</b>	<b>4,917</b>	<b>4,966</b>	<b>5,016</b>	<b>5,066</b>
<b>TOTAL</b>	<b>28,834</b>	<b>28,885</b>	<b>29,081</b>	<b>28,667</b>	<b>28,106</b>	<b>28,803</b>	<b>29,337</b>	<b>29,886</b>	<b>30,449</b>

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Does not include 'Unclassified' students who are not formally admitted into a degree program but are enrolled (e.g., dual enrolled high school students).

## Percent of Baccalaureate-Seeking Resident Undergraduates Who Earned 15+ Credit Hours

*(Fall terms only)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	9	9	9	10	12	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	13	15	16	17

## 2019 ACCOUNTABILITY PLAN



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## Actual &amp; Planned FTE Enrollment by Residency &amp; Student Level

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
<b>RESIDENT</b>										
LOWER	8,693	8,346	8,612	8,466	8,392	8,743	8,920	9,108	9,310	9,525
UPPER	11,345	11,376	11,351	11,364	11,316	11,192	11,418	11,660	11,918	12,193
GRAD I	2,338	2,227	2,083	2,069	1,988	1,945	1,997	2,052	2,110	2,171
GRAD II	414	394	376	374	393	409	420	431	444	456
<b>TOTAL</b>	<b>22,790</b>	<b>22,343</b>	<b>22,422</b>	<b>22,273</b>	<b>22,089</b>	<b>22,289</b>	<b>22,755</b>	<b>23,251</b>	<b>23,781</b>	<b>24,346</b>
<b>NON-RESIDENT</b>										
LOWER	502	594	820	973	984	1,049	1,070	1,093	1,117	1,143
UPPER	471	465	525	634	746	912	930	950	971	994
GRAD I	280	372	570	785	929	971	997	1,024	1,053	1,084
GRAD II	132	140	151	167	172	165	169	174	179	184
<b>TOTAL</b>	<b>1,384</b>	<b>1,571</b>	<b>2,066</b>	<b>2,558</b>	<b>2,831</b>	<b>3,097</b>	<b>3,167</b>	<b>3,241</b>	<b>3,320</b>	<b>3,404</b>
<b>TOTAL</b>										
LOWER	9,195	8,940	9,432	9,439	9,376	9,792	9,990	10,201	10,427	10,668
UPPER	11,816	11,841	11,876	11,997	12,063	12,104	12,349	12,610	12,889	13,187
GRAD I	2,618	2,599	2,653	2,854	2,917	2,916	2,994	3,076	3,163	3,255
GRAD II	545	534	527	541	564	574	589	605	623	641
<b>TOTAL</b>	<b>24,174</b>	<b>23,914</b>	<b>24,488</b>	<b>24,831</b>	<b>24,920</b>	<b>25,386</b>	<b>25,922</b>	<b>26,492</b>	<b>27,101</b>	<b>27,750</b>

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours that degree-seeking students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

## Percent of FTE Enrollment by Method of Instruction

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
<b>UNDERGRADUATE</b>										
Distance (80-100%)	10%	11%	19%	21%	23%	25%	25%	26%	27%	29%
Hybrid (50-79%)	9%	10%	4%	5%	5%	5%	5%	6%	6%	6%
Classroom (0-50%)	81%	79%	77%	74%	72%	70%	70%	68%	67%	65%
<b>GRADUATE</b>										
Distance (80-100%)	26%	27%	29%	32%	35%	37%	39%	40%	41%	42%
Hybrid (50-79%)	2%	4%	5%	5%	5%	5%	5%	5%	6%	6%
Classroom (0-50%)	72%	69%	66%	63%	61%	58%	56%	55%	53%	52%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) that is based on the number of credit hours that degree-seeking students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Classroom/Traditional, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element #2052. \*Percentages may not total 100 due to rounding.

## 2019 ACCOUNTABILITY PLAN



FLORIDA ATLANTIC UNIVERSITY

BOT Approved  
3/26/2019

## ACADEMIC PROGRAM COORDINATION

## New Programs For Consideration by University in AY 2019-20

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2018 Accountability Plan list for programs under consideration for 2019-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
MS Data Science and Analytics	30.0601	STEM	FIU, UCF, NCF, FGCU	No	100	Fall 2019
MS Artificial Intelligence	11.0102	STEM	None	No	100	Fall 2019
<b>DOCTORAL PROGRAMS</b>						

## New Programs For Consideration by University in 2020-22

These programs will be used in the 2020 Accountability Plan list for programs under consideration for 2020-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
BS Bioengineering	14.0501	STEM	FGCU, FIU, UF	No	100	Fall 2020
BS Environmental Science	3.0104	STEM	FAMU, FSU, UF, USF, UWF	No	120	Fall 2020
BS Data Science & Analytics	30.0601	STEM	FIU, FGCU, NCF, UCF	No	120	Fall 2020
BS in Pre-Health Professions	26.0102	STEM	UCF, USF, UWF	No	2,000	Fall 2020
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
MS Neurotechnology	26.1501	STEM, Health	None	No	30	Fall 2020
MS Supply Chain Management	52.0203	STEM	FAMU, FIU, UNF	No	50	Fall 2020
<b>DOCTORAL PROGRAMS</b>						
PhD Transport & Environmental Engineering	14.0804	STEM	None	No	15	Fall 2020

# 2019 Accountability Plan

## GLOSSARY

3/22/2019



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

## 2019 ACCOUNTABILITY PLAN



## GLOSSARY

## Performance Based Funding

### 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

One Year After Graduation

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

### 2. Median Wages of Bachelor's Graduates Employed Full-time

One Year After Graduation

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

### 3. Cost to the Student

Net Tuition & Fees  
for Resident Undergraduates  
per 120 Credit Hours

This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university specific alternative is finalized), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships, waivers and third-party payments) provided to resident undergraduate students (does not include unclassified students). Source: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.

### 4. Four Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

### 5. Academic Progress Rate

2nd Year Retention  
with 2.0 GPA or Above

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer).  
Source: State University Database System (SUDS).

### 6. University Access Rate

Percent of Undergraduates  
with a Pell-grant

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric.  
Source: State University Database System (SUDS).

## 2019 ACCOUNTABILITY PLAN



## GLOSSARY

<b>7. Bachelor's Degrees within Programs of Strategic Emphasis</b>	This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).
<b>8a. Graduate Degrees within Programs of Strategic Emphasis</b>	This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).
<b>8b. Freshmen in Top 10% of High School Class</b> Applies only to: NCF	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set.

## BOG Choice Metric

<b>9. Percent of Bachelor's Degrees Without Excess Hours</b>	This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS).
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## BOT Choice Metrics

<b>10a. Percent of R&amp;D Expenditures Funded from External Sources</b> FAMU	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
<b>10b. Bachelor's Degrees Awarded to Minorities</b> FAU, FGCU, FIU	This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS).
<b>10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News</b> FSU	This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings.

## 2019 ACCOUNTABILITY PLAN



## GLOSSARY

<b>10d. Percent of Undergraduate Seniors Participating in a Research Course</b> NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
<b>10e. Number of Bachelor Degrees Awarded Annually</b> UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
<b>10f. Number of Licenses/Options Executed Annually</b> UF	This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's national rank among public & private institutions. Source: University of Florida.
<b>10g. Percent of Undergraduate FTE in Online Courses</b> UNF	This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: State University Database System (SUDS).
<b>Number of Postdoctoral Appointees</b> USF	This metric is based on the number of post-doctoral appointees during the Fall term of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
<b>Percentage of Adult Undergraduates Enrolled</b> UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

### Preeminent Research University Funding Metrics

<b>Average GPA and SAT Score</b>	An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). Source: State University Database System (SUDS).
<b>Public University National Ranking</b>	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

## 2019 ACCOUNTABILITY PLAN



## GLOSSARY

<b>Freshman Retention Rate</b> (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) cohorts are based on first-year undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent retained is based on those who are enrolled during the second fall term.
<b>6-year Graduation Rate</b> (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution.
<b>National Academy Memberships</b>	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
<b>Science &amp; Engineering Research Expenditures (\$M)</b>	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
<b>Non-Medical Science &amp; Engineering Research Expenditures (\$M)</b>	Total S&E research expenditures in non-medical sciences as reported to the National Science Foundation (NSF). This removes medical sciences funds from the total S&E amount.
<b>National Ranking in S.T.E.M. Research Expenditures</b>	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
<b>Patents Awarded</b> (3 calendar years)	Total utility patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
<b>Doctoral Degrees Awarded Annually</b>	Doctoral research degrees awarded annually as reported annually by the Board of Governors. The Legislature excluded professional doctoral degrees from this metric. The 2016 Legislature amended this criteria to include professional doctoral degrees awarded in medical and health care disciplines.
<b>Number of Post-Doctoral Appointees</b>	The number of Postdoctoral Appointees awarded annually. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). The timeframe used for the annual Preeminent evaluation is specified in the table's footnote.
<b>Endowment Size (\$M)</b>	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

## 2019 ACCOUNTABILITY PLAN



## GLOSSARY

## Key Performance Indicators

## Teaching &amp; Learning Metrics

<b>Freshmen in Top 10% of HS Graduating Class</b>	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by the university to the Common Data Set.
<b>Professional/Licensure Exam First-time Pass Rates</b>	The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. Note about Benchmarks: The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams are based on rates for MD degrees from US institutions.
<b>Average Time to Degree for FTIC in 120hr programs</b>	This metric is the number of years between the start date (using the student entry date) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. Source: State University Database System (SUDS).
<b>Six-Year Graduation Rates</b>	The First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the <u>same</u> institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
<b>Bachelor's and Graduate Degrees Awarded</b>	This is a count of first-major baccalaureate and graduate degrees awarded. First Majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In those cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees" which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. The calculation of degree fractions is made according to each institution's criteria. Source: State University Database System (SUDS).
<b>Bachelor's Degrees Awarded To African-American and Hispanic Students</b>	Race/Ethnicity data is self-reported by students. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only – second majors are not included. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

## 2019 ACCOUNTABILITY PLAN



## GLOSSARY

**Adult (Aged 25+)  
Undergraduates Enrolled**  
Fall term

This metric is based on the age of the student at the time of their Fall term enrollment - not their age upon entry. As a proxy, age is based on birth year not birth date. Note: Unclassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).

**Percent of Undergraduate  
FTE Enrolled in Online  
Courses**

Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: State University Database System (SUDS).

**Percent of Bachelor's  
And Graduate Degrees  
in STEM & Health**

The percentage of baccalaureate degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second Majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second Majors are typically used when providing degree information by discipline/CIP, to better convey the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

**Scholarship, Research & Innovation Metrics**
**National Academy  
Members**

National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.

**Faculty Awards**

Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows.

**Total Research Expenditures  
(\$M)**

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

**Percent of R&D Expenditures  
funded from External  
Sources**

This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

**Utility Patents Awarded**

The number of utility patents awarded by the United States Patent and Trademark Office (USPTO) by Calendar year – does not include design, plant or other types.

**Licenses/Options Executed**

Licenses/options executed in the fiscal year for all technologies – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

**Number of Start-up  
Companies**

The number of start-up companies that were dependent upon the licensing of University technology for initiation – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

**2019**  
**Accountability Plan**

**UNIVERSITY OF  
SOUTH FLORIDA  
SYSTEM**

*FINAL FOR BOG SUBMISSION*



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

## 2019 ACCOUNTABILITY PLAN



USF SYSTEM

**FINAL FOR BOG SUBMISSION**  
BOG Deadline: 05/06/2019

## INTRODUCTION

*This is a new report that combines the previous Annual Accountability Report and University Work Plans into a single document more closely aligned with the Board of Governors' 2025 System Strategic Plan.*

*This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance, helping to foster greater coordination between institutional administrators, University Boards of Trustees, and the Board of Governors.*

*Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for approval, excluding those sections of the Plan that require additional regulatory or procedural approval pursuant to law or Board regulations.*

## 2019 ACCOUNTABILITY PLAN



USF SYSTEM

**FINAL FOR BOG SUBMISSION**  
BOG Deadline: 05/06/2019

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## 2019 ACCOUNTABILITY PLAN



USF SYSTEM

**FINAL FOR BOG SUBMISSION**  
BOG Deadline: 05/06/2019

### MISSION STATEMENT

The University of South Florida System, which includes USF Tampa, USF St. Petersburg, and USF Sarasota-Manatee, catalyzes and coordinates initiatives at and among its interdependent institutions to prepare students for successful 21<sup>st</sup> century careers; advances research, scholarship, and creative endeavors to improve the quality of life; and engages its communities for mutual benefit.

### VISION STATEMENT

The University of South Florida System will empower and connect its institutions into a distinctive system that is nationally and globally recognized for innovation in teaching and research; for attracting outstanding and diverse scholars, staff, and students; and for transforming the communities in which we operate as well as those where our graduates apply their skills.

## 2019 ACCOUNTABILITY PLAN



USF SYSTEM

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BOG Deadline: 05/06/2019

## STATEMENT OF STRATEGY

*Given your mission, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.*

The primary focus of the University of South Florida (USF) is to provide access to qualified students to a Preeminent education that promotes student success, timely graduation, with minimal debt while preparing students to compete in today's competitive global workplace. USF is equally committed to research with impact that generates new knowledge and economic growth while collaborating regionally, nationally, and globally. Comprised of USF Tampa, USF St. Petersburg, and USF Sarasota-Manatee, the University of South Florida is guided by the State University of Florida Board of Governors' (BOG) Strategic Plan and driven by a commitment to accountability.

In the Spring of 2018, the Florida Excellence in Higher Education Act of 2018 was established into law, requiring the USF campuses to consolidate under a single accreditation. Consolidation offers additional opportunities to leverage the unique identity of each campus while continuing to provide a world-class education as one geographically-distributed university. As we continue to work on this significant effort, USF is committed to remaining focused on strengthening Preeminence, optimizing Performance-Based Funding outcomes, and advancing our collective strategic priorities while continuing to serve the best interest of our students, the region, and the state of Florida.

USF St. Petersburg offers a high-quality education with small class sizes and a close-knit learning environment. Located on the waterfront in the heart of bustling downtown St. Petersburg, the campus offers opportunities for innovation and collaboration with businesses and cultural institutions, providing students the ability to explore their passions, be creative and get hands-on experience outside the classroom.

USF Sarasota-Manatee provides a personalized learning community that prepares successful leaders and responsible citizens. USF Sarasota-Manatee is part of Sarasota's Cultural Corridor and offers a smaller, personalized learning setting while on a scenic campus.

USF Tampa serves as the major metropolitan Preeminent research university and is classified as both a Doctoral University with "Highest Research Activity" and as a "Community Engaged" institution by the Carnegie Classification of Institutions of Higher Education. Offering a diverse range of academic programs, USF Tampa provides ample opportunities for research in every department. As 1<sup>st</sup> in Florida and 5th in the nation among all public universities and 12th world-wide for granted U.S. patents, USF Tampa is deeply committed to innovation, research, and economic development. USF Tampa continues on its mission to establish a profile consistent with membership in the Association of American Universities (AAU).

USF is in the midst of unprecedented growth to meet growing workforce needs in healthcare through strategic partnerships, including the new Morsani College of Medicine a critical part of the redevelopment of the Channelside District.

## 2019 ACCOUNTABILITY PLAN



USF SYSTEM

**FINAL FOR BOG SUBMISSION**  
BOG Deadline: 05/06/2019

## STRENGTHS, OPPORTUNITIES AND CHALLENGES *(within 3 years)*

### *What are your major capabilities, opportunities and challenges for improvement?*

The combined force of USF's three distinctive campuses and the collective ability to serve the evolving needs of its students, local communities, and the state of Florida remain its greatest strength. The process to achieve singular accreditation no later than July 1, 2020, presents a significant undertaking as well as opportunities to maximize our collective strengths. With the consolidation process well underway, several critical milestones have been met with many more to come as we work toward the submission of the SACSCOC "Substantive Change Prospectus" by March 15, 2020, and other strategic considerations.

As a leader and national model for student success, USF will continue to deliver programs in areas of strategic emphasis, graduate research and doctoral opportunities across all three campuses that respond to the unique local needs and market demands for each of its communities. At the heart of our student success initiatives is the synergistic dedication of USF's world-class faculty. Each working to address society's most pervasive problems and create a growing economy for the region, the state, and the nation ensure the collective success of our 50,000 students.

Last summer, USF Tampa was designated by the Board of Governors as a "Preeminent State Research University" achieving 11 of the 12 metrics prescribed by law. Currently, only USF Tampa meets the benchmarks set in law to achieve this designation. Achieving Preeminence is a significant milestone in USF's mission to deliver competitive undergraduate, graduate, and professional programs, to generate knowledge, foster intellectual development, and ensure student success in a global environment. Consolidation offers an opportunity to strengthen USF's stature by allowing all students and graduates to attend and graduate from a Preeminent university.

USF recently launched a new academic logo and brand effort designed to enhance the University's national reputation and promote USF as a top academic destination for the best and brightest students and faculty, as well as an economic driver for the region. The brand will focus on a broad array of key academic initiatives while engaging audiences nationally and globally.

## 2019 ACCOUNTABILITY PLAN



USF SYSTEM

**FINAL FOR BOG SUBMISSION**  
BOG Deadline: 05/06/2019

## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

*Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.*

### **1. Continue to provide a Preeminent education while promoting student success and preparing graduates to compete in today's competitive global workplace:**

USF is committed to providing an environment where students graduate on time, with minimal debt, and achieve success through the following key initiatives:

- Persistence, retention, and student success teams across campuses are developing new initiatives aimed at providing greater support to students to enhance the academic progress rate as well as the four- and six-year graduation rates.
- Archivum software is now being utilized across all three campuses to provide faculty the ability to refer students to academic advising at the first indication of academic difficulty.
- Providing a high-quality, affordable education through the work of the Textbook Affordability Program and the newly formed USF Student Debt Committee; which has developed financial literacy modules, enhanced financial aid orientation, and increased scholarship opportunities.
- Launched Reimaging Summer Pilot Program which includes the expansion of intersession and summer terms to provide greater access and streamline a pathway to four-year graduation.
- To promote timely graduation, USF is committed to providing greater scholarship opportunities including Finish in Four, Stay AFloat fund, and Stay the Course.
- The wellbeing and mental health of our students remains a top priority across all campuses. To address these important issues, USF has created MWell4Success program which includes an array of support services from therapy to time-management, anxiety-reducing skills, and stress coping strategies.
- Understanding the value of on-campus living in enhancing student learning and encouraging faculty and peer group interactions, USFSP will be breaking ground and opening a 375 student-occupancy residence hall in the spring of 2019. USFSM has recently completed a housing feasibility study and discussions on the development of new living-learning communities are underway. USF Tampa fully realized its housing expansion with the completion of The Village in the fall of 2018.

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## **2. Enhance research and academic program quality to prepares students for high-skilled, high need jobs:**

In keeping with USF's mission to create knowledge and discover solutions to global problems while preparing students to compete in the workforce, USF is recruiting and retaining Preeminent, research-productive faculty and students. To meet evolving workforce needs, students are exposed to multilevel research opportunities and a career-readiness models that focuses on professional experiences while connecting degree programs to careers. Many initiatives are underway including:

- The development of a new STEM Inquiry lab housed at USFSP designed to help educators and students utilize new technologies while promoting STEM learning, particularly among populations that are currently underrepresented in STEM fields, including young women and students of color.
- USFSP was asked to develop and offer an online program in Accountancy on behalf of all USF campuses. The program launched in September and exceeded enrollment expectations by more than 65 percent.
- Expanded College of Nursing programs. USFSM and USFSP communities will be offering an accelerated second-degree nursing program. Undergraduates possessing a bachelor's degree in this program will complete a nursing degree in two semesters, and help meet the growing demand for nurses in their respective regions.
- Newly created department of Medical Engineering, a joint program between the Morsani College of Medicine and College of Engineering, is opening a new wet lab space for students and faculty to conduct research on tissue engineering, regenerative medicine and biomedicine.
- Morsani College of Medicine and Heart Institute will open late 2019 and place an emphasis on unmet medical needs related to cardiovascular disease. Housed on Water Street in Tampa, it will become a crucial part the world's first ever WELL-certified district, Enhance and establish state of the art telecommunication connections between campuses for teaching, seminars, and collaborative meetings, which will augment the learning environment and contribute to the interconnectedness of the newly consolidated USF System.
- Enhance research via Nexus, by establishing external partnerships that will provide intellectual and infrastructural stimuli to advance ongoing graduate and undergraduate work at USF, as well as increase scholarship opportunities and interdisciplinary research.
- The establishment of a Phi Beta Kappa society chapter, the oldest and most prestigious national honor organization in the United States. Phi Beta Kappa will provide high achieving faculty with access to with unique and sought-after merit-based scholarships, as well as a network of highly distinguished professionals.

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### 3. Increased partnerships and maximize efficiencies:

In its inaugural year, the USF Office of Corporate Partnerships has contributed to an increase in industry-related grants and contracts for research, identified new and enhanced philanthropic partnership opportunities, and helped streamline the collaboration experience at USF for both faculty and corporate partners. Most recently, the Office worked with USF faculty in a range of disciplines to host a corporate forum on innovations in Aging & Technology. The forum showcased USF faculty research and gave visiting corporate partners from around the world an opportunity to learn about USF's expertise and identify areas of alignment for potential sponsored research projects.

The Office continues to serve as the front door to the University by fielding inquiries from companies and guiding them through the USF campuses to address their interests in areas such as hiring, research, and academic program engagement as efficiently and effectively as possible. The Office has established a network of key contacts across the University who are engaged in corporate partnership activity within their respective departments, and these contacts guide the company through the next steps of its engagement experience at USF.

USF Sarasota-Manatee has established a Community Engagement team to organize and enhance corporate partnership activity for its programs that leverages both the local character and unique offerings of USFSM, as well as system-wide USF resources to grow strategic partnerships for the campus. For example, USFSM has established a Risk Management & Insurance (RMI) program that is unique to the USFSM campus and responds to a critical need identified by the corporate community. Additionally, USFSM is working with the USF Colleges of Nursing and Engineering, as well as the USF Office of Corporate Training & Professional Education, to best link students at USFSM with a range of opportunities available.

USF St. Petersburg also brings its distinctive character and local advantages to the corporate engagement conversation at USF through unique programs that address an industry need, such as its programs in Graphic Arts and Ethical Leadership, as well as partnerships with USF resources such as the Office of Corporate Training & Professional Education. This combination of local strengths and regional resources provides both students and corporate partners across the region with an engagement experience that is both comprehensive and tailored to their unique interests and goals.

Consolidation presents the opportunity to develop further initiatives and partnerships to promote access and support our diverse student body. The FUSE program, a partnership between all three USF campuses and eight Florida Colleges, provides a seamless pathway to receive an Associate degree from a partnering state college and a Bachelor's degree from USF. Students in the program are co-advised and tracked as FUSE students and are guaranteed admission to USF upon successful completion of the Associate degree.

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## Graduation Rate Improvement Plan

This narrative subcomponent is in response to the “Florida Excellence in Higher Education Act of 2018” that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

### 1. Provide a brief update on the academic, financial, financial aid and curricular actions that your institution has implemented to encourage graduation in four years. [1 page max]

The Graduation Rate Improvement plan implemented by the USF System in 2018 built on and enhanced comprehensive, system-wide initiatives then underway, including, but not limited to 1) predictive analytics, 2) case management, 3) course scheduling, and 4) the Finish in Four program. USF has made substantial progress in each one of these areas.

1). Predictive Analytics: The Civitas Learning analytics platform has been extended to users at USFSP and USFSM. Lists of at-risk students are distributed around the campuses every week. Further, our institutional research office worked with Civitas to modify the platform to predict a students’ likelihood of persistence to the following fall semester (rather than semester to semester). In addition, the in-house predictive models built on pre-enrollment data and surveys (known as the First Year Retention model), were also developed for USFSP and USFSM.

2). Case Management: The cross-functional Persistence Committees have been strengthened at all three campuses by standardizing the practices utilized by the professional staff. In addition, Information Technology enhanced the case management communications platform, Archivum Insights, to allow for appointment scheduling and text messaging. Support personnel across the three campuses are developing and operating under a common “playbook” to share best practices and train additional personnel.

3) Course Scheduling. In the fall of 2019 College schedulers across the USF System began to receive training in the Ad Astra platform to assist in developing course schedules that optimize seats and facilitate timely degree completion. A nationally recognized firm, Ad Astra promotes student success by empowering course schedulers with more accurate projections of student course demand. USF also launched a task force to develop a summer course schedule that will include a twelve-week session that will allow more STEM students to enroll in summer coursework.

4) Finish in Four. To encourage students to graduate in four years, the university awarded \$353,000 in financial incentives to FTIC students in the 2014 cohorts who were just short of 120 credit hours. The awards contributed to an increase in the USF Tampa four-year graduation rate from 55% in 2016 to 60% in 2017 and 61% in 2018. In 2017, USF developed the Green to Gold Grant program to offer additional financial incentives to Florida resident summer/fall FTIC admits who have a zero expected family contribution. This grant, in combination with the Federal Pell Grant, covers tuition, fees and books. To date, we have paid 532 students \$1,177,943 for 2018-19. We did not exclude Bright Futures recipients from eligibility.



## Key Achievements for 2017-18

### STUDENT ACHIEVEMENTS

1. USF was home to 63 national scholarship and fellowship student awardees including Boren, Fulbright, Gilman, and Goldwater during the 2017- 18 academic year.
2. First year USFSP student Rachel Cruz worked with Dr. Jolan Walter, division head of allergy and immunology at USF, on a clinical case study to explore additional treatment options for heart transplant patients who struggle with post-surgery complications. She was the only undergraduate presenting research at the 2018 meeting of the Clinical Immunology Society in Canada.
3. Joining an elite group nationally, USFSM student Anthony Alibro is accepted into the National Institutes of Health's prestigious post-baccalaureate program to assist a research project examining connections in the brain and the impacts of neurotransmitters like dopamine, glutamate and serotonin.

### FACULTY ACHIEVEMENTS

1. For the fourth year in a row, USF Tampa ranked 4th worldwide for organizations with the most Fellows of the American Association for the Advancement of Science (AAAS) named in 2017. As of 2018, USF has a total of 60 AAAS Fellows among its faculty.
2. The Chronicle of Higher Education ranked USF #5 as the nation's top producer of Fulbright Scholars, with eight faculty scholars for the 2017-2018 academic year.
3. USFSP's Yasin Elshorbany, Assistant Chemistry Professor, was awarded part of an \$800,000 grant from the National Science Foundation for collecting and analyzing aerosol to help answer questions regarding air quality and global climate change.
4. Dr. Giti Javidi, Dr. Ehsan Sheybani and Dr. Lila Rajabion received a Microsoft-supported grant to create workshops to encourage high school girls to explore computer science careers.

### PROGRAM ACHIEVEMENTS

1. The Morsani College of Medicine brought in its most selective incoming medical student cohort to date, with an average MCAT score of 515, placing it among the top of all medical schools in the country.
2. USFSM was part of a joint \$100,000 grant to establish cybersecurity programs and launched a pre-nursing program and college a college-readiness program for high school students.
3. The Bank of America Charitable Foundation awarded USF St. Petersburg a \$500,000 grant to support the Merrill Lynch Wealth Management Center, a state-of the-art venue for students to analyze stocks, assess investment opportunities and apply skills learned in class to manage wealth. The grant also bolsters financial literacy initiatives, such as a finance academy for high school students, programs on budget management for college students and social security and retirement workshops for the greater St. Petersburg community.

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### INSTITUTIONAL ACHIEVEMENTS

1. In June 2018, the Florida Board of Governors designated USF Tampa a “Preeminent State Research University” one of only three in the State of Florida.
2. USF reached \$568 million in total research expenditures in fiscal year 2016/17 according to the National Science Foundation HERD Survey.
3. USF ranks 25th among public universities for research spending – a metric used to chart the level of research activity at American institutions – according to the National Science Foundation
4. USF was ranked #6 in the U.S. and #36 worldwide among public universities established in the “Golden Age” (1945-1966) by Times Higher Education (2018).
5. USF St. Petersburg adopted its first-ever Diversity and Inclusion Action Plan, which clearly defines, publicizes and implements the University’s commitment to diversity and inclusion. It is intended to create a welcoming environment for all regardless of race, gender identity, age, disability, faith, nationality, ethnicity, socio-economic background, job role, culture viewpoints or familial status.
6. USFSM opens the “FUSE Bull Room” at State College of Florida to enhance transfer-student admissions and appoints a full-time onsite advisor to assist SCF students in transitioning to USFSM.

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## PERFORMANCE BASED FUNDING METRICS

### 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	65.3	67.2	69.6	70.0	70.4	.	.	.	.
APPROVED GOALS	.	.	66.8	70.5	70.5	71.5	72.5	73.0	.
PROPOSED GOALS	.	.	.	.	.	71.4	72.5	73.1	74.0

### 2. Median Wages of Bachelor's Graduates Employed Full-time

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	35,200	36,700	38,000	37,300	38,012	.	.	.	.
APPROVED GOALS	.	.	36,300	38,600	39,100	39,600	40,100	40,700	.
PROPOSED GOALS	.	.	.	.	.	38,768	40,375	40,980	41,544

### 3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	14,490	13,540	13,280	12,960*	7,130	.	.	.	.
APPROVED GOALS	.	.	.	13,000	12,900	12,800	12,700	12,700	.
PROPOSED GOALS	.	.	.	.	.	7,110	7,110	7,110	7,110

Note\*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

### 4. FTIC Four-Year Graduation Rate [Full-time only]

	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	43.2	48.8	52.0*	57.4*	58.6	.	.	.	.
APPROVED GOALS	.	.	50.4	53.0	57.6	59.2	61.8	64.1	.
PROPOSED GOALS	.	.	.	.	.	59.0	61.9	63.4	66.4

### 5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	85.3	85.1	86.1	86.2*	86.6	.	.	.	.
APPROVED GOALS	.	.	85.6	87.5	87.4	89.0	89.6	90.5	.
PROPOSED GOALS	.	.	.	.	.	89.0	90.3	90.8	91.4

Note\*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

Note: Metrics are defined in appendix. For more information about the PBF model visit:

[http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php).

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**PERFORMANCE BASED FUNDING METRICS (CONTINUED)****6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	51.0	54.6	59.0	61.4	61.5	.	.	.	.
APPROVED GOALS	.	.	54.8	59.2	61.7	62.3	62.9	63.5	.
PROPOSED GOALS	.	.	.	.	.	62.2	63.5	64.5	65.4

**7. University Access Rate [Percent of Undergraduates with a Pell grant]**

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	42.1	43.0	41.2	40.0	41.7	.	.	.	.
APPROVED GOALS	.	.	40	41	40.5	40.5	40.5	40.6	.
PROPOSED GOALS	.	.	.	.	.	42.2	42.2	42.2	42.2

**8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	69.0	72.7	74.6	74.8	73.3	.	.	.	.
APPROVED GOALS	.	.	74.0	74.1	75.2	75.3	75.8	75.8	.
PROPOSED GOALS	.	.	.	.	.	73.6	73.8	73.8	73.8

**9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	63.9	65.8	75.6	78.3	80.7	.	.	.	.
APPROVED GOALS	.	.	68.1	77.5	79.0	79.6	80.2	80.3	.
PROPOSED GOALS	.	.	.	.	.	81.6	81.7	82.6	83.1

**10.1 Current BOT Choice: Number of Postdoctoral Appointees**

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	321	300	282	272	281*	.	.	.	.
APPROVED GOALS	.	.	.	272	267	267	267	267	.
PROPOSED GOALS	.	.	.	.	.	315	315	316	317

Note\*: Revised since reported to NSF.

**10.2 Future BOT Choice: Six-Year FTIC Graduation Rates [Full- & Part-time students]**

	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22
ACTUAL	66.0	67.7	66.4	68.8	71.2	.	.	.	.
APPROVED GOALS	.	.	66.7	70.0	69.0	71.0	74.0	75.0	.
PROPOSED GOALS	.	.	.	.	.	71.3	72.1	72.1	73.3

Note: This is a transition year for the BOT Choice metric (#10), so we are reporting data for both the current and future metrics. Metrics are defined in appendix. For more information about the PBF model visit: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php)

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## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (USF-TAMPA ONLY)

### 1a. Average GPA

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	4.0	4.1	4.1	4.1	4.1	.	.	.	.
APPROVED GOALS	.	.	4.0	4.1	4.1	4.1	4.1	4.1	.
PROPOSED GOALS	.	.	.	.	.	4.1	4.1	4.1	4.1

### 1b. Average SAT Score\*

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	1197*	1223*	1226*	1280*	1296	.	.	.	.
APPROVED GOALS	.	.	1220	1280	1282	1285	1290	1290	.
PROPOSED GOALS	.	.	.	.	.	1296	1300	1302	1305

Note\*: Historical scores and approved goals were based upon a different SAT scale standard.

### 2. Public University National Ranking [Top50 rankings based on BOG's official list of publications]

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	3	4	4	4	4	.	.	.	.
APPROVED GOALS	.	.	3	5	5	5	5	5	.
PROPOSED GOALS	.	.	.	.	.	5	5	5	5

### 3. Freshman Retention Rate [Full-time students as reported to IPEDS]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	89	88	90	90	91	.	.	.	.
APPROVED GOALS	.	.	90	91	91	91	92	92	.
PROPOSED GOALS	.	.	.	.	.	91	92	93	93

Note: Metrics are defined in appendix. For more information about the PBF model visit:

[http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php)

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## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONT.) (USF TAMPA ONLY)

### 4. Four-year Graduation Rate [Full-time students only]

	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	44	51	55	60	61	.	.	.	.
APPROVED GOALS	.	.	50	56	60	62	64	64	.
PROPOSED GOALS	.	.	.	.	.	62	64	65	67.5

### 5. National Academy Memberships

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	9	8	11	13	14	.	.	.	.
APPROVED GOALS	.	.	9	10	13	13	13	13	.
PROPOSED GOALS	.	.	.	.	.	14	15	16	17

### 6. Science & Engineering Research Expenditures (\$M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	438	420	448	502	525	.	.	.	.
APPROVED GOALS	.	.	421	427	503	504	505	506	.
PROPOSED GOALS	.	.	.	.	.	530	545	560	575

### 7. Non-Medical Science & Engineering Research Expenditures (\$M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	239	229	229	288	296	.	.	.	.
APPROVED GOALS	.	.	230	233	289	290	291	292	.
PROPOSED GOALS	.	.	.	.	.	296	300	305	310

### 8. Number of Broad Disciplines Ranked in Top 100 for Research Expenditures

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	.	.	.	.
APPROVED GOALS	.	.	7 of 8	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	.
PROPOSED GOALS	.	.	.	.	.	8 of 8	8 of 8	8 of 8	8 of 8

Note: Metrics are defined in appendix. For more information about the PBF model visit:  
[http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php)

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## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONT.) (USF TAMPA ONLY)

### 9. Utility Patents Awarded [over three calendar years]

	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22
ACTUAL	291	297	314	324	335	.	.	.	.
APPROVED GOALS	.	.	291	273	325	325	325	325	.
PROPOSED GOALS	.	.	.	.	.	323	306	309	312

### 10. Doctoral Degrees Awarded Annually

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	546	601	704	721	702	.	.	.	.
APPROVED GOALS	.	.	645	650	725	730	735	740	.
PROPOSED GOALS	.	.	.	.	.	717	720	725	725

### 11. Number of Post-Doctoral Appointees\*

	Fall 2013	Fall 2014	Fall 2015 OFFICIAL	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2020
ACTUAL	321	300	277	267	276*	.	.	.	.
APPROVED GOALS	321	300	277	267	260	260	.	.	.
PROPOSED GOALS	.	.	.	.	.	308	308	308	308

Note\*: There is a time lag for the count of Post-Doctoral Appointees because statute requires that this data is as reported by the Center for Measuring University Performance in their annual Top American Research Universities (TARU) report. Revised since reported to NSF. Modified non-substantive edit post-submission.

### 12. Endowment Size (\$Millions)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	417	417	395	442	480	.	.	.	.
APPROVED GOALS	.	.	395	412	450	465	485	500	.
PROPOSED GOALS	.	.	.	.	.	466	486	505	525

Note: Metrics are defined in appendix. For more information about the PBF model visit:  
[http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php)

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## KEY PERFORMANCE INDICATORS

### Teaching & Learning Metrics (from the 2025 System Strategic Plan that are not included in the PBF section)

#### Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	3	4	4	4	4	.	.	.	.
APPROVED GOALS	.	.	5	5	5	5	5	5	.
PROPOSED GOALS	.	.	.	.	.	5	5	5	5

#### Freshmen in Top 10% of High School Class

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	28	30	33	34	32	.	.	.	.
APPROVED GOALS	.	.	30	33	34	35	35	36	.
PROPOSED GOALS	.	.	.	.	.	34.5	35.0	36.0	37.0

#### Time to Degree for FTICs in 120hr programs

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	4.7	4.5	4.3	4.2	4.0	.	.	.	.
APPROVED GOALS	.	.	4.5	4.3	4.2	4.2	4.2	4.2	.
PROPOSED GOALS	.	.	.	.	.	4.0	4.0	4.0	4.0

#### Six-Year FTIC Graduation Rates [full- & part-time students]

	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22
ACTUAL	66.0	67.7	66.4	68.8	71.2	.	.	.	.
APPROVED GOALS	.	.	66.7	70.0	69.0	71.0	74.0	75.0	.
PROPOSED GOALS	.	.	.	.	.	71.3	72.1	72.1	73.3

#### Bachelor's Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	9,390	9,290	9,222	9,504	9,680	.	.	.	.
APPROVED GOALS	.	.	9,081	9,255	9,513	9,595	9,632	9,723	.
PROPOSED GOALS	.	.	.	.	.	9,765	9,842	9,923	10,044

## 2019 ACCOUNTABILITY PLAN



USF SYSTEM

**FINAL FOR BOG SUBMISSION**  
BOG Deadline: 05/06/2019

## KEY PERFORMANCE INDICATORS (CONTINUED)

### Teaching & Learning Metrics

#### Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2014	2015	2016	2017	2018	2019 GOAL	2020 GOAL	2021 GOAL	2022 GOAL
Nursing	86	90	94	93	94	93	100	100	100
<i>US Average</i>	85	87	85	87	92	.	.	.	.
Medicine (2Yr)	95	96	94	92	98	98	100	100	100
<i>US Average</i>	96	95	96	96	96	.	.	.	.
Pharmacy	.	94	91	86	83	90	100	100	100
<i>US Average</i>	95	93	86	88	89				
CROSS-YEAR	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL
Medicine (4Y-CK)	98	97	99	95	98	98	100	100	100
<i>US Average</i>	97	95	96	96	97	.	.	.	.
Medicine (4Y-CS)	91	96	97	96	97	98	100	100	100
<i>US Average</i>	96	96	97	96	95	.	.	.	.
MULTI-YEAR	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19 GOAL	2018-20 GOAL	2019-21 GOAL	2020-22 GOAL
Physical Therapy	97	95	94	95	94	93	100	100	100
<i>US Average</i>	90	91	92	92	92	.	.	.	.

#### Exam Scores Relative to Benchmarks

Above or Tied	3	6	5	3	5	6	6	6	6
Total	5	6	6	6	6	6	6	6	6

Note: An asterisk (\*) indicates the passing rate is preliminary.

## 2019 ACCOUNTABILITY PLAN



USF SYSTEM

**FINAL FOR BOG SUBMISSION**  
BOG Deadline: 05/06/2019

## KEY PERFORMANCE INDICATORS (CONTINUED)

### Teaching & Learning Metrics

#### Graduate Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	3,401	3,773	3,918	4,208	4,170	.	.	.	.
APPROVED GOALS	.	.	3,877	3,973	4,233	4,246	4,259	4,279	.
PROPOSED GOALS	.	.	.	.	.	4,161	4,177	4,195	4,215

#### Percent of Bachelor's Degrees Awarded to African-American & Hispanic Students

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	29	30	31	32	30	.	.	.	.
APPROVED GOALS	.	.	30	31	32	32	32	32	.
PROPOSED GOALS	.	.	.	.	.	32.4	32.5	33.2	33.8

#### Percent of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	24	23	22	22	20	.	.	.	.
APPROVED GOALS	.	.	23	22	20	21	21	21	.
PROPOSED GOALS	.	.	.	.	.	20.5	20.8	20.8	20.9

#### Percent of Undergraduate FTE in Online Courses

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	23	26	28	29	32	.	.	.	.
APPROVED GOALS	.	.	28	28	30	31	32	33	.
PROPOSED GOALS	.	.	.	.	.	32.6	33.7	33.7	35.4

#### Percent of Bachelor's Degrees in STEM & Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	34	38	42	44	45	.	.	.	.
APPROVED GOALS	.	.	41	42	44	45	45	45	.
PROPOSED GOALS	.	.	.	.	.	46.0	48.7	49.8	50.0

#### Percent of Graduate Degrees in STEM & Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	52	57	60	63	60	.	.	.	.
APPROVED GOALS	.	.	60	61	63	63	64	64	.
PROPOSED GOALS	.	.	.	.	.	61	62	63	63

## 2019 ACCOUNTABILITY PLAN



USF SYSTEM

**FINAL FOR BOG SUBMISSION**  
BOG Deadline: 05/06/2019

## KEY PERFORMANCE INDICATORS (CONTINUED)

### Scholarship, Research and Innovation Metrics

#### National Academy Memberships

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	7	8	11	13	14	.	.	.	.
APPROVED GOALS	.	.	9	10	13	13	13	13	.
PROPOSED GOALS	.	.	.	.	.	14	15	16	17

#### Faculty Awards

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACTUAL	5	8	8	13	13	.	.	.	.
APPROVED GOALS	.	.	7	8	9	10	11	11	.
PROPOSED GOALS	.	.	.	.	.	12	12	12	13

#### Total Research Expenditures (\$M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	497	494	515	568	592	.	.	.	.
APPROVED GOALS	.	.	495	510	569	570	571	572	.
PROPOSED GOALS	.	.	.	.	.	600	601	602	603

#### Percentage of Research Expenditures Funded from External Sources

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	60	55	55	57	57	.	.	.	.
APPROVED GOALS	.	.	56	57	58	59	60	60	.
PROPOSED GOALS	.	.	.	.	.	59	60	60	60

#### Utility Patents Awarded [from the USPTO]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	110	90	114	120	101	.	.	.	.
APPROVED GOALS	.	.	.	69	121	122	122	122	.
PROPOSED GOALS	.	.	.	.	.	102	103	104	105

#### Number of Licenses/Options Executed Annually

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	91	119	133	122	127	.	.	.	.
APPROVED GOALS	.	119	120	121	123	123	123	123	.
PROPOSED GOALS	.	.	.	.	.	90	91	92	93

## 2019 ACCOUNTABILITY PLAN



USF SYSTEM

**FINAL FOR BOG SUBMISSION**  
BOG Deadline: 05/06/2019

## KEY PERFORMANCE INDICATORS (CONTINUED)

### Scholarship, Research and Innovation Metrics

#### Number of Start-up Companies Created

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	9	11	11	9	10	10	.	.	.	.
APPROVED GOALS	.	.	8	8	9	10	11	11	11	11
PROPOSED GOALS	.	.	.	.	.	.	10	11	11	12

### Institution Specific Goals

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

### SEE INDIVIDUAL USF SYSTEM CAMPUS ACCOUNTABILITY PLANS

## 2019 ACCOUNTABILITY PLAN



USF SYSTEM

**FINAL FOR BOG SUBMISSION**  
BOG Deadline: 05/06/2019

## ENROLLMENT PLANNING

Fall Headcount Enrollment by Student Level *(for all degree-seeking students at all campuses)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>UNDERGRADUATE</b>									
ACTUAL	35,808	35,990	36,373	36,955	37,235	.	.	.	.
APPROVED GOALS	.	.	.	36,992	36,850	37,044	37,395	37,826	.
PROPOSED GOALS	.	.	.	.	.	37,323	38,283	39,215	40,358
<b>GRADUATE</b>									
ACTUAL	10,555	10,698	10,983	11,569	11,438	.	.	.	.
APPROVED GOALS	.	.	.	11,094	11,657	11,765	11,891	12,023	.
PROPOSED GOALS	.	.	.	.	.	11,497	11,571	11,646	11,749

Fall Headcount Enrollment by Student Type *(for all degree-seeking students at all campuses)*

	2014 ACTUAL	2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 ACTUAL	2019 PLAN	2020 PLAN	2021 PLAN	2022 PLAN
<b>UNDERGRADUATE</b>									
FTIC	17,378	17,704	18,023	18,189	18,575	19,006	19,694	20,341	21,171
FCS AA Transfers	9,172	9,108	9,245	9,416	9,501	9,275	9,625	10,039	10,386
Other AA Transfers	1,565	1,495	1,429	1,511	1,449	1,433	1,453	1,476	1,495
Post-Baccalaureates	1,110	1,025	998	986	901	985	997	1,005	1,012
Other Undergraduates	6,583	6,658	6,678	6,853	6,809	6,624	6,514	6,354	6,294
<b>Subtotal</b>	<b>35,808</b>	<b>35,990</b>	<b>36,373</b>	<b>36,955</b>	<b>37,235</b>	<b>37,323</b>	<b>38,283</b>	<b>39,215</b>	<b>40,358</b>
<b>GRADUATE</b>									
Master's	6,950	7,160	7,302	7,690	7,489	7,530	7,580	7,631	7,684
Research Doctoral	2,226	2,229	2,333	2,443	2,461	2,475	2,495	2,515	2,535
Professional Doctoral	1,379	1,309	1,348	1,436	1,488	1,492	1,496	1,500	1,530
<b>Subtotal</b>	<b>10,555</b>	<b>10,698</b>	<b>10,983</b>	<b>11,569</b>	<b>11,438</b>	<b>11,497</b>	<b>11,571</b>	<b>11,646</b>	<b>11,749</b>
<b>TOTAL</b>	<b>46,363</b>	<b>46,688</b>	<b>47,356</b>	<b>48,524</b>	<b>48,673</b>	<b>48,820</b>	<b>49,854</b>	<b>50,861</b>	<b>52,107</b>

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Does not include 'Unclassified' students who are not formally admitted into a degree program but are enrolled (e.g., dual enrolled high school students).

## Percent of Baccalaureate-Seeking Resident Undergraduates Who Earned 15+ Credit Hours

*(Fall terms only)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	24	23	21	21	20	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	20	21	22	24

## 2019 ACCOUNTABILITY PLAN



USF SYSTEM

**FINAL FOR BOG SUBMISSION**  
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**ENROLLMENT PLANNING** *continued***Actual & Planned FTE Enrollment by Residency & Student Level**

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
<b>RESIDENT</b>										
LOWER	12,087	11,844	11,933	12,066	12,092	12,044	12,334	12,514	12,719	12,930
UPPER	19,341	18,957	18,827	18,338	18,823	18,904	18,605	18,458	19,653	19,866
GRAD I	4,794	4,744	4,568	4,339	4,401	4,389	4,401	4,416	4,433	4,448
GRAD II	1,266	1,279	1,199	1,219	1,267	1,285	1,290	1,295	1,302	1,309
<b>TOTAL</b>	<b>37,487</b>	<b>36,825</b>	<b>36,528</b>	<b>35,962</b>	<b>36,583</b>	<b>36,621</b>	<b>36,630</b>	<b>36,683</b>	<b>38,107</b>	<b>38,553</b>
<b>NON-RESIDENT</b>										
LOWER	1,357	1,574	1,862	1,992	1,949	1,930	2,061	2,202	2,307	2,389
UPPER	1,058	1,304	1,596	1,819	1,974	2,104	2,244	2,362	2,501	2,647
GRAD I	1,370	1,652	1,984	2,142	2,133	2,034	2,046	2,058	2,078	2,102
GRAD II	853	880	935	1,017	1,118	1,156	1,142	1,150	1,170	1,201
<b>TOTAL</b>	<b>4,638</b>	<b>5,411</b>	<b>6,377</b>	<b>6,970</b>	<b>7,173</b>	<b>7,224</b>	<b>7,492</b>	<b>7,771</b>	<b>8,056</b>	<b>8,339</b>
<b>TOTAL</b>										
LOWER	13,443	13,419	13,795	14,057	14,041	13,974	14,395	14,716	15,026	15,319
UPPER	20,400	20,262	20,423	20,158	20,796	21,007	20,849	20,820	22,153	22,513
GRAD I	6,164	6,396	6,553	6,482	6,534	6,423	6,447	6,474	6,512	6,549
GRAD II	2,118	2,159	2,134	2,236	2,385	2,441	2,432	2,445	2,472	2,510
<b>TOTAL</b>	<b>42,125</b>	<b>42,236</b>	<b>42,905</b>	<b>42,932</b>	<b>43,756</b>	<b>43,845</b>	<b>44,122</b>	<b>44,455</b>	<b>46,163</b>	<b>46,892</b>

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours for all students. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

**Percent of FTE Enrollment by Method of Instruction**

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
<b>UNDERGRADUATE</b>										
Distance (80-100%)	23%	26%	28%	29%	32%	33%	33%	34%	35%	36%
Hybrid (50-79%)	2%	2%	1%	1%	1%	0%	0%	0%	0%	0%
Classroom (0-50%)	75%	72%	72%	70%	67%	67%	66%	66%	65%	64%
<b>GRADUATE</b>										
Distance (80-100%)	22%	24%	24%	27%	30%	31%	32%	32%	33%	34%
Hybrid (50-79%)	3%	2%	1%	1%	2%	2%	2%	2%	2%	2%
Classroom (0-50%)	75%	74%	75%	72%	68%	67%	66%	65%	65%	64%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) that is based on the number of credit hours that degree-seeking students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Classroom/Traditional, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element #2052. \*Percentages may not total 100 due to rounding.

## 2019 ACCOUNTABILITY PLAN



USF SYSTEM

**FINAL FOR BOG SUBMISSION**  
BOG Deadline: 05/06/2019

## ACADEMIC PROGRAM COORDINATION

### New Programs For Consideration by University in AY 2019-20

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2018 Accountability Plan list for programs under consideration for 2019-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Management Science	52.1301	STEM	FIU, FPU, UF	100%	25	Spring 2020
Information Science	11.0104	STEM	None	95%	350	Spring 2020
Cell and Molecular Biology	26.0406	STEM	None	0%	800	Spring 2020
Marine Biology	26.1302	STEM	FIU, UWF	0%	400	Spring 2020
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Marriage and Family Therapy/Counseling	51.1505	HEALTH	UCF, UF	20%	40	Fall 2019
<b>DOCTORAL PROGRAMS</b>						
N/A						

### New Programs For Consideration by University in 2020-22

These programs will be used in the 2020 Accountability Plan list for programs under consideration for 2020-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
International/Global Studies	30.2001	GLOBAL	NCF, UCF, UF, UNF	20%	65	Spring 2021
Design	50.0499	None	None	20%	70	Spring 2021
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Applied Mathematics, General	27.0301	STEM	FAU, FGCU FIU, UCF, UNF	0%	35	Spring 2021
Financial Planning & Services	52.0804	None	None	20%	40	Spring 2021
Management Science	52.1301	STEM	FSU	20%	50	Spring 2021
<b>DOCTORAL PROGRAMS</b>						
Ph.D. Pharmacy	51.2099	HEALTH	FAMU	0%	20	TBD
OTD Occupational Therapy/Therapist	51.2306	HEALTH	UF	0%	80	TBD

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Strategic Planning Committee  
June 11, 2019**

**SUBJECT:** Florida International University 2025 Strategic Plan

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**PROPOSED COMMITTEE ACTION**

Consider approval of the Florida International University 2025 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 adopt a strategic plan in alignment with its mission and the Board of Governors' System Strategic Plan. University strategic plans are required to be submitted to the Board of Governors for approval. The Florida International University 2025 Strategic Plan has been submitted for consideration. If approved by the Committee, it will be forwarded to the full Board for consideration.

Dr. Mark Rosenberg, President of Florida International University, will provide an overview of the plan.

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<b>Supporting Documentation Included:</b>	Florida International University 2025 Strategic Plan
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<b>Presenter:</b>	Dr. Mark Rosenberg
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Approved by FIU Board of Trustees on April 18, 2019  
Pending Florida Board of Governors approval

**FIU** Next Horizon

# 2025

**STRATEGIC PLAN**

# FIU Next Horizon **2025** **STRATEGIC PLAN**

In less than five decades since we opened our doors, FIU has risen to uplift thousands of students who have enrolled and been a part of our learning experience. We are proud of what we have accomplished in such a short period of time. Our faculty have crafted and offered a curriculum and a research agenda that has enriched the creative and material dimensions for our hardworking students, their families, and our community.

As we edge into the third decade of this 21<sup>st</sup> century, we embrace renewed clarity and intentionality about how to respond to the era ahead—rapid change driven by a collision between humanity and technology that promises to be profound. This era, powered by an exponential growth in the digital economy and a rapidly changing work environment, presents deep challenges to almost every facet of organized life. Traditional institutions like ours have lost our monopoly on the provision of educational services amidst the explosion of alternative education providers and the spreading reality and influence of a digital community, social media, and do-it-yourself learning.

*New approaches to performance and accountability in higher education focusing on student success, efficiency, and innovation drive decision-making and expectations for national prominence.*

Now more than ever, fiduciaries question traditional approaches that have guided us for decades. We have responded to these changes with an intense review of what our purpose is and how we do our business. We have seen results that propel us to ask deeper questions, to be bolder in our search for answers, and to set an even higher bar for our own performance.



This strategic plan for the next five years offers a pathway to enable intensified learner success, and more impactful research and creative work that provides solutions to our community. It represents the deep thinking and intense debate of hundreds of concerned faculty, students and members of our community.

There are some constants that form the backdrop to this plan: Greater Miami continues a dynamic change process, even while our airport, seaport, and tourism remain major drivers for the economy. Our diversity, anchored by our global connectedness and steady in-migration, continue to give us an advantage in forging the cooperative relations that can be a key to 21<sup>st</sup> century prosperity. We have a triad of invaluable assets—a learner-centric organizational culture that does not settle and that expects to turn the impossible into the inevitable, conscientious faculty who understand the importance of student success and well-being, and rising student performance that fuels even greater expectations for improvement and success against a backdrop of one of the world's most visited living laboratories—South Florida.



FIU aspires to be recognized as a top 50 public university for achieving exceptional student-centered learning and upward economic mobility, producing socially impactful research and creative activities, and leading transformative innovations locally and globally. Setting goals that strategically align with improving national rankings to increase visibility and enhance institutional reputation can inadvertently negatively affect demographic diversity and limit student access. FIU rejects this paradigm (Table 1). **Instead, our strategic vision is premised on adopting a mindful approach to making possible for our learners an opportunity for preeminent intellectual engagement, upward social mobility, and improved lives.**

	ORGANIZATION	2019 RANKING/ CHANGE	EMPHASIS
TOP 50	<b>ASHOKA U</b>	Top 25	Leading designation for social innovation in higher education
	UNITED STATES PATENT AND TRADEMARK OFFICE <b>uspto</b>	#26 +16	Top universities granted U.S. utility patents
	<b>CollegeNET</b>	#36 +10	Rankings including economic background, graduation rates, and salaries
	<b>Washington MONTHLY</b>	#52 -7	Ranking based on social mobility, research, and service
	<b>Kiplinger</b>	#56 +16	Best College Values
	<b>BEST ONLINE PROGRAMS USNews</b>	#58 +2	Best Online Programs
	<b>THE WORLD UNIVERSITY RANKINGS</b>	#69 +5	Best world universities emphasizing teaching environment
	Carnegie Foundation for the Advancement of Teaching	#71 +12	Leading framework in higher education - top classification Research 1
	<b>U.S. News</b>	#100 +22	Rankings emphasizing graduation rate and reputation

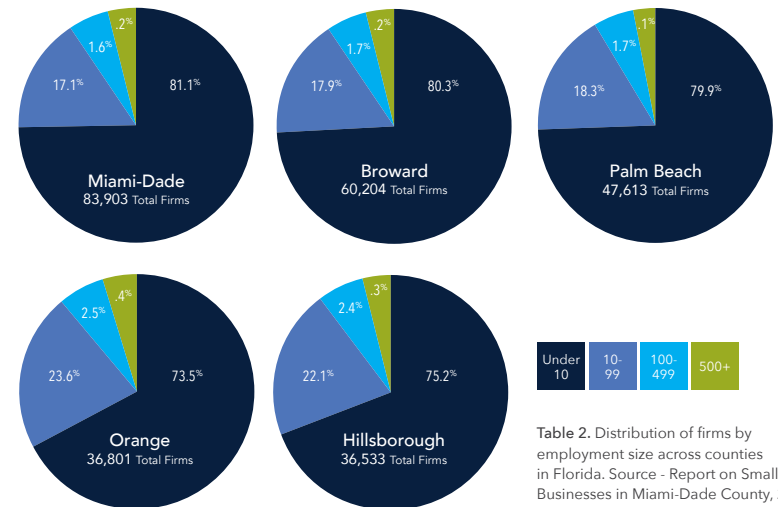
**Table 1.** FIU national rankings demonstrating a commitment to student-centered learning, upward economic mobility, research and social innovation.

FIU is committed to responding to the changing landscape of higher education. Our graduates are entering a workforce in which machines process data, perform technological functions, and compute scientific calculations more efficiently and accurately than humans. By 2025, artificial intelligence, machine learning, robotics, and advanced technology will have radically and permanently transformed the nature of work and life.



Therefore, it is our responsibility to look to the next horizon in higher education, to ensure our graduates are driving innovation and imagination as they enter a global workforce. In the last ten years, Miami-Dade County has enjoyed a historically high rate of self-employment, nonemployee establishments, and entrepreneurial activity in comparison to other benchmarked counties (Table 2). Our FIU, and the local FIU community, are preparing our graduates to be active and successful participants in a dynamic economy, including the *Gig Economy*, and an ever-evolving world of work.

FIU will tailor our strategic vision so that our institutional systems **encompass the necessary flexibility, diversity, and agility to meet the needs of our metropolitan region's ever-expanding role in the contemporary economy.** Whether entrepreneurs, employees, or both, FIU students will graduate possessing the intellectual, cultural, emotional, and technological agility to lead the next generation. To this end, FIU will continue to advance the institution's mission to be a top 50 public university by placing laser-like focus on aligning our academic culture, resource investments, institutional priorities, and global perspective to achieve unprecedented excellence in higher education.





This plan honors the accomplishments of past strategic plans and continues the commitment to exceptional learner success and the highest level of university research and innovation (Table 1, page 3). At the same time, this plan—FIU Next Horizon 2025—is intentionally disruptive and agile to effectively respond to the continued rapid changes in higher education and the world of work.

*Integral to this effort are **THREE STRATEGIC PRIORITIES** foundational to our Next Horizon 2025 strategic plan: Amplify Learner Success & Institutional Affinity; Accelerate Preeminence & Research and Innovation Impact; and Assure Responsible Stewardship.*

These strategic priorities will be operationalized with guidance from the 2025 Commission on Strategic Investments. This Commission will establish an integrative approach that encompasses streamlining current internal processes, reviewing legislative appropriations, and developing clear accountability protocols to make certain that strategic investment funds are distributed in direct alignment with our strategic priorities. In addition, FIU will continue to regularly utilize our Communication Protocol for Accountability and Strategic Support (ComPASS) meetings to ensure that our university's collective vision and priorities are informing decision-making, goal-setting, accountability and resource management across all units to optimally realize the critical performance indicator goals detailed in our Next Horizon 2025 strategic plan (Table 3, opposite page).

PERFORMANCE INDICATOR	2018 ACTUALS	2025 GOALS
FTIC 2-yr Retention Rate (GPA>2.0)	88%	90%
FTIC 6-yr Graduation Rate	57%	70%
FTIC 4-yr Graduation Rate	38.9%	60%
AA Transfer 4-yr Graduation Rate	67%	70%
Percent bachelor's degree without excess hours	74.7%	80%
Percent bachelor's graduates employed (\$25K) or enrolled	68%	73%
Bachelor's degrees in strategic areas	46%	50%
Graduate degrees in strategic areas	56%	60%
Average cost to student/net tuition	\$11,930	\$9,000
Median wages of bachelor's employed	\$38,800	\$41,000
Number of postdoctoral appointees	222	300
Research/Total doctoral degrees per year	200/404	315/600
FIU tech startups	1	5
# patents/# licenses or options executed per year	66/4	55/30
Philanthropy - overall endowment	\$209M	\$300M
Philanthropy - annual dollars raised	\$60M	\$80M
Auxiliary revenue per year	\$220M	\$240M
Auxiliary income	\$33M	\$50M
Total research expenditures	\$196M	\$300M
Non-medical science and engineering	\$153M	\$234M
Science and engineering	\$166M	\$252M
Industry related research and design	\$9.3M	\$20M
Disciplines top 100/50 in research expenditures	5/1	7/3
FIU members of national academies (including NAI*)	11	20
Percentage of alumni giving annually	4%	18%
Top 50 public university national rankings	3	10

Table 3. Critical performance indicator goals. \*National Academy of Inventors



# STRATEGIC PLAN FRAMEWORK

## VISION

FIU will achieve exceptional student-centered learning and upward economic mobility, produce meaningful research and creative activities, and lead transformative innovations locally and globally, resulting in recognition as a Top-50 public university.

1  
Amplify Learner Success  
& Institutional Affinity

2  
Accelerate Preeminence &  
Research and Innovation Impact

3  
Assure Responsible Stewardship



## Amplify Learner Success & Institutional Affinity

Student success is intricately tied to a greater sense of institutional affinity, individual grit, a well-nurtured sense of belonging, and optimism towards the future. Our first strategic priority is therefore designed to support learners at every phase of their academic journey. **FIU is well positioned to shift the higher education paradigm to meet the needs of the rapidly changing world of work by building upon our unique geography and diverse demography.** To this end, we will continue to create and implement high-tech and high-touch innovative solutions that accelerate our students' academic and career success. Our focus is to foster 21<sup>st</sup> century, employment-ready, proud FIU graduates, whose mindsets are technologically, creatively, and culturally agile. At the same time, we are committed to creating an environment that stimulates and facilitates lifelong learning including the certification of critical competencies such as analytic, interpersonal, global, and professional skills as well as technological and data literacies. We will build synergistic networks, which dynamically and organically connect our students, teachers, researchers, alumni, community partners, and entrepreneurs to expand our knowledge economy.

**GOAL:** Ensure timely graduation for all admitted students and provide exceptional, accessible, and personalized educational experiences at every level of the university

**Accountability Metrics:**

- 90% Retention Rate (2 yr)
- 70% Graduation Rate (6 yr)
- 60% Graduation Rate (4 yr)
- 70% AA Transfer 4-yr Graduation Rate
- 80% Bachelor's Degrees without Excess Hours
- 50% Bachelor's Degrees in Strategic Emphasis
- 60% Graduate Degrees in Strategic Emphasis
- \$9,000 Average Cost to Student/ Net Tuition

**GOAL:** Align curriculum with career needs to ensure employment readiness, post-graduation success, and workforce and industry advancement

**Accountability Metrics:**

- \$41,000 Median Wages of Bachelor's Employed Full-time
- 73% Bachelor's Graduates Employed (\$25,000) or Enrolled
- Maintain 10,000 Internships per year

**GOAL:** Connect with alumni and our communities (local, regional, national, global) through targeted marketing and communication campaigns, foster engagement opportunities for current students, and build corporate/business and philanthropic partnerships

**Accountability Metrics:**

- 18% of alumni giving annually to FIU
- \$300M in Philanthropy—Overall Endowment
- \$80M in Philanthropy—Annual Dollars Raised



## Accelerate Preeminence & Research and Innovation Impact

Our second strategic priority is designed to advance our current academic standing by leveraging preeminent and emerging preeminent programs that collaborate across disciplines to generate new knowledge and innovative solutions for the betterment of our environment, health, and society. This will drive our visibility to solidify FIU as a leading urban public research university. To achieve this, we will strive to attract and retain the best, most productive faculty, while cultivating leaders and nurturing all students, postdocs, researchers, and staff to excel. FIU will establish a knowledge ecosystem marked by research innovation unfettered by discipline or geography to craft grand solutions to the complexities of modern society. We will leverage our success as a global academic leader to drive knowledge production that informs public and academic conversations on societal and cultural issues. We will support our faculty, allowing them to achieve national recognition for their excellence in teaching, research, scholarship, and creative activities. Finally, FIU will be the catalyst to foster social innovation and entrepreneurship from conceptualization to commercialization.

**GOAL:** Cultivate novel and interdisciplinary research, scholarship, and creative activities across all levels of the university

### Accountability Metrics:

- \$300M in Annual Total Research Expenditures
- \$234M in Non-medical Science & Engineering Research Expenditures
- \$252M in Science & Engineering Research Expenditures
- Offer a Zero-credit Research Course (to capture all undergraduate student research engagement –benchmark of number and/or percentage to be determined by implementation committee)

**GOAL:** Support and continue to grow our preeminent programs

### Accountability Metrics:

- 315 Research Doctoral Degrees awarded per year
- 600 Total Doctoral Degrees awarded per year
- 300 Postdoctoral Appointees
- Double Financial Support for Doctoral Students from External Grants (from current 25% to 50%)

**GOAL:** Amplify our culture of social innovation and entrepreneurship along with increased opportunities for technology transfer

### Accountability Metrics:

- 55 Patents Filed per year
- 30 Licenses/Options Executed per year
- \$240M in Auxiliary Revenue per year
- \$50M in Auxiliary Income
- 5 FIU Tech Startups
- \$20M in Research & Development Expenditures

**GOAL:** Enhance FIU's national and global reputation among prioritized rankings, surveys, and metrics

### Accountability Metrics:

- 7 Disciplines Ranked in Top 100 for Research Expenditures
- 3 Disciplines Ranked in Top 50 for Research Expenditures
- 20 Members of National Academies, including National Academy of Inventors (NAI)
- Hold 10 Top-50 Public University National Rankings



## Assure Responsible Stewardship

Our final strategic priority is driven by the recognition that FIU has a deep responsibility to be good stewards of our resources: human, economic, and environmental. We will continue to **strengthen our commitment to ensuring a sustainable future for our institution and the South Florida community.** In addition, we will refine our institutional practices to more efficiently and effectively administer resources to optimize cost savings and revenues while maintaining the highest quality of service. We will consistently practice sound financial management while aligning resources with academic priorities that sustain knowledge production, optimize learning, discovery and creativity, and promote a positive working environment. And, we will implement sound strategies such as green building, water conservation, and waste minimization to reduce our ecological footprint.

**GOAL:** Establish a flexible workforce structure in support of efficiency, productivity, and retention

**Accountability Metrics:**

- 27% increase in productivity on telecommuting workdays (value of employee time = \$32,136 per man-year)
- 18% reduction in office costs (cost savings of \$16,422 per year; electricity savings of 4,400kWh per person per year)
- Average reduction in absenteeism to 3.7 days a year (annual per person cost of unscheduled absences = \$1,800)
- 25% reduction in employee attrition (cost of turnover = 138% of wages)

**GOAL:** Ensure that all investments are in support of the university and its mission

**Accountability Metrics:**

- Quarterly review of strategic investments, efficiencies, and return-on-investment performance measures by the 2025 Commission on Strategic Investments
- Revise current, and establish new, industry partnerships to support the university and its mission (e.g., internal student employment, internships, and post-graduate employment opportunities)

**GOAL:** Optimize operations and sustainability performance

**Accountability Metrics:**

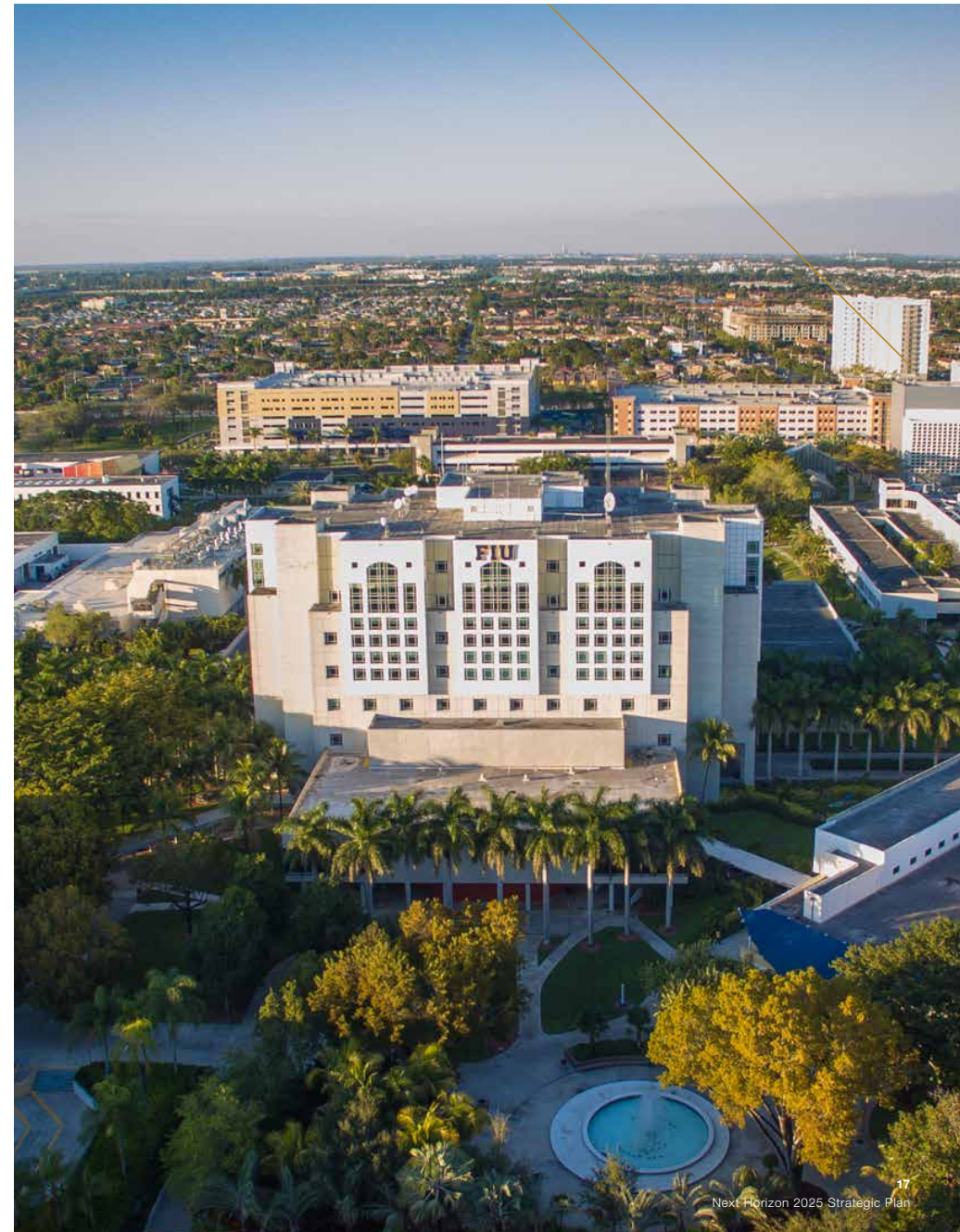
- Error reduction\*—resolve payroll event mistakes, improve tax withholding accuracy, reduce late vendor payments
- Risk mitigation\*—reduce EEOC complaints, prevent research grant administration errors, reduce IT security breaches
- Process efficiency\*—find best practices across institution, process employee reimbursements faster, identify process bottleneck through standardized data
- Data integrity\*—common data definitions, more accurate cost accounting, data backup redundancy
- Easier reporting\*—less time spent reconciling data differences, faster generation of reports to key external audiences, greater trust in individual campus reports
- Earn Gold STARS (sustainability tracking, assessment, and rating system) Rating for Sustainability Achievements from the Association for the Advancement of Sustainability in Higher Education

\*Assessment of baseline data and establishment of improvement benchmarks to be determined by implementation committee

# IMPLEMENTATION

The FIU Next Horizon 2025 strategic plan proposes great advancements and innovations for FIU in the coming years. The plan establishes high expectations and offers a framework to guide FIU in fulfilling these aspirations of excellence. While the plan includes concrete goals and strategies, it does not include implementation details. These details will be developed, and refined using an iterative process, in the following manner:

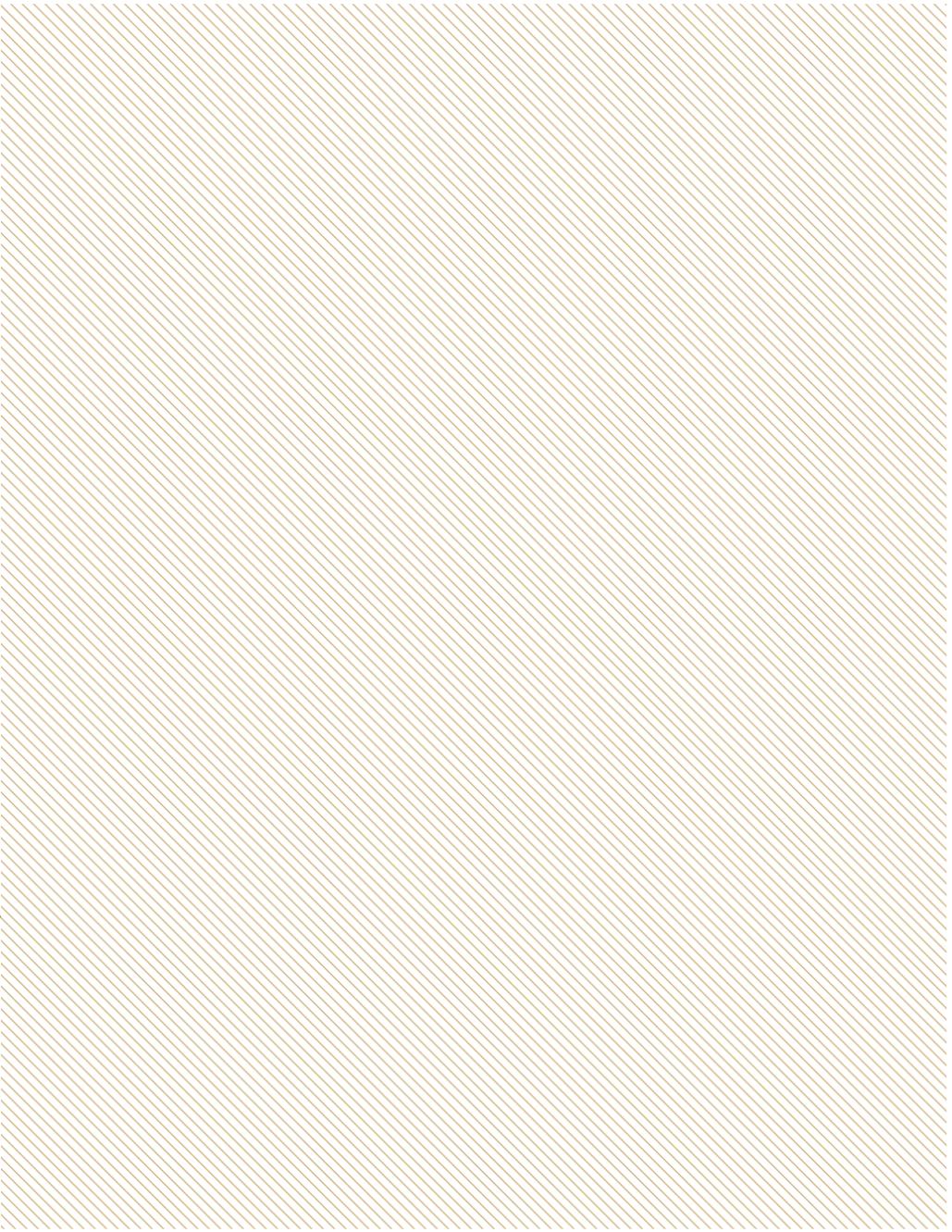
- A standing Strategic Plan Steering Committee will meet on at least a quarterly basis with the task of assessing and reviewing status reports and implementation budget plans from each of the implementation committees. The steering committee will recommend implementation modifications as needed based on progress toward goal attainment or other changes in circumstance.
- Multiple implementation committees will be formed, co-chaired by academic and administrative leads. The steering committee and implementation committees will work collaboratively to prioritize implementation strategies and to develop associated implementation budget plans.
- Funding needed to implement FIU Next Horizon 2025 will be identified through various incremental revenue options, including but not limited to, new state funding, new FIU funding, and reallocation of FIU funds. This is an ongoing process and the budget will be updated regularly.
- Unit strategic plans will align with FIU Next Horizon 2025.
- Each FIU Next Horizon 2025 strategic initiative will align with one or more of the accountability metrics (e.g., Board of Governor's performance and preeminence metrics, national rankings metrics).
- Specific annual targets will be set to ensure progress toward meeting the established accountability metrics by 2025.
- Updates on the progress toward achieving the strategic plan's goals will be communicated with the university community through the Communication Protocol for Accountability and Strategic Support (ComPASS) process with university-wide meetings held once each semester.
- As we begin the implementation phase of FIU Next Horizon 2025, we call upon all of the university's stakeholders, including faculty, staff, students, alumni, our political leaders, the Board of Governors, the business and philanthropic communities, and others to join us in creating a future worthy of our great university - a future that will assure we meaningfully and successfully embark on the FIU Next Horizon 2025.



## 2020 &amp; 2025 METRICS

	2020 AND 2025 METRICS	2018 ACTUALS	2025 PLAN	SUS PBF*	SUS PRUF**	NATIONAL RANKINGS
1	FTIC 2-yr Retention Rate (GPA > 2.0) (2017-18)	88%	90	90	90	US News, Kiplinger
2	FTIC 6-yr Graduation Rate (2012-18)	57%	70	-	70	US News, TARU, Washington M., Forbes, Kiplinger
	FTIC 4-yr Graduation Rate (2014-18)	38.9%	60	50	60	US News, TARU, Washington M., Forbes, Kiplinger
3	AA Transfer 4-Yr Graduation Rate (2014-18)	67%	70	-	-	BOG Dashboard
4	% Bachelor's Degrees w/o Excess Hours (2017-18)	74.7%	80	80	-	US News, TARU, Washington M., Forbes, Kiplinger
5	% Bachelor's Grads Employed (\$25,000)/Enrolled (2016-17)	68%	73	72.8	-	TARU, Washington M., Forbes
6	Bachelor's Degrees in Strategic Emphasis (2017-18)	46%	50	50	-	Times Higher Ed.
7	Graduate Degrees in Strategic Emphasis (2017-18)	56%	60	60	-	Times Higher Ed.
8	Average Cost to Student/Net Tuition (2017-18)	\$11,930	9,000	9,000	-	US News, TARU, Washington M., Kiplinger
9	Median Wages of Bachelor's Employed (16-17 Grads)	\$38,800	41,000	40,700	-	TARU, Washington M., Forbes
10	Number of postdoctoral appointees (Fall 2017)	222	300	300	-	TARU
11	Research / Total Doctoral Degrees Per Yr (2017-18)	200/404	315/600	-	-/400	TARU, Washington M., Times Higher Ed.
12	FIU Tech Startup (AUTM) (FY 2016-17)	1	5	-	-	BOG Research Dashboard
13	# patents /# of licenses/options executed annually	66/4	55/30	-	34	BOG Research Dashboard
14	Philanthropy - Overall Endowment (FY 2017-18)	\$209M	\$300M	-	500M	US News, TARU
	Philanthropy- Annual Dollars Raised (FY 2016-17)	\$60M	\$80M	-	-	US News, TARU
15	Auxiliary Revenue per Year (FY 2016-17)	\$220M	\$240M	-	-	Times Higher Ed
	Auxiliary Income (FY 2016-17)	\$33M	\$50M	-	-	Times Higher Ed.
16	Total Research Expenditures (2017-18)	\$196M	\$300M	-		TARU, Washington M., Times Higher Ed.
	Non-medical S&E research expenditures (2017-18)	\$153M	\$234M	-	150M	TARU, Washington M., Times Higher Ed.
	Science & engineering research expenditures (2017-18)	\$166M	\$252M	-	200M	TARU, Washington M., Times Higher Ed.
	Industry related R&D expenditure	\$9.3M	\$20M			Times Higher Ed.
17	Disciplines top 100/50 in research expenditures	5/1	7/3	-	5/-	TARU, Washington M., Times Higher Ed.
18	FIU Members of National Academies (including NAI)	11	20	-	6	TARU, Washington M.
19	Percentage of alumni giving annually to FIU	4	18	-	-	US News, Washington M.
20	Top 50 Public University National Ranking	3	10	-	2	Ashoka, Carnegie, Kiplinger, Patents, SMI, TARU, Times Higher Ed., Washington M., US News

\*PBF: Performance Based Funding; \*\*PRUF: Preeminent Research University Funding



FIU Next Horizon **2025**  
**STRATEGIC PLAN**

FIU.EDU



## FIU Next Horizon 2025 Strategic Plan Alignment to 2025 Florida BOG System Strategic Plan Goals

(The FIU 2025 Goals listed in the table below represent FIU's relative contribution to system-wide BOG goals)

### TEACHING AND LEARNING

PERFORMANCE INDICATORS	BOG 2025 Goals (Revised in 2014)	FIU 2025 Goals
<b>PRODUCTIVITY</b>		
<b>1) National Rankings for Universities</b> 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	5 Top 50 public university national rankings by 2025
<b>2) Freshman in Top 10% of Graduating High School Class</b> PBF: NCF	50%	27%*
<b>3) Professional Licensure &amp; Certification Exam Pass Rates Above Benchmarks</b>	All Exam Pass Rates Above Benchmarks	All Exam Pass Rates Above Benchmarks*
<b>4) Percent of SUS courses bearing a "high-quality" rating in the Florida Virtual Campus online catalog</b>	90%	90%
<b>5) Average Time to Degree</b> (for FTIC in 120hr programs)	4.0	4.6*
<b>6) Four-Year Graduation Rates</b> (for Full- and Part-time FTIC)	50%	60%
<b>7) Six-Year Graduation Rates</b> (for Full- and Part-time FTIC) PBF: ALL	70%	70%
<b>8) Percent of Bachelor's Degrees Without Excess Hours</b> PBF: ALL (except FSU, UF)	80%	80%
<b>9) Bachelor's Degrees Awarded Annually</b> PBF: UCF	90,000	11,600*
<b>10) Graduate Degrees Awarded Annually</b>	35,000	4,120*
<b>11) Bachelor's Degrees Awarded to African-American &amp; Hispanic Students</b> PBF: FAU, FGCU, FIU	36,000 (40%)	84.5%*

<b>12) Number of Adult</b> ( <i>Aged 25+</i> ) <b>Undergraduates Enrolled</b> PBF: UWF	75,000 (21%)	25%
<b>13) Percent of Undergraduate FTE in Online Courses</b>	40%	40%*
<b>14) Number of Institutions with at least 30% of Fall Undergraduates Receiving a Pell Grant</b> (Related to University Access Rate) PBF: ALL	All Institutions Above 30%	50%*
<b>15) Academic Progress Rate</b> (2nd Fall Retention with GPA>=2) PBF: ALL	90%	90%
<b>STRATEGIC PRIORITIES</b>		
<b>16) Bachelor's Degrees in Programs of Strategic Emphasis</b> (Categories Include: STEM, Health, Education, Global, and Gap Analysis) PBF: ALL	45,000 (50%) (after 2012-13 revision)	50%
<b>17) Bachelor's Degrees in STEM &amp; Health</b> (Percent of Bachelor's Total)	30,000 (35%) (after 2012-13 revision)	25%*
<b>18) Graduate Degrees in Programs of Strategic Emphasis</b> (Categories Include: STEM, Health, Education, Global, and Gap Analysis) PBF: ALL (except NCF)	18,200 (60%) (after 2012-13 revision)	60%
<b>19) Graduate Degrees in STEM &amp; Health</b> (Percent of Graduate Total)	15,200 (50%) (after 2012-13 revision)	37%*

## SCHOLARSHIP, RESEARCH AND INNOVATION

PERFORMANCE INDICATORS	BOG 2025 Goals (Revised in 2014)	FIU 2025 Goals
<b>EXCELLENCE</b>		
<b>20) Faculty Membership in National Academies</b>	75 (based on 2011)	20 (Members: 8 in National Academies, 12 in National Academy of Inventors)
<b>21) Faculty Awards</b> PBF: FSU, UF	75 (based on 2011 data)	13*

<b>22) Percent of Undergraduate Seniors Assisting in Faculty Research --- or --- Percent of Undergraduates Engaged in Research</b> PBF: NCF	<b>TO BE DETERMINED</b>  Board staff will work to develop a standard definition for this metric across the System.	<b>TBD</b>  Offer a zero-credit research course to capture undergraduate student research engagement
<b>PRODUCTIVITY</b>		
<b>23) Total R&amp;D Expenditures</b> PBF: UF	<b>\$2.29B</b> (based on 2012-13)	<b>\$300M</b>
<b>24) Percent of R&amp;D Expenditures funded from External Sources</b> PBF: FAMU	<b>71%</b> (based on 2011-12)	<b>55%*</b>
<b>STRATEGIC PRIORITIES</b>		
<b>25) Number of Patents Awarded Annually</b>	<b>410</b> (based on 2013)	<b>55</b>
<b>26) Number of Licenses and Options Executed Annually</b>	<b>270</b> (based on 2011-12)	<b>30</b>
<b>27) Number of Start-Up Companies Created</b>	<b>40</b>	<b>5</b>

## COMMUNITY AND BUSINESS ENGAGEMENT

<b>PERFORMANCE INDICATORS</b>	<b>BOG 2025 Goals</b> (Revised in 2014)	<b>FIU 2025 Goals</b>
<b>EXCELLENCE</b>		
<b>28) Number of Universities with the Carnegie Foundation's Community Engagement Classification</b>	<b>All</b>	<b>Maintain classification</b> (earned in 2010)
<b>STRATEGIC PRIORITIES</b>		
<b>29) Percentage of Baccalaureate Graduates Continuing Education or Employed</b> PBF: ALL	<b>90%</b>	<b>73%</b>

\*By 2022 as noted in 2019 Accountability plan

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Strategic Planning Committee  
June 11-12, 2019**

**SUBJECT:** 2019 University Accountability Plans (continued)

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**PROPOSED COMMITTEE ACTION**

Consider approval of the 2019 university accountability plans, noting areas for further dialogue and deliberation. Consider approval of the University of Florida, Florida State University, and University of South Florida Preeminent State Research University Annual Status Updates. Consider approval of the University of Central Florida Emerging Preeminent State Research University Annual Status Update. Consider approval of the Florida International University Emerging Preeminent State Research University designation.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

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

**BACKGROUND INFORMATION**

Board Regulation 2.002 requires the development of a university accountability plan intended to reflect each institution's distinctive mission and to focus on core strengths within the context of State University System goals as well as regional and statewide needs. The accountability plans outline each institution's strategic direction and top priorities as well as performance expectations and outcomes on institutional and system-wide goals.

The "Strategy" section of the accountability plans includes institutional mission statements; identification of strengths, opportunities, and challenges; key initiatives and investments; and Graduation Rate Improvement Plans. Sections on metrics indicate how the institutions are performing in key areas. Enrollment planning and intentions to implement new academic programs are also included.

Each institution will make a brief presentation after which Committee members will have the opportunity to engage in discussion. The Committee will consider approval of those portions of the accountability plans associated with the 2019-20 academic year, and review out-year portions, noting any areas for further dialogue and deliberation. The accountability plans can be accessed at [http://www.flbog.edu/board/accountability/2019 accountabilityplans.php](http://www.flbog.edu/board/accountability/2019%20accountabilityplans.php).

In addition, the Committee will consider approval of the University of Florida, Florida State University, and University of South Florida Preeminent State Research University Annual Status Updates; the University of Central Florida Emerging Preeminent State Research University Annual Status Update; and Florida International University's request to be designated as an Emerging Preeminent State Research University.

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<b>Supporting Documentation Included:</b>	2019 University Accountability Plans
<b>Facilitators/Presenters:</b>	Governor Darlene Jordan University Representatives

# 2019 Accountability Plan

## FLORIDA INTERNATIONAL UNIVERSITY



STATE UNIVERSITY SYSTEM *of* FLORIDA  
Board of Governors

## 2019 ACCOUNTABILITY PLAN



FLORIDA INTERNATIONAL UNIVERSITY

## INTRODUCTION

*This is a new report that combines the previous Annual Accountability Report and University Work Plans into a single document more closely aligned with the Board of Governors' 2025 System Strategic Plan.*

*This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance, helping to foster greater coordination between institutional administrators, University Boards of Trustees, and the Board of Governors.*

*Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for approval, excluding those sections of the Plan that require additional regulatory or procedural approval pursuant to law or Board regulations.*

## 2019 ACCOUNTABILITY PLAN



FLORIDA INTERNATIONAL UNIVERSITY

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## MISSION STATEMENT

Florida International University is an urban, multi-campus, public research university serving its students and the diverse population of South Florida. We are committed to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities.

## 2019 ACCOUNTABILITY PLAN



FLORIDA INTERNATIONAL UNIVERSITY

## STATEMENT OF STRATEGY

*Given your mission, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.*

For FIU, geography is destiny. At once, given the dynamic international communities, the local and the global mesh. South Florida and Miami are key centers for international business, the arts, culture, health care, and education. Major drivers of the economy include tourism, entertainment, and small business development. FIU is both a major contributor to our local economy and graduates the future leaders and innovators in those fields. South Florida has been ranked as the leading center for startups in the US by the Kauffman Index, a testament to the vibrancy and entrepreneurship of the South Florida community.

The growth and dynamism of Miami reflect that of Florida in general. With nearly 1,000 new migrants per day to the state, the demand for jobs is nearly insatiable. The Florida Chamber Foundation Florida 2030 Project estimates that 1.7 million more jobs will be needed in the state within 11 years. In part the project calls for a renewed focus on talent supply and education to help the state prepare for this growth. Closer to home, South Florida's Beacon Council has pushed the development of seven sectors of the local economy to foster job creation and community well-being.

As we edge into the third decade of this 21st century, we are spearheading a renewed clarity and intentionality about how to respond to the era ahead – rapid change driven by a collision between humanity and technology that promises to be profound. This era, powered by exponential growth in the digital economy and a rapidly changing work environment, presents deep challenges to almost every facet of organized life. Since our inception in 1972 we have been nimble in adapting to the rapid transformation of South Florida amidst the explosion of alternative education providers and the spreading reality and influence of digital community, social media, and do-it-yourself learning. Florida is at the crossroads of these changes and FIU embraces these challenges as opportunities. South Florida and Miami are crucibles of transformation – requiring deeper agility, flexibility, and efficiency in a context of strained budgets and narrowing understandings of higher education productivity.

New approaches to performance and accountability focusing on student success, efficiency, and innovation, drive decision-making and expectations for national prominence. Now more than ever, fiduciaries question traditional approaches that have guided us for decades. We have responded to these changes with an intense review of what our purpose is and how we conduct our business. We have continued to work with our stakeholders, mainly our students who drive demand for key programs that adjust to our community and business needs. We have seen results that propel us to ask deeper questions, to be bolder in our search for answers, and to set an even higher bar for our own performance.

This workplan offers a pathway to enable intensified learner success, and more impactful research and creative work that provides solutions to our community. It represents the deep thinking and intense debate of dozens, if not hundreds, of concerned faculty, students, and members of our community including our Board of Trustees. It reflects Board of Governors priorities and the recognition that bigger is not better and that excellence as a top fifty public university is within reach.

## 2019 ACCOUNTABILITY PLAN



FLORIDA INTERNATIONAL UNIVERSITY

**STRENGTHS, OPPORTUNITIES AND CHALLENGES** *(within 3 years)**What are your major capabilities, opportunities and challenges for improvement?*

For over four decades, FIU has positioned itself as South Florida's anchor institution, leading in technological, environmental, educational, and cultural innovations designed to solve some of the greatest challenges of our time. FIU has always been focused on enriching the lives of our local and global communities, particularly because of the ethnic, racial, cultural, and linguistic diversity reflected by our students, faculty, and staff. Today, FIU graduates over 10,000 undergraduate students per year. They begin their post-educational employment with above state average salaries. An analytics tool developed by Emsi utilizing over 107 million LinkedIn profiles indicates that over 80% of FIU graduates remain in Florida and continue to contribute to the economy, and provide a great return on investment. FIU now sits at the crossroads of the Americas as well as its own destiny.

This past year marked another significant milestone in the history of FIU. Our strength in research productivity continues to increase, now with \$197M in total annual research expenditures up from \$177M. Patent production is once again at an all-time high of 66, surpassing the 43 patents produced last year. Student success follows a similar impressive trend with our student retention and 4-year graduation hitting all time highs of 90% and 38% respectively. Our FTIC profile has hit a historic high of 4.1 GPA and 1257 SAT. This has been recognized by various external ranking agencies, most notably US News & World report where FIU earned a top 100 public university ranking and the Carnegie Commission on Higher Education reaffirmation of our Very High Research Designation.

FIU aspires to be widely recognized as a top 50 public research university for achieving exceptional student-centered learning and upward economic mobility, producing socially impactful research and creative activities, and leading transformative innovations locally and globally. FIU has an opportunity to creatively respond to the changing landscape of higher education. Our graduates are entering a workforce in which machines process data, perform technological functions, and compute scientific calculations more efficiently and accurately than humans.

By 2025, artificial intelligence, robotics, and advanced technology will have radically and permanently transformed the nature of work. We will ensure our graduates are driving innovation and imagination as they enter a global workforce. Additionally, we are aware that Miami-Dade County has, in the last ten years, enjoyed a historically high rate of self-employment, nonemployee establishments, and entrepreneurial activity in comparison to other benchmarked counties. Our FIU and the local FIU community are therefore increasingly active participants in the *Gig Economy*. In fact, Miami leads the United States in terms of new business creation.

We will tailor our strategic vision so that our institutional systems encompass the necessary flexibility, diversity, and agility to meet the needs of our metropolitan region's ever-expanding role in the Gig Economy. To this end, FIU will continue to advance the institution's mission to be a top 50 public university by placing laser-like focus on aligning FIU's entire academic culture, resource investments, institutional priorities, and global perspective to achieve unprecedented excellence in higher education.

## 2019 ACCOUNTABILITY PLAN



FLORIDA INTERNATIONAL UNIVERSITY

## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

*Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.*

### 1. Amplify Learner Success & Institutional Affinity

Student success is intricately tied to a greater sense of institutional affinity, individual grit, a well-nurtured sense of belonging, and optimism towards the future. Our first key initiative is therefore designed to deliberately support learners at every phase of their academic journey. FIU is well positioned to shift the higher education paradigm to meet the needs of the rapidly changing world of work by building upon our unique strengths and opportunities. To this end, we will continue to create and implement high-tech and high-touch innovative solutions that accelerate our students' academic and career success. Our focus is to foster 21st century, employment-ready, proud FIU graduates, who are technologically, creatively, and culturally agile. At the same time, we are committed to creating an environment that stimulates lifelong learning and builds synergistic networks, which dynamically and organically connect our students, teachers, researchers, alumni, community partners, and entrepreneurs.

### 2. Accelerate Preeminence & Research and Innovation Impact

Our second key initiative is designed to advance our current academic standing by leveraging FIU preeminent and emerging preeminent programs that focus on generating new knowledge and innovative solutions for the betterment of our environment, health, and society. This will drive our visibility to solidify FIU as a leading urban public research university. To achieve this, we will strive to attract and retain the most productive faculty, while cultivating leaders and nurturing all students, postdocs, researchers, and staff to excel. During the next three years, we will focus on optimizing interdisciplinary collaboration through our Preeminent and Emerging Preeminent programs to seek large center research grants, and grants that focus on technological innovation, as well as on graduate student training. To that effect, one of our Emerging Preeminent Programs received the largest National Institutes of Health (NIH) grant in FIU's history (\$13.1M), and three of our Preeminent programs submitted applications for doctoral student training grants to the NIH. Our aim is for FIU to be the catalyst to foster social innovation and entrepreneurship from conceptualization to commercialization.

### 3. Assure Responsible Stewardship

Our key initiative is driven by the recognition that FIU has a deep responsibility to be good stewards of our resources: human, economic, environmental, and entrepreneurial. We will therefore implement sound strategies to build a strong and sustainable future for our institution and the South Florida community. In addition, we will refine our institutional practices to more efficiently and effectively administer resources to optimize cost savings and revenues while maintaining the highest quality of service. We will consistently practice sound financial management while aligning resources with academic priorities that sustain knowledge production, optimize learning, discovery and creativity, and promote a positive working environment.



## Graduation Rate Improvement Plan

This narrative subcomponent is in response to the “Florida Excellence in Higher Education Act of 2018” that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

### 1. Provide a brief update on the academic, financial, financial aid and curricular actions that your institution has implemented to encourage graduation in four years.

Over the last few years, we have been very intentionally realigning key initiatives and areas of the University to foster a results-oriented approach to student learning, timely graduation, and financial support.

The University has invested in enterprise-wide software to connect students to their coordinated support teams, which include faculty, advisors, tutors, and college-life coaches. We are using predictive analytics in the platform to quickly identify students who are not being successful and provide support or redirection pathways to help students find programs in which they can be successful. The results of these efforts can be seen in our increased retention and graduation rates, as well as in the number of students who are successfully earning the credits they attempt. For full-time in-state FTICs, the percent of successfully completed SCH increased from 88% to 90% between Fiscal Years 16/17 and 17/18 (Fall, Spring, Summer). That number rose to 91% in Fall 18.

FIU’s Communication Protocol for Accountability and Strategic Support (ComPASS), developed in 2016 to aid in the University’s achievement of its *FIUBeyondPossible2020* Performance Funding goals, continues to facilitate University-wide review of student success initiatives. At each session, Deans provide the University leadership with updates and results of their initiatives as well as new initiatives and protocol for assessing those initiatives.

Colleges and programs are focused on reviewing their curriculum to assure students have a 4-year pathway to graduation. For example, the College of Arts, Sciences, and Education is working with each department on a curriculum mapping project to evaluate the program, required courses, and student learning outcomes to ensure that students have the skills and knowledge needed to be successful in the workforce. The College of Engineering and Computing recently established a new school dedicated to education research and curricular transformation. The School of Universal Computing, Construction, and Engineering Education (SUCCEED) is working with programs in the college to modify curriculums with long pre-requisite chains and to increase the number of sections and modalities of critical courses.

The University has established an Emergency Aid Response Team to quickly respond to student requests for emergency aid. The team, composed of staff from multiple student service areas, meets regularly to support students who encounter financial emergencies. This response team is working with existing student financial support programs such as the Food Pantry, Homeless Waivers, Emergency Loans, Short-term Loans, Retention and Graduation grants, and other scholarships. Between Fall 2014 and Spring 2018, over 2,000 students have utilized these services and 97% have been retained or graduated. Additionally, initiatives such as completion and retention scholarships are increasingly being implemented by colleges across the University. Pilot programs in the College of Business and the College of Nursing have already assisted over 150 students to continue their education and graduate from the University.



## Key Achievements for Last Year (2017 -2018)

### STUDENT ACHIEVEMENTS

1. Students from FIU's Communication and Media study abroad program worked with the Spanish-based, non-profit organization Professional Emergency Aid (PROEM-AID) to help save refugees in the Aegean and Mediterranean seas.
2. Computer Science Ph.D. Student, Mozghan Azimpourkivi, created a custom two-factor authentication system called Pixie that uses a personal photo to replace the cumbersome process of using crypto-based hardware security keys or use of secondary verification codes.
3. Psychology graduate Hector Peguero, was recently awarded a Fulbright Student Research Grant for his project to identify the subjective beliefs about HIV and related stigmas among sexual minority populations in Mysore, India while participating in a Study Abroad program in India.
4. FIU Alternative Breaks (aB) program enables students to organize and get involved with social issues domestically and abroad while experiencing diverse cultures and environments. In the past year, students participating in the aB program completed an estimated 498,000 hours of service and worked with over 35 community partners globally and throughout the United States.

### FACULTY ACHIEVEMENTS

1. FIU faculty held 66 patents in 2018, an increase of 57% from 2017 (43 patents).
2. Chemistry faculty Yuan Liu's patented invention of a high throughput measurement of DNA base lesion repair capacity in human cell and tissue has high potential in fighting cancer. The technology was applied for screening human prostate cancer cells and successfully identified novel compounds that can significantly suppress prostate cancer progression.
3. The Air Force's Office of Scientific Research awarded electrical engineering professor Stavros V. Georgakopoulos a \$4.8M grant to launch the Center for Physically Reconfigurable and Deployable Multifunctional Antennas.
4. School of Computer and Information Science (SCIS) faculty Mark A. Finlayson was awarded the prestigious National Science Foundation CAREER award to develop new artificial intelligence techniques to improve minority engagement in STEM and computing in middle-school classrooms in Miami Dade County Public Schools.

### PROGRAM ACHIEVEMENTS

1. FIU Law had the highest pass rate of any Florida law school on the July 2017, February 2018, and July 2018 Florida Bar Exams. FIU Law exceeded the statewide average pass rate by about 20 points.
2. FIU is building Florida's first Health Disparities Research Center at a Minority Institution (RCMI) with a \$13.1 million grant from the National Institute on Minority Health and Health Disparities (NIMHD). This is the largest NIH award in University history.
3. The FIU Model UN team ranked #3 in North America at the close of the 17-18 fiscal year.

### INSTITUTIONAL ACHIEVEMENTS

1. The Chronicle of Higher Education named FIU a "Great College to Work For®" for the fourth time and for the third time in a row FIU has been recognized with Honor Roll status for creating an exceptional work environment.
2. The U.S. Department of Commerce's National Institute of Standards and Technology (NIST) granted FIU, and its partner New America, a cooperative agreement to host the annual National Initiative for Cybersecurity Education (NICE) Conference and Expo for five years.
3. FIU President Mark B. Rosenberg was appointed as the Association of Public and Land-grant Universities (APLU) representative on the U.S. Department of Labor's Task Force on Apprenticeship Expansion.

## 2019 ACCOUNTABILITY PLAN



FLORIDA INTERNATIONAL UNIVERSITY

## PERFORMANCE BASED FUNDING METRICS

## 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	70.9	68.6	69.0	67.9	68.2	.	.	.	.
APPROVED GOALS	.	.	69.5	69.5	69.5	70	70	70	.
PROPOSED GOALS	.	.	.	.	.	68.5	69	70	70

## 2. Median Wages of Bachelor's Graduates Employed Full-time

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	36,200	37,400	38,800	39,300	38,800	.	.	.	.
APPROVED GOALS	.	.	37,000	39,450	39,500	40,000	40,500	41,000	.
PROPOSED GOALS	.	.	.	.	.	38,900	39,100	39,403	39,708

## 3. Average Cost to the Student [Net Tuition &amp; Fees per 120 Credit Hours for Resident Undergraduates]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	17,550	17,760	17,300	15,670*	11,930	.	.	.	.
APPROVED GOALS	.	.	.	16,780	16,000	15,900	15,500	15,100	.
PROPOSED GOALS	.	.	.	.	.	11,300	10,700	10,100	9,500

Note\*: Beginning with 2016-17, data now includes third-party payments to improve accuracy.

## 4. FTIC Four-Year Graduation Rate

	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	24.8	27.2	28.6	33.8	38.9	.	.	.	.
APPROVED GOALS	.	.	28	31	34	35	37	40	.
PROPOSED GOALS	.	.	.	.	.	41	43	46	50

## 5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	76.9	80.4	80.9	86.7*	88.0	.	.	.	.
APPROVED GOALS	.	.	83	82	86.5	88	90	90	.
PROPOSED GOALS	.	.	.	.	.	89	90	91	92

Note\*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

Note: Metrics are defined in appendix. For more information about the PBF model visit:

[http://www.fibog.edu/about/budget/performance\\_funding.php](http://www.fibog.edu/about/budget/performance_funding.php).

## 2019 ACCOUNTABILITY PLAN



FLORIDA INTERNATIONAL UNIVERSITY

## PERFORMANCE BASED FUNDING METRICS (CONTINUED)

**6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	46.1	46.9	47.7	48.9	46.3	.	.	.	.
APPROVED GOALS	.	.	48	48	48	49	50	50	.
PROPOSED GOALS	.	.	.	.	.	45	46	48	50

**7. University Access Rate** [Percent of Undergraduates with a Pell grant]

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	51.0	51.1	51.4	50.4	52.0	.	.	.	.
APPROVED GOALS	.	.	52	50	50	50	50	50	.
PROPOSED GOALS	.	.	.	.	.	49	50	50	50

**8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	52.4	54.1	58.7	59.6	56.2	.	.	.	.
APPROVED GOALS	.	.	56	58	57	58	59	60	.
PROPOSED GOALS	.	.	.	.	.	56.5	57.5	58.5	60

**9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	67.6	68.9	69.1	72.2	74.7	.	.	.	.
APPROVED GOALS	.	.	71	70.1	73.4	75.1	76.9	78.7	.
PROPOSED GOALS	.	.	.	.	.	75.1	76.9	78.7	79

**10.1 Current BOT Choice: Percent of Bachelor's Degrees Awarded to African-American & Hispanic Students**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	84	85.3	84.2	83.6	84.5	.	.	.	.
APPROVED GOALS	.	.	86	86	83	83	83	83	.
PROPOSED GOALS	.	.	.	.	.	83	84.5	84.5	84.5

**10.2 Future BOT Choice: Number of Post-Doctoral Appointees**

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	49	64	75	211	222	.	.	.	.
APPROVED GOALS	.	.	74	200	220	235	246	258	.
PROPOSED GOALS	.	.	.	.	.	235	246	258	270

Note: This is a transition year for the BOT Choice metric (#10), so we are reporting data for both the current and future metrics. Metrics are defined in appendix. For more information about the PBF model visit: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php)

## 2019 ACCOUNTABILITY PLAN



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## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

## 1a. Average GPA

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	3.9	3.9	3.9	4.1	4.1	.	.	.	.
APPROVED GOALS	.	.	3.96	3.99	4.1	4.1	4.1	4.1	.
PROPOSED GOALS	.	.	.	.	.	4.1	4.1	4.1	4.1

## 1b. Average SAT Score

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	1121*	1120*	1129*	1196	1257	.	.	.	.
APPROVED GOALS	.	.	1140*	1160*	1200	1200	1200	1200	.
PROPOSED GOALS	.	.	.	.	.	1260	1260	1260	1260

Note\*: Historical scores and approved goals were based upon a different SAT scale standard.

## 2. Public University National Ranking [Top50 rankings based on BOG's official list of publications]

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	1	1	1	2	0	.	.	.	.
APPROVED GOALS	.	.	1	1	2	2	2	2	.
PROPOSED GOALS	.	.	.	.	.	2	2	3	3

## 3. Freshman Retention Rate [Full-time students]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
IPEDS	84	88	88	89	90.2	.	.	.	.
BOARD OF GOVERNORS	84	87	88	89	90.2	.	.	.	.
APPROVED GOALS	.	.	.	.	91	92	92.5	93	
PROPOSED GOALS	.	.	.	.	.	91	92	93	94

## 4. Four-year Graduation Rate [Full-time students]

	2010-14	2011-15	2012-16*	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	25	27	29	34	39	.	.	.	.
APPROVED GOALS	.	.	28	31	34	35	37	40	.
PROPOSED GOALS	.	.	.	.	.	41	43	46	50

Note\*: Current Florida statute (1001.7065) requires using older graduation rates as reported by IPEDS.

## 2019 ACCOUNTABILITY PLAN



FLORIDA INTERNATIONAL UNIVERSITY

## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)

## 5. National Academy Memberships

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	1	1	4	3	6	.	.	.	.
APPROVED GOALS	.	.	1	4	6	7	7	8	.
PROPOSED GOALS	.	.	.	.	.	7	7	8	8

## 6. Science &amp; Engineering Research Expenditures (\$M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	107	125	134	146	166	.	.	.	.
APPROVED GOALS	.	.	130	138	186	195	207	219	.
PROPOSED GOALS	.	.	.	.	.	173	185	198	212

## 7. Non-Medical Science &amp; Engineering Research Expenditures (\$M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	100	114	122	131	153	.	.	.	.
APPROVED GOALS	.	.	122	129	134	141	149	158	.
PROPOSED GOALS	.	.	.	.	.	160	172	184	197

## 8. Number of Broad Disciplines Ranked in Top 100 for Research Expenditures

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	2	4	5	5	5	.	.	.	.
APPROVED GOALS	.	.	5	5	5	5	6	6	.
PROPOSED GOALS	.	.	.	.	.	5	6	6	7

## 2019 ACCOUNTABILITY PLAN



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## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)

## 9. Utility Patents Awarded [over three calendar years]

	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22
ACTUAL	6	11	26	66	126	.	.	.	.
APPROVED GOALS	.	.	23	34	115	155	171	177	.
PROPOSED GOALS	.	.	.	.	.	166	182	177	175

## 10. Doctoral Degrees Awarded Annually

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	257	327	327	373	404	.	.	.	.
APPROVED GOALS	.	.	326	337	403	438	473	540	.
PROPOSED GOALS	.	.	.	.	.	425	447	470	494

## 11. Number of Post-Doctoral Appointees

	Fall 2013	Fall 2014	Fall 2015*	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2020
ACTUAL	49	64	75	211	222	.	.	.	.
APPROVED GOALS	49	64	74	200	220	235	.	.	.
PROPOSED GOALS	.	.	.	.	.	235	246	258	270

Note\*: Florida statute (1001.7065) requires using older counts of Post-Doctoral Appointees as reported by the Center for Measuring University Performance in their annual Top American Research Universities (TARU) report.

## 12. Endowment Size (\$Millions)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	177	179	174	196	209	.	.	.	.
APPROVED GOALS	.	.	225	250	275	275	300	300	.
PROPOSED GOALS	.	.	.	.	.	275	300	300	315

## 2019 ACCOUNTABILITY PLAN



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## KEY PERFORMANCE INDICATORS

**Teaching & Learning Metrics** (from the 2025 System Strategic Plan that are not included in the PBF section)**Public University National Ranking** [Number of Top50 Rankings based on BOG's official list of publications]

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	1	1	1	2	0	.	.	.	.
APPROVED GOALS	.	.	1	1	2	2	2	2	.
PROPOSED GOALS	.	.	.	.	.	2	2	2	2

**Freshmen in Top 10% of High School Class**

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	21	18	18	25	25	.	.	.	.
APPROVED GOALS	.	.	19	20	27	30	32	34	.
PROPOSED GOALS	.	.	.	.	.	25	26	26	27

**Time to Degree for FTICs in 120hr programs**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	5.3	5.1	5.1	5.1	4.9	.	.	.	.
APPROVED GOALS	.	.	4.5	4.5	5	4.9	4.8	4.7	.
PROPOSED GOALS	.	.	.	.	.	4.9	4.8	4.7	4.6

**Six-Year FTIC Graduation Rates** [full-& part-time students]

	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22
ACTUAL	53	57	55	55	57	.	.	.	.
APPROVED GOALS	.	.	52	57	58	58	59	60	.
PROPOSED GOALS	.	.	.	.	.	58	59	60	61

**Bachelor's Degrees Awarded** [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	8,067	8,494	9,076	9,518	10,403	.	.	.	.
APPROVED GOALS	.	.	8,600	8,800	9,900	10,200	10,600	10,900	.
PROPOSED GOALS	.	.	.	.	.	10,700	11,000	11,300	11,600

## 2019 ACCOUNTABILITY PLAN



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## KEY PERFORMANCE INDICATORS (CONTINUED)

## Teaching &amp; Learning Metrics

## Professional Licensure &amp; Certification Exam First-time Pass Rates

CALENDAR YEAR	2014	2015	2016	2017	2018	2019 GOAL	2020 GOAL	2021 GOAL	2022 GOAL
Nursing	82	88	87	87	89	89	90	92	93
<i>US Average</i>	85	87	88	90	92	.	.	.	.
Law	79	84	87	87	88	87	87	87	87
<i>Florida Average</i>	74	69	66	69	66	.	.	.	.
Medicine (2Yr)	100	99	99	99	99	96	96	96	96
<i>US Average</i>	96	96	96	96	96	.	.	.	.
CROSS-YEAR	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL
Medicine (4Y-CK)	100	96	94	97	99	96	96	96	96
<i>US Average</i>	97	95	96	96	97	.	.	.	.
Medicine (4Y-CS)	100	98	98	97	97	96	96	96	96
<i>US Average</i>	96	96	97	96	95	.	.	.	.
MULTI-YEAR	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19 GOAL	2018-20 GOAL	2019-21 GOAL	2020-22 GOAL
Physical Therapy	75	81	89	92	92	92	92	92	92
<i>US Average</i>	90	91	92	92	92	.	.	.	.
<b>Exam Scores Relative to Benchmarks</b>									
ABOVE OR TIED	4	4	4	4	5	6	6	6	6
TOTAL	6	6	6	6	6	6	6	6	6

Note: An asterisk (\*) indicates the passing rate is preliminary.

## 2019 ACCOUNTABILITY PLAN



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## KEY PERFORMANCE INDICATORS (CONTINUED)

## Teaching &amp; Learning Metrics

## Graduate Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	3,610	3,684	3,605	3,730	3,960	.	.	.	.
APPROVED GOALS	.	.	3,597	3,630	3,745	3,761	3,776	3,791	.
PROPOSED GOALS	.	.	.	.	.	4,000	4,040	4,080	4,120

## Bachelor's Degrees Awarded to African-American &amp; Hispanic Students

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	84	85	84	84	85	.	.	.	.
APPROVED GOALS	.	.	86	86	83	83	83	83	.
PROPOSED GOALS	.	.	.	.	.	83	84.5	84.5	84.5

## Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	24	25	25	24	22	.	.	.	.
APPROVED GOALS	.	.	24	24	24	24	25	25	.
PROPOSED GOALS	.	.	.	.	.	23	24	25	25

## Percent of Undergraduate FTE in Online Courses

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	24	25	27	30	33	.	.	.	.
APPROVED GOALS	.	.	28	31	33	35	37	40	.
PROPOSED GOALS	.	.	.	.	.	35	37	40	40

## Percent of Bachelor's Degrees in STEM &amp; Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	22	24	24	25	24	.	.	.	.
APPROVED GOALS	.	.	24	24	25	25	25	25	.
PROPOSED GOALS	.	.	.	.	.	25	25	25	25

## Percent of Graduate Degrees in STEM &amp; Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	31	32	34	35	35	.	.	.	.
APPROVED GOALS	.	.	33	34	36	37	38	39	.
PROPOSED GOALS	.	.	.	.	.	35	36	36	37

## 2019 ACCOUNTABILITY PLAN



FLORIDA INTERNATIONAL UNIVERSITY

## KEY PERFORMANCE INDICATORS (CONTINUED)

## Scholarship, Research and Innovation Metrics

## National Academy Memberships

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	1	1	4	3	6	.	.	.	.
APPROVED GOALS	.	.	1	4	6	7	7	8	.
PROPOSED GOALS	.	.	.	.	.	7	7	8	8

## Faculty Awards

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACTUAL	8	4	5	13	3	.	.	.	.
APPROVED GOALS	.	.	8	8	13	13	14	14	.
PROPOSED GOALS	.	.	.	.	.	5	7	10	13

## Total Research Expenditures (\$M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	133	163	171	177	196	.	.	.	.
APPROVED GOALS	.	.	166	175	186	191	200	209	.
PROPOSED GOALS	.	.	.	.	.	205	220	236	252

## Percentage of Research Expenditures Funded from External Sources

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	64	52	49	46	49	.	.	.	.
APPROVED GOALS	.	.	53	49	48	49	52	53	.
PROPOSED GOALS	.	.	.	.	.	50	53	54	55

## Utility Patents Awarded [from the USPTO]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	3	6	17	43	66	.	.	.	.
APPROVED GOALS	.	.	.	17	55	57	59	61	.
PROPOSED GOALS	.	.	.	.	.	57	59	61	55

## Number of Licenses/Options Executed Annually

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	3	3	2	3	4	.	.	.	.
APPROVED GOALS	.	.	2	2	4	4	6	7	.
PROPOSED GOALS	.	.	.	.	.	6	6	7	10

## 2019 ACCOUNTABILITY PLAN



FLORIDA INTERNATIONAL UNIVERSITY

## KEY PERFORMANCE INDICATORS (CONTINUED)

## Scholarship, Research and Innovation Metrics

## Number of Start-up Companies Created

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	1	2	2	1	1	.	.	.	.
APPROVED GOALS	.	.	2	1	1	3	6	8	.
PROPOSED GOALS	.	.	.	.	.	3	4	5	6

## Institution Specific Goals

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

## 1. Percent of Student Credit Hours in Online Education

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL
24	25	27	30	35	35	37	40	40

## 2. Percent of Student Credit Hours in Hybrid Education

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL
2	4	6	8	10	11	11.5	12	12.5

## 3. Internships (Number of academic internships students participated in during the academic year)

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL
N/A	4,737	4,986	6,101	6,826	6,894	6,963	7,033	7,103

## 4. Percent of First Generation Undergraduate Student Enrollment

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018 GOAL	Fall 2019 GOAL	Fall 2020 GOAL	Fall 2021 GOAL
26%	25%	25%	24%	24%	25%	25%	25%	25%

## 2019 ACCOUNTABILITY PLAN



FLORIDA INTERNATIONAL UNIVERSITY

## ENROLLMENT PLANNING

Fall Headcount Enrollment by Student Level *(for all degree-seeking students at all campuses)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>UNDERGRADUATE</b>									
ACTUAL	39,081	40,231	41,111	41,852	41,796	.	.	.	.
APPROVED GOALS	.	.	.	41,276	41,957	42,157	42,676	43,151	.
PROPOSED GOALS	.	.	.	.	.	41,554	41,629	41,466	41,107
<b>GRADUATE</b>									
ACTUAL	8,367	8,460	8,770	8,700	8,778	.	.	.	.
APPROVED GOALS	.	.	.	9,087	8,944	9,087	9,188	9,345	.
PROPOSED GOALS	.	.	.	.	.	9,111	9,077	9,218	9,364

Fall Headcount Enrollment by Student Type *(for all degree-seeking students at all campuses)*

	2014 ACTUAL	2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 ACTUAL	2019 PLAN	2020 PLAN	2021 PLAN	2022 PLAN
<b>UNDERGRADUATE</b>									
FTIC	16,853	16,932	17,421	17,592	17,850	17,352	17,401	17,188	16,290
FCS AA Transfers	13,034	13,717	13,914	13,887	13,760	13,981	13,992	14,027	14,350
Other AA Transfers	857	868	890	868	847	932	933	935	957
Post-Baccalaureates	408	714	892	912	942	900	908	900	900
Other Undergraduates	7,929	8,000	7,994	8,593	8,397	8,389	8,395	8,416	8,610
<b>Subtotal</b>	<b>39,081</b>	<b>40,231</b>	<b>41,111</b>	<b>41,852</b>	<b>41,796</b>	<b>41,554</b>	<b>41,629</b>	<b>41,466</b>	<b>41,107</b>
<b>GRADUATE</b>									
Master's	5,929	6,030	6,239	6,025	5,906	6,186	6,151	6,292	6,438
Research Doctoral	1,323	1,292	1,348	1,359	1,452	1,474	1,475	1,475	1,475
Professional Doctoral	1,115	1,138	1,183	1,316	1,420	1,451	1,451	1,451	1,451
<b>Subtotal</b>	<b>8,367</b>	<b>8,460</b>	<b>8,770</b>	<b>8,700</b>	<b>8,778</b>	<b>9,111</b>	<b>9,077</b>	<b>9,218</b>	<b>9,364</b>
<b>TOTAL</b>	<b>47,448</b>	<b>48,691</b>	<b>49,881</b>	<b>50,552</b>	<b>50,574</b>	<b>50,665</b>	<b>50,706</b>	<b>50,684</b>	<b>50,471</b>

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Does not include 'Unclassified' students who are not formally admitted into a degree program but are enrolled (e.g., dual enrolled high school students).

## Percent of Baccalaureate-Seeking Resident Undergraduates Who Earned 15+ Credit Hours

*(Fall terms only)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	13	12	10	11	12	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	13	14	16	18

## 2019 ACCOUNTABILITY PLAN



FLORIDA INTERNATIONAL UNIVERSITY

ENROLLMENT PLANNING *continued*

## Actual &amp; Planned FTE Enrollment by Residency &amp; Student Level

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
<b>RESIDENT</b>										
LOWER	13,022	12,802	12,500	12,611	12,824	13,015	13,050	13,477	13,739	13,553
UPPER	19,903	20,533	20,898	21,131	21,895	22,664	23,131	23,156	23,204	23,718
GRAD I	4,418	4,446	4,687	4,986	4,967	4,972	5,165	5,135	5,253	5,375
GRAD II	1,264	1,245	1,216	1,265	1,442	1,524	1,499	1,499	1,499	1,499
<b>TOTAL</b>	<b>38,607</b>	<b>39,026</b>	<b>39,301</b>	<b>39,993</b>	<b>41,128</b>	<b>42,175</b>	<b>42,845</b>	<b>43,267</b>	<b>43,695</b>	<b>44,145</b>
<b>NON-RESIDENT</b>										
LOWER	1,076	1,127	1,219	1,385	1,427	1,518	1,452	1,500	1,529	1,508
UPPER	1,636	1,795	1,895	2,127	2,389	2,718	2,524	2,527	2,532	2,588
GRAD I	1,614	1,644	1,530	1,447	1,328	1,276	1,381	1,373	1,405	1,437
GRAD II	671	680	696	714	664	626	690	690	690	690
<b>TOTAL</b>	<b>4,996</b>	<b>5,246</b>	<b>5,340</b>	<b>5,674</b>	<b>5,807</b>	<b>6,138</b>	<b>6,047</b>	<b>6,090</b>	<b>6,156</b>	<b>6,223</b>
<b>TOTAL</b>										
LOWER	14,098	13,929	13,719	13,995	14,251	14,533	14,502	14,977	15,268	15,061
UPPER	21,539	22,328	22,793	23,259	24,283	25,382	25,655	25,683	25,736	26,306
GRAD I	6,032	6,090	6,216	6,433	6,294	6,248	6,546	6,508	6,658	6,812
GRAD II	1,935	1,925	1,913	1,979	2,107	2,150	2,189	2,189	2,189	2,189
<b>TOTAL</b>	<b>43,604</b>	<b>44,272</b>	<b>44,641</b>	<b>45,666</b>	<b>46,935</b>	<b>48,313</b>	<b>48,892</b>	<b>49,357</b>	<b>49,851</b>	<b>50,368</b>

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours that degree-seeking students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

## Percent of FTE Enrollment by Method of Instruction

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
<b>UNDERGRADUATE</b>										
Distance (80-100%)	24%	25%	27%	30%	33%	36%	37%	38%	39%	40%
Hybrid (50-79%)	2%	4%	6%	8%	10%	12%	13%	14%	15%	16%
Classroom (0-50%)	75%	71%	67%	63%	57%	52%	50%	48%	46%	44%
<b>GRADUATE</b>										
Distance (80-100%)	18%	19%	21%	22%	24%	27%	28%	29%	30%	30%
Hybrid (50-79%)	1%	1%	1%	7%	9%	10%	11%	12%	13%	13%
Classroom (0-50%)	81%	80%	78%	71%	67%	63%	61%	59%	57%	57%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) that is based on the number of credit hours that degree-seeking students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Classroom/Traditional, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element #2052. \*Percentages may not total 100 due to rounding.

## 2019 ACCOUNTABILITY PLAN



FLORIDA INTERNATIONAL UNIVERSITY

## ACADEMIC PROGRAM COORDINATION

## New Programs For Consideration by University in AY 2019-20

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2018 Accountability Plan list for programs under consideration for 2019-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Digital Arts	50.0102	STEM	UCF, UF	---	85	08/2019
Neuroscience and Behavior	42.2706	STEM	FAU, UNF	---	500	12/2019
Music Education	13.1312	Education	FAMU, FAU, FGCU, FSU, UCF, UF, UNF, USF, UWF	---	65	03/2020
Public Health	51.2201	Health	UF, USF	---	250	06/2020
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Internet of Things (IoT)	15.999	STEM	---	Yes	50	08/2019
Genetic Counseling	51.000	Health	---	---	18	06/2020
<b>DOCTORAL PROGRAMS</b>						
Doctor of Design	4.0902	---	---	---	20	08/2019
Digital Communication and Media	9.0702	STEM	---	50-75%	15	06/2020

## New Programs For Consideration by University in 2020-22

These programs will be used in the 2020 Accountability Plan list for programs under consideration for 2020-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Marine Affairs	26.1302	STEM	---	---	30	03/2021
Molecular and Biomedical Sciences	26.0102	STEM	FAU, FSU, UCF	---	45	06/2021
<b>DOCTORAL PROGRAMS</b>						
Occupational Therapy	51.2306	Health	UF	---	45	06/2021
Linguistics	16.0101	Global	UF	---	15	03/2021
Pharmacy	51.2001	Health	FAMU, UF, USF_T	---	400	03/2022



## FIU 5 Year Preeminence Plan

In 2019, Florida International University achieved sufficient preeminence metrics to qualify for designation as an emerging preeminent state research university by the authority of Florida Statute 1001.7065. Subsection (5)(b) requires that a state university designated as an emerging preeminent state research university submit to the Board of Governors a five-year benchmark plan with target rankings on key performance metrics for national excellence. Since 2009, FIU has reached nearly \$200M in total research expenditures, significantly increased our student success outcomes, and achieved Top 100 Public Universities by US News and World Report. Looking forward to 2024, FIU's profile will include the achievement of sufficient preeminence metrics to qualify for designation as a preeminent state research university as detailed below, while maintaining current enrollment levels.

In addition to the state's preeminent metrics, another indicator of national research preeminence is the Carnegie Classification of Institutions of Higher Education. In 2018, when Carnegie released updated rankings, FIU maintained the highest possible ranking of Doctoral Universities: Very High Research Activity. This ranking was awarded to only 3.1 percent of all evaluated institutions and was achieved by only 131 public institutions. Also, FIU is recognized as one of 45 Ashoka Changemaker Institutions based on our commitment to social innovation and entrepreneurship and is one of only 11 universities in the U.S. that holds both Carnegie R1 and Ashoka designations. The pairing of these classifications is recognition of FIU's commitment to exceptional teaching, research, and service to our community.

The eight preeminent metrics as defined in Florida Statute 1001.7065 qualifying FIU for the "Emerging Preeminence" designation is detailed in Table 1, including current performance and goals from the FIU *Next Horizon 2025* Strategic Plan which has the BOG preeminent state research university metrics imbedded as part of its goals.

<b>Table 1: Preeminent Metrics Achieved</b>			
	<b>BENCHMARK</b>	<b>2018-2019 ACTUAL</b>	<b>2024-2025 GOAL</b>
<b>Average GPA and SAT Score</b> <i>for incoming freshman in Fall semester</i>	<b>4.0 GPA 1200 SAT</b>	4.1 GPA 1257 SAT Fall 2018	4.1 GPA 1273 SAT Fall 2025
<b>Freshman Retention Rate</b> <i>Full-time, FTIC</i>	<b>90%</b>	90.2% 2017-18	90% 2024-2025
<b>National Academy Memberships</b>	<b>6</b>	6 2019	8 2025
<b>Total Annual R&amp;D Expenditures in Non-Health Sciences</b> <i>includes public and private institutions</i>	<b>\$150 M</b>	\$153M 2017-18	\$234M 2024-25
<b>National Ranking in Research Expenditures</b>	<b>Top 100 in 5 of 8 disciplines</b>	5 2016-17	7 2021-22
<b>Patents Awarded</b> <i>over 3-year period</i>	<b>100</b>	126 2016-18	165 2022-2024
<b>Doctoral Degrees Awarded Annually</b>	<b>400</b>	404 2017-18	600 2023-24
<b>Number of Post-Doctoral Appointees</b>	<b>200</b>	222 Fall 2017	300 Fall 2024



FIU expects to achieve an additional three metrics (for a total of 11 of 12) to attain the full preeminent state research university designation by 2024. Table 2 details the three additional preeminence metrics that FIU will achieve within 5 years. The three metrics are 4-year Graduation Rate, Public University National Ranking, and Total Science & Engineering Annual Research Expenditures.

<b>Table 2: Preeminent Metrics to Achieve</b>				
	<b>BENCHMARK</b>	<b>2018-2019 ACTUAL</b>	<b>2024-2025 GOAL</b>	<b>YR EXPECTED TO ACHIEVE BENCHMARK</b>
<b>4-year Graduation Rate</b> <i>Full-time, FTIC</i>	<b>60%</b>	39% 2014-18	60% 2023-24	2023-24
<b>Public University National Ranking</b> <i>in more than one national ranking</i>	<b>2 Top 50</b>	0 2019	5 2025	2020-21
<b>Total Annual Research Expenditures (\$M)</b> <i>(Science &amp; Engineering only)</i>	<b>\$200 M</b>	\$166 M 2017-18	\$252M 2023-24	2021-22

#### ***4-year Graduation Rate***

The preeminent benchmark requires a 60 percent four-year graduation rate. FIU achieved a 39 percent four-year graduation rate in 2019 (2014-15 cohort). Improving this metric remains a critical goal within FIU's 2018-19 Accountability Plan and the FIU *Next Horizon* 2025 Strategic Plan. We expect to continue improving our four-year graduation rate by at least 4% per year and achieve a 60% graduation rate by 2024.


FIU has several major initiatives focused on improving student graduation rates. The University has invested in enterprise-wide software to connect students to their coordinated support teams, which include faculty, advisors, tutors, and college-life coaches. We are using predictive analytics in the platform to quickly identify students who are not being successful and provide support or redirection pathways to help students find programs in which they can be successful. The results of these efforts can be seen in our increased retention and graduation rates, as well as in the number of students who are successfully earning the credits they attempt. Additionally, colleges and programs are focused on reviewing their curriculum to assure students have a 4-year pathway to graduation. The University has established an Emergency Aid Response Team to quickly respond to student requests for emergency financial assistance. The team, composed of staff from multiple student service areas, meets regularly to support students who encounter financial emergencies. This response team is working with existing student financial support programs such as the Food Pantry, Homeless Waivers, Emergency Loans, Short-term Loans, Retention and Graduation Grants, and other scholarships. Additional initiatives such as completion and retention scholarships are increasingly being implemented by colleges across the University.

#### ***Public University National Ranking***

The preeminent benchmark requires two top 50 rankings among public institutions. This benchmark aligns with the Florida Board of Governors' 2025 System Strategic Plan for the State University System that calls for five institutions to be in the Top 50 by 2025. FIU aspires to be recognized as a top 50 public university for achieving exceptional student-centered learning and upward economic mobility, producing socially impactful research and creative activities, and leading transformative innovations locally and globally. The projected target for this metric is to achieve 5 BOG recognized top 50 rankings, including US News and World Report by 2025. We expect to achieve 2 top 50 rankings by 2021. Our current standing and changes in the past year are summarized in the table below.



Table 3. FIU Public University national rankings current year and expected top 50 by 2025.

Organization	Ranking/Change			Emphasis
	NR	↓	-1	Research performance rankings
	#56	↑	+16	Best College Values
	#52	↓	-7	Ranking based on social mobility, research, and service
	#69	↑	+5	Best world universities emphasizing teaching environment
	#100	↑	+22	Rankings emphasizing graduation rate and reputation

#### *Total Research Expenditures (Science and Engineering Only)*

The preeminent benchmark requires \$200 million in science and engineering research expenditures. FIU had \$166 million in science and engineering research expenditures as of 2019 (2017-18 fiscal year). In the FIU *Next Horizon 2025 Strategic Plan*, FIU has set a goal of \$252M in Science & Engineering Research Expenditures by 2025. We expect to achieve \$200M in Science & Engineering annual expenditures by 2022. To achieve this, we will strive to attract and retain the best, most productive faculty while cultivating leaders and nurturing all students, postdocs, researchers, and staff to excel. We will support our faculty, allowing them to achieve national recognition for their excellence in teaching, research, scholarship, and creative activities.

#### **FIU's Strategic Plan**

The FIU *Next Horizon 2025 Strategic Plan* honors the accomplishments of past strategic plans and continues our commitment to exceptional learner success and the highest level of university research and innovation as we strive for national recognition as a top-50 public university. The FIU *Next Horizon 2025 Strategic Plan* aligns with the State University System (SUS) of Florida Board of Governors 2025 System Strategic Plan and the preeminent state research university metrics. FIU has made significant progress in meeting the preeminent state research university metrics, demonstrating our commitment to excellence and continuous improvement. This year, we exceeded benchmarks in eight of the 12 preeminent research university funding metrics. The FIU *Next Horizon 2025 Strategic Plan* embeds the preeminence benchmarks as part of its key metrics (See Appendix 1).

#### **Conclusion**

Florida International University is grateful to Governor DeSantis, the Florida Legislature, and the Board of Governors for their support of the preeminent and emerging preeminent programs. This designation enhances FIU's national prominence the national reputation of the State University System of Florida and the impact research universities have on our local and state economies.



## Appendix 1

	2020 and 2025 METRICS	2018 Actuals	2025 Plan	SUS PBF*	SUS PRUF**	National Rankings
1	FTIC 2-yr Retention Rate (GPA > 2.0) (2017-18)	88%	90	90	90	US News, Kiplinger
2	FTIC 6-yr Graduation Rate (2012-18)	57%	70	-	70	US News, TARU, Washington M., Forbes, Kiplinger
	FTIC 4-yr Graduation Rate (2014-18)	38.9%	60	50	60	US News, TARU, Washington M., Forbes, Kiplinger
3	AA Transfer 4-Yr Graduation Rate (2014-18)	67%	70	-	-	BOG Dashboard
4	% Bachelor's Degrees w/o Excess Hours (2017-18)	74.7%	80	80	-	US News, TARU, Washington M., Forbes, Kiplinger
5	% Bachelor's Grads Employed (\$25,000)/Enrolled (2016-17)	68%	73	72.8	-	TARU, Washington M., Forbes
6	Bachelor's Degrees in Strategic Emphasis (2017-18)	46%	50	50	-	Times Higher Ed.
7	Graduate Degrees in Strategic Emphasis (2017-18)	56%	60	60	-	Times Higher Ed.
8	Average Cost to Student/Net Tuition (2017-18)	\$ 11,930	9,000	9,000	-	US News, TARU, Washington M., Kiplinger
9	Median Wages of Bachelor's Employed (16-17 Grads)	\$ 38,800	41,000	40,700	-	TARU, Washington M., Forbes
10	Number of postdoctoral appointees (Fall 2017)	222	300	300	-	TARU
11	Research / Total Doctoral Degrees Per Yr (2017-18)	200/404	315/600	-	-/400	TARU, Washington M., Times Higher Ed.
12	FIU Tech Startup (AUTM) (FY 2016-17)	1	5	-	-	BOG Research Dashboard
13	# patents / # of licenses/options executed annually	66/4	55/30	-	34	BOG Research Dashboard
14	Philanthropy - Overall Endowment (FY 2017-18)	\$209M	\$300M	-	500M	US News, TARU
	Philanthropy- Annual Dollars Raised (FY 2016-17)	\$60M	\$80M	-	-	US News, TARU
15	Auxiliary Revenue per Year (FY 2016-17)	\$220M	\$240M	-	-	Times Higher Ed
	Auxiliary Income (FY 2016-17)	\$33M	\$50M	-	-	Times Higher Ed.
16	Total Research Expenditures (2017-18)	\$196M	\$300M	-		TARU, Washington M., Times Higher Ed.
	Non-medical S&E research expenditures (2017-18)	\$153M	\$234M	-	150M	TARU, Washington M., Times Higher Ed.
	Science & engineering research expenditures (2017-18)	\$166M	\$252M	-	200M	TARU, Washington M., Times Higher Ed.
	Industry related R&D expenditure	\$9.3M	\$20M			Times Higher Ed.
17	Disciplines top 100/50 in research expenditures	5/1	7/3	-	5/-	TARU, Washington M., Times Higher Ed.
18	FIU Members of National Academies (including NAI)	11	20	-	6	TARU, Washington M.
19	Percentage of alumni giving annually to FIU	4	18	-	-	US News, Washington M.
20	Top 50 Public University National Ranking	3	10	-	2	Ashoka, Carnegie, Kiplinger, Patents, SMI, TARU, Times Higher Ed., Washington M., US News

\*PBF: Performance Based Funding; \*\*PRUF: Preeminent Research University Funding

# 2019 Accountability Plan

# Florida Gulf Coast University

BOT APPROVED  
4/09/2019



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

## 2019 ACCOUNTABILITY PLAN



FLORIDA GULF COAST UNIVERSITY

### INTRODUCTION

*This is a new report that combines the previous Annual Accountability Report and University Work Plans into a single document more closely aligned with the Board of Governors' 2025 System Strategic Plan.*

*This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance, helping to foster greater coordination between institutional administrators, University Boards of Trustees, and the Board of Governors.*

*Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for approval, excluding those sections of the Plan that require additional regulatory or procedural approval pursuant to law or Board regulations.*

## 2019 ACCOUNTABILITY PLAN



FLORIDA GULF COAST UNIVERSITY

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## 2019 ACCOUNTABILITY PLAN



FLORIDA GULF COAST UNIVERSITY

### MISSION STATEMENT

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.

## 2019 ACCOUNTABILITY PLAN



FLORIDA GULF COAST UNIVERSITY

## STATEMENT OF STRATEGY

*Given your mission, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.*

FGCU's strategy employs four key drivers:

1. Continue to create and refine our campus culture of "students first" through our comprehensive Student Success Initiative. (see below)
2. Implement change in our administrative/leadership model and institutional organization intended to continually improve effectiveness and efficiency leading to improved student, program, and university outcomes (e.g., creation of the Division of Student Success & Enrollment Management).
3. Seek new and expanded ways to engage and serve the citizens and communities of Southwest Florida, the state of Florida, and beyond. (see Key Initiatives and Investments)
4. Invest in critical infrastructure including: facilities, technology, operational efficiencies, and personnel to position FGCU for its next two decades of improvement, responsiveness, and strategic growth. (see Key Initiatives and Investments)

In order to accomplish this, we have extensively reviewed and implemented change in our institutional structure to better leverage existing strengths and bring together activities, programs, and departments to create improved synergies rather than fiefdoms. These are tangible actions associated with the first two drivers to accomplish the goals set forth in our strategic plan and realize the goals of the SUS strategic plan. Our re-directed focus on student-success-oriented themes now provides the organizational nucleus, and more importantly culture, of the division whose collective actions are intended to enhance positive outcomes through academic engagement, student engagement, and enrollment management. These three over-arching and formalized units now direct the more narrowly focused activities of traditional units such as university academic advising, academic support services, experiential learning, undergraduate admissions, financial aid, and career services - all designed to integrate and best deliver services to our students. Moreover, we are currently putting into place a one stop shop that will greatly enhance direct services to students in the enrollment and financial services areas. Collectively, these major efforts will collocate functions, services, and personnel to facilitate student access. Complementing the restructuring is a significantly enhanced data analytics capability providing easily accessible real-time data to support timely student intervention strategies and inform decision-makers.

Another major structural change to increase efficiency and effectiveness is the creation of a new unit comprising existing programs and services to address strategic driver three above. This "new" unit will expand access to existing programs to better accommodate regional workforce needs and will offer programs in more flexible formats both face to face and online to working adults who are trying to advance their careers.

Finally, actions around strategic driver four include leveraging world class scholars (WCS) funding to build strength in addressing water quality challenges that threaten the prosperity of the region and the state as a whole. Completion of our Academic Building 9 to house the School for Integrated Watershed and Coastal Studies and crucial cluster hires will leverage a strong regional presence involving applied research in marine and environmental science.

## 2019 ACCOUNTABILITY PLAN



## FLORIDA GULF COAST UNIVERSITY

### STRENGTHS, OPPORTUNITIES AND CHALLENGES *(within 3 years)*

*What are your major capabilities, opportunities and challenges for improvement?*

#### **Major capabilities of Florida Gulf Coast University include the following:**

- Meeting the unique needs of Southwest Florida in terms of an educated and skilled workforce
- Preservation of the environment
- Providing for the health and social welfare of the region
- Catalyzing economic development
- Facilitating diversity and social mobility
- Promoting entrepreneurship
- Conducting applied research that directly impacts Southwest Florida issues (e.g. red tide)
- Enhancing the arts
- Improving K-12 education through innovation
- Fulfilling student aspirations

#### **Major opportunities include:**

- Leveraging the creation of the new Division of Student Success & Enrollment Management to improve student retention, persistence, and the 4-yr graduation rate
- Increasing grant-based financial aid to eligible students
- Further reduction in the student transfer-out rate
- Reducing student-earned excess credit hours
- Expanding programs and services to enhance the student experience
- Adding additional facilities to support student success
- Increasing programs and enrollments of minority and female students in areas of strategic emphasis
- Achieving additional efficiencies
- Leading interdisciplinary research to address regional needs
- Working with educational partners to extend higher educational opportunities more broadly

#### **Major challenges include:**

- Rapid maturation of the newly established Division of Student Success & Enrollment Management
- Translation and implementation of student data analytics from predictive inference to intervention with tangible outcomes
- Collocation of activities, programs, and departments to optimize direct service to students
- Timely addition of new and renovated facilities
- Necessary financial resources to support student success and academic excellence
- Continued growth of state and regional economies

## 2019 ACCOUNTABILITY PLAN



## FLORIDA GULF COAST UNIVERSITY

**KEY INITIATIVES & INVESTMENTS** *(within 3 years)*

*Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.*

**1. Recruitment of Talented Students**

The continued development of an undergraduate admissions strategy that has focused on increasing the number of applicants and enrolled students who view FGCU as their preferred choice / #1 choice. We are using institutional data as well as data from a third party to target specific regions of the state to increase the number of applications received. We believe this will help lead to greater freshman to sophomore retention, as well as persistence of enrolled students (i.e., decrease the number of students in good academic standing who transfer-out) that will contribute to an increasing 4-yr graduation rate.

A focus on increasing the number of talented and highly motivated students through expansion of the Honors College, more active recruitment of dual enrolled high school students, and targeted merit-based financial aid that in combination result in higher-achieving students who earn higher grade point averages, graduate in four years, and increase the university's overall 4-yr graduation rate.

The creation of an enhanced transfer articulation program for current and future Florida Southwestern graduates (2+2, *Destination FGCU*) and the establishment of a new degree completion program (*FGCU Complete*) for those throughout Southwest Florida who started but never completed a bachelor's program.

**2. Meeting the Workforce Needs of Southwest Florida**

Launching or expanding programs which meet the workforce needs of our region. These include: entrepreneurship, health professions (nursing), construction management, teacher education, environmental geology, supply chain management, and agribusiness.

Increasing internship and co-op educational experiences for students to ensure they are workforce ready and equip them with a competitive advantage in the job market.

Increasing access to key programs and services to promote degree completion using online technology and in-demand programming.

**3. Applied research to address issues critical to Southwest Florida**

Stimulating increased research and scholarship relevant to the unique character, challenges and opportunities in Southwest Florida. A primary initiative will focus on issues related to water quality, allocation, availability, and management with concomitant "downstream" effects on public health and economic development in our region.

## 2019 ACCOUNTABILITY PLAN



## FLORIDA GULF COAST UNIVERSITY

## Graduation Rate Improvement Plan

This narrative subcomponent is in response to the “Florida Excellence in Higher Education Act of 2018” that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

### 1. Provide a brief update on the academic, financial, financial aid and curricular actions that your institution has implemented to encourage graduation in four years.

Board-Approved Program / Initiative	# of Undergraduate Students Impacted
Expansion of high impact practices that will engage students outside the classroom that enables students to develop their leadership skills and broaden their professional networks for gaining employment	3,002
Expand admittance into the Honors College	169 new students (20% ↑ from Fall '17)
SOAR in 4 plan for first-year students to stay on track to a 4-year degree and secure employment	1,123
Expansion of financial aid targeted to students willing to commit to FGCU as their first choice	446 freshman
Implementation of a policy whereby merit scholarship program funding ends after 4 years with recipients required to complete a minimum of 30 credit hours each academic year while maintaining a 3.0 GPA	289 new Presidents and Blue/Gold paid compared to last fall
Expansion of all scholarship and financial aid programs to significantly expand students enrolling in summer courses	1,643
Creation of a gap fund to support tuition costs to help prevent students from dropping out between their sophomore and junior year	100% supported for 993 Pell Students
Creation of a gap fund to support tuition costs to help prevent students from dropping out their senior year right before graduation	100% supported for 1,101 Pell students
Implementation of new institutional policies that will alleviate common bottle neck areas in course and space scheduling	13,633
Establishing a new office that focuses specifically on creating greater flexibility for students to take online courses and complete their degrees faster	6,489
Expand the number of adjunct faculty to deliver more courses during the Summer term	6,732 (7.7%↑ from Sum '17)
Implement and improve the technology used by students so that it enhances and facilitates their use which will improve their time to degree progression	13,633
Students who are currently receiving scholarships or financial aid are at risk for losing their funding (and not remaining in school) if they don't maintain academic requirements and maintain enough credit hours	479
Not meeting academic program milestones (e.g. earning certain grades in critical courses along their progression) will result in a student being removed from their major of choice	13,633
Implementation of the “3/2 Withdrawal Rule” where students are limited to withdraw from 3 lower level courses and 2 upper level courses without financial penalty.	2,450 students (Fall '17)

## 2019 ACCOUNTABILITY PLAN



## FLORIDA GULF COAST UNIVERSITY

## Key Achievements for Last Year (2017 -2018)

### STUDENT ACHIEVEMENTS

1. Biology major Alainah Hacker, '18, saw that her aunt was benefiting from medical marijuana while undergoing chemotherapy for cancer, but was having trouble calculating how much she needed. Alainah developed a personal dosing system for CBD and other medications.
2. Software engineering major Hannah Andrews earned the [Science, Mathematics and Research for Transformation \(SMART\) Scholarship for Service](#), awarded by the U.S. Department of Defense to attract some of the nation's brightest future scientists
3. Through his involvement with FGCU's Institute for Entrepreneurship's Runway Program, graduating senior, Jakub Adamowicz, won the Governor's prize for an app he developed (RoomDig) that matches college students looking to find housing and compatible roommates.

### FACULTY ACHIEVEMENTS

1. Lyn Millner's 2015 book, "The Allure of Immortality" was cited by the Wall Street Journal as one of the top 5 books on cults.
2. Dubbed "[Revisiting The Past: B Star Asteroseismology With TESS](#)," FGCU Whitaker Eminent Scholar, Derek Buzasi's project is one of only 38 nationally chosen for cycle No. 1 of NASA's TESS Guest Investigator program.
3. Dr. Robert Kenny received the Association for Educational Communications and Technology's Presidential Award in the field of educational technology for innovative contributions in the initiation and development of the Journal of Formative Design for Learning.

### PROGRAM ACHIEVEMENTS

1. Following Hurricane Irma's devastation, clinical mental health counseling professors in the Marieb College of Health & Human Services formed a Mental Health First Aid Team, consisting of students, faculty and staff to deliver disaster relief, including supplies and psychological first aid. Teams visited with youngsters in programs in Fort Myers, Naples and an Everglades City school.
2. Similarly, a group of environmental studies students launched a project that looked into the reasons that Estero had such widespread flooding after Hurricane Irma and what could be done to solve the problem.
3. Department of Health Science and Department of Social Work students conducted comprehensive health screenings in Immokalee to assist and educate residents about various health conditions (e.g. asthma, high blood pressure and diabetes ) that need treatment.

### INSTITUTIONAL ACHIEVEMENTS

1. FGCU conducted a major university-wide reorganization that led to the establishment of the new Division of Student Success & Enrollment Management which is tasked with leading all aspects of our student success initiative.
2. FGCU significantly increased institutionally based student grant aid to reduce student financial burden and improve student retention, persistence, and the four-year graduation rate.
3. Morgan Murray, a 2018 Honors graduate with a degree in community health, became the first FGCU student to qualify for a full refund of her first-year, out-of-pocket FGCU tuition expenses through the Soar in 4 program, which incentivizes students to graduate in four years and get a well-paying job in Florida.

## 2019 ACCOUNTABILITY PLAN



## FLORIDA GULF COAST UNIVERSITY

## PERFORMANCE BASED FUNDING METRICS

## 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	65.6	64.3	65.8	68.7	69.2	.	.	.	.
APPROVED GOALS	.	.	66	67	69	70	71	72	.
PROPOSED GOALS	.	.	.	.	.	70	71	72	73

## 2. Median Wages of Bachelor's Graduates Employed Full-time

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	35,300	35,200	36,300	38,000	38,004	.	.	.	.
APPROVED GOALS	.	.	37,000	37,500	39,000	40,000	40,500	41,000	.
PROPOSED GOALS	.	.	.	.	.	40,000	40,500	41,000	41,500

## 3. Average Cost to the Student [Net Tuition &amp; Fees per 120 Credit Hours for Resident Undergraduates]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	18,300	18,690	18,900	17,630*	15,350	.	.	.	.
APPROVED GOALS	.	.	.	18,690	18,000	17,700	17,400	17,100	.
PROPOSED GOALS	.	.	.	.	.	15,000	14,750	14,500	14,250

Note\*: Historical data revised due to a change in methodology to improve accuracy.

## 4. FTIC Four-Year Graduation Rate

	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	20.2	21.5	21.6	22.9	28.8	.	.	.	.
APPROVED GOALS	.	.	21	22	24	26	30	32	.
PROPOSED GOALS	.	.	.	.	.	30	32	33	35

## 5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	71.7	73.5	72.9	75.3*	72.4	.	.	.	.
APPROVED GOALS	.	.	74	75	76	77	78	80	.
PROPOSED GOALS	.	.	.	.	.	75	77	80	82

Note\*: Historical data revised due to a change in methodology to improve accuracy.

## 2019 ACCOUNTABILITY PLAN



## FLORIDA GULF COAST UNIVERSITY

## PERFORMANCE BASED FUNDING METRICS (CONTINUED)

## 6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	45.2	44.7	47.9	52.5	53.1	.	.	.	.
APPROVED GOALS	.	.	47	49	53	53	54	54	.
PROPOSED GOALS	.	.	.	.	.	53	54	54	55

## 7. University Access Rate [Percent of Undergraduates with a Pell grant]

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	35.0	34.2	31.9	30.6	32.5	.	.	.	.
APPROVED GOALS	.	.	36	33	31	32	33	34	.
PROPOSED GOALS	.	.	.	.	.	33	34	35	36

## 8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	63.6	60.2	65.3	62.0	64.2	.	.	.	.
APPROVED GOALS	.	.	62	66	63	64	65	70	.
PROPOSED GOALS	.	.	.	.	.	64	65	70	71

## 9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	72.3	75.9	75.6	75.7	76.1	.	.	.	.
APPROVED GOALS	.	.	76	77	77	78	79	80	.
PROPOSED GOALS	.	.	.	.	.	78	79	80	81

## 10. BOT Choice: Bachelor's Degrees Awarded to Hispanic and African-Americans

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	452	504	549	608	706	.	.	.	.
APPROVED GOALS	.	.	524	569	625	650	700	750	.
PROPOSED GOALS	.	.	.	.	.	740	780	820	860

## 2019 ACCOUNTABILITY PLAN



## FLORIDA GULF COAST UNIVERSITY

## KEY PERFORMANCE INDICATORS

**Teaching & Learning Metrics** (from the 2025 System Strategic Plan that are not included in the PBF section)**Public University National Ranking** [Number of Top50 Rankings based on BOG's official list of publications]

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	.	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0

**Freshmen in Top 10% of High School Class**

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	15	13	14	14	14	.	.	.	.
APPROVED GOALS	.	.	14	15	15	16	17	20	.
PROPOSED GOALS	.	.	.	.	.	16	17	20	22

**Professional Licensure & Certification Exam First-time Pass Rates**

CALENDAR YEAR	2014	2015	2016	2017	2018	2019 GOAL	2020 GOAL	2021 GOAL	2022 GOAL
Nursing	96	96	99	99	100	100	100	100	100
US Average	85	87	88	90	92	.	.	.	.
MULTI-YEAR	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19 GOAL	2018-20 GOAL	2019-21 GOAL	2020-22 GOAL
Physical Therapy	96	90	93	91	94	94	95	95	96
US Average	90	91	92	92	92	.	.	.	.

**Exam Scores Relative to Benchmarks**

Above or Tied	2	1	2	1	2	2	2	2	2
Total	2	2	2	2	2	2	2	2	2

## 2019 ACCOUNTABILITY PLAN



## FLORIDA GULF COAST UNIVERSITY

## KEY PERFORMANCE INDICATORS (CONTINUED)

## Teaching &amp; Learning Metrics

## Time to Degree for FTICs in 120hr programs

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	4.5	4.5	4.5	4.5	4.5	.	.	.	.
APPROVED GOALS	.	.	4.2	4.4	4.4	4.3	4.2	4.0	.
PROPOSED GOALS	.	.	.	.	.	4.3	4.2	4.0	4.0

## Six-Year FTIC Graduation Rates [full- &amp; part-time students]

	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22
ACTUAL	49	43	46	48	47	.	.	.	.
APPROVED GOALS	.	.	45	47	50	53	55	57	.
PROPOSED GOALS	.	.	.	.	.	50	53	55	57

## Bachelor's Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	1,864	2,062	2,331	2,339	2,675	.	.	.	.
APPROVED GOALS	.	.	2,132	2,400	2,450	2,500	2,550	2,600	.
PROPOSED GOALS	.	.	.	.	.	2725	2775	2825	2875

## Graduate Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	368	339	300	328	321	.	.	.	.
APPROVED GOALS	.	.	350	325	350	375	400	425	.
PROPOSED GOALS	.	.	.	.	.	350	375	400	425

## Percentage of Bachelor's Degrees Awarded to African-American &amp; Hispanic Students

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	25	25	24	26	27	.	.	.	.
APPROVED GOALS	.	.	.	25	26	27	28	29	.
PROPOSED GOALS	.	.	.	.	.	27	28	29	30

## 2019 ACCOUNTABILITY PLAN



## FLORIDA GULF COAST UNIVERSITY

## KEY PERFORMANCE INDICATORS (CONTINUED)

## Teaching &amp; Learning Metrics

## Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	13	12	12	11	11	.	.	.	.
APPROVED GOALS	.	.	13	12	12	13	13	15	.
PROPOSED GOALS	.	.	.	.	.	13	14	15	16

## Percent of Undergraduate FTE in Online Courses

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	16	18	21	19	22	.	.	.	.
APPROVED GOALS	.	.	19	23	19	20	21	27	.
PROPOSED GOALS	.	.	.	.	.	22	23	27	30

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## Percent of Bachelor's Degrees in STEM &amp; Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	30	31	33	30	32	.	.	.	.
APPROVED GOALS	.	.	32	34	33	35	37	38	.
PROPOSED GOALS	.	.	.	.	.	35	37	38	39

## Percent of Graduate Degrees in STEM &amp; Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	35	37	36	39	38	.	.	.	.
APPROVED GOALS	.	.	38	39	40	41	42	43	.
PROPOSED GOALS	.	.	.	.	.	41	42	43	44

## Scholarship, Research and Innovation Metrics

## National Academy Memberships

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	0	0	1	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	1	1	1	1

## Faculty Awards

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACTUAL	0	1	0	1	2	.	.	.	.
APPROVED GOALS	.	.	0	0	0	0	0	1	.
PROPOSED GOALS	.	.	.	.	.	0	0	1	2

## 2019 ACCOUNTABILITY PLAN



## FLORIDA GULF COAST UNIVERSITY

## KEY PERFORMANCE INDICATORS (CONTINUED)

## Scholarship, Research and Innovation Metrics

## Total Research Expenditures (\$M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	10	9	7	8	5	.	.	.	.
APPROVED GOALS	.	.	.	8	9	10	11	12	.
PROPOSED GOALS	.	.	.	.	.	10	11	12	13

## Percentage of Research Expenditures Funded from External Sources

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	72	74	77	74	73	.	.	.	.
APPROVED GOALS	.	.	.	76	77	78	79	80	.
PROPOSED GOALS	.	.	.	.	.	78	79	80	81

## Utility Patents Awarded [from the USPTO]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	0	2	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	0	0	1	2	2	.
PROPOSED GOALS	.	.	.	.	.	0	0	1	2

## Number of Licenses/Options Executed Annually

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	1	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	0	0	0	1	1	.
PROPOSED GOALS	.	.	.	.	.	0	0	1	1

## Number of Start-up Companies Created

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	0	0	0	2	5	.
PROPOSED GOALS	.	.	.	.	.	0	0	1	1

## 2019 ACCOUNTABILITY PLAN



## FLORIDA GULF COAST UNIVERSITY

**Institution Specific Goals**

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

**Undergraduate Student Publications**

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	.	.	11	31	60	.	.	.	.
APPROVED GOALS	.	.	.	15	35	40	45	50	.
PROPOSED GOALS	.	.	.	.	.	65	70	75	80

**Number of Students in Honors Program/College**

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	.	.	674	944	1007	.	.	.	.
APPROVED GOALS	.	.	.	770	1,000	1,100	1,200	1,200	.
PROPOSED GOALS	.	.	.	.	.	1,100	1,200	1,200	1,200

**Number of Student Entrepreneurs Starting a Business**

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	.	.	5	22	44	.	.	.	.
APPROVED GOALS	.	.	.	.	26	30	34	38	.
PROPOSED GOALS	.	.	.	.	.	48	52	56	60

## 2019 ACCOUNTABILITY PLAN



## FLORIDA GULF COAST UNIVERSITY

## ENROLLMENT PLANNING

Fall Headcount Enrollment by Student Level *(for all degree-seeking students at all campuses)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>UNDERGRADUATE</b>									
ACTUAL	13,226	13,604	13,544	13,582	13,624	.	.	.	.
APPROVED GOALS	.	.	.	13,680	13,711	13,840	13,971	14,104	.
PROPOSED GOALS	.	.	.	.	.	13,846	13,971	14,104	14,227
<b>GRADUATE</b>									
ACTUAL	997	980	986	1,014	1,060	.	.	.	.
APPROVED GOALS	.	.	.	1,070	1,024	1,034	1,044	1,054	.
PROPOSED GOALS	.	.	.	.	.	1,075	1,095	1,115	1,135

Fall Headcount Enrollment by Student Type *(for all degree-seeking students at all campuses)*

	2014 ACTUAL	2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 ACTUAL	2019 PLAN	2020 PLAN	2021 PLAN	2022 PLAN
<b>UNDERGRADUATE</b>									
FTIC	9,351	9,652	9,540	9,567	9,611	9,746	9,836	9,927	10,025
FCS AA Transfers	1,656	1,640	1,606	1,717	1,703	1,749	1,767	1,785	1,790
Other AA Transfers	208	210	206	220	224	226	228	230	232
Post-Baccalaureates	170	178	157	182	151	185	187	189	190
Other Undergraduates	1,841	1,924	2,035	1,896	1,935	1,940	1,953	1,973	1,990
<b>Subtotal</b>	<b>13,226</b>	<b>13,604</b>	<b>13,544</b>	<b>13,582</b>	<b>13,624</b>	<b>13,846</b>	<b>13,971</b>	<b>14,104</b>	<b>14,227</b>
<b>GRADUATE</b>									
Master's	838	834	798	822	852	860	870	880	890
Research Doctoral	64	52	72	67	71	75	80	85	90
Professional Doctoral	95	94	116	125	137	140	145	150	155
<b>Subtotal</b>	<b>997</b>	<b>980</b>	<b>986</b>	<b>1,014</b>	<b>1,060</b>	<b>1,075</b>	<b>1,095</b>	<b>1,115</b>	<b>1,135</b>
<b>TOTAL</b>	<b>14,223</b>	<b>14,584</b>	<b>14,530</b>	<b>14,596</b>	<b>14,684</b>	<b>14,921</b>	<b>15,066</b>	<b>15,219</b>	<b>15,362</b>

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Does not include 'Unclassified' students who are not formally admitted into a degree program but are enrolled (e.g., dual enrolled high school students).

Percent of Baccalaureate-Seeking Resident Undergraduates Who Earned 15+ Credit Hours *(Fall terms only)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	16	18	20	23	23	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	24	25	26	27

## 2019 ACCOUNTABILITY PLAN



## FLORIDA GULF COAST UNIVERSITY

ENROLLMENT PLANNING *continued*

## Actual &amp; Planned FTE Enrollment by Residency &amp; Student Level

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
<b>RESIDENT</b>										
LOWER	5,741	5,855	5,587	5,459	5,369	5,445	5,500	5,550	5,600	5,650
UPPER	4,667	4,961	5,349	5,502	5,783	5,927	6,000	6,050	6,100	6,150
GRAD I	667	650	631	598	637	662	670	680	690	700
GRAD II	153	145	146	174	185	209	210	212	215	220
<b>TOTAL</b>	<b>11,228</b>	<b>11,610</b>	<b>11,713</b>	<b>11,733</b>	<b>11,974</b>	<b>12,243</b>	<b>12,380</b>	<b>12,492</b>	<b>12,605</b>	<b>12,720</b>
<b>NON-RESIDENT</b>										
LOWER	342	407	559	632	622	661	670	675	680	685
UPPER	194	208	233	277	345	423	425	430	435	440
GRAD I	29	28	30	35	40	40	45	50	50	55
GRAD II	11	15	15	19	15	8	10	12	15	20
<b>TOTAL</b>	<b>575</b>	<b>657</b>	<b>837</b>	<b>963</b>	<b>1,022</b>	<b>1,132</b>	<b>1,150</b>	<b>1,167</b>	<b>1,180</b>	<b>1,200</b>
<b>TOTAL</b>										
LOWER	6,083	6,262	6,147	6,091	5,991	6,106	6,170	6,225	6,280	6,335
UPPER	4,860	5,168	5,582	5,779	6,128	6,350	6,425	6,480	6,535	6,590
GRAD I	696	677	661	633	677	702	715	730	740	755
GRAD II	163	160	161	193	200	217	220	224	230	240
<b>TOTAL</b>	<b>11,802</b>	<b>12,267</b>	<b>12,551</b>	<b>12,696</b>	<b>12,996</b>	<b>13,375</b>	<b>13,530</b>	<b>13,659</b>	<b>13,785</b>	<b>13,920</b>

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours that degree-seeking students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

## Percent of FTE Enrollment by Method of Instruction

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
<b>UNDERGRADUATE</b>										
Distance (80-100%)	16%	18%	21%	19%	22%	23%	24%	25%	26%	27%
Hybrid (50-79%)	1%	1%	1%	0%	0%	1%	1%	2%	2%	3%
Classroom (0-50%)	83%	81%	78%	80%	78%	76%	75%	73%	72%	70%
<b>GRADUATE</b>										
Distance (80-100%)	25%	27%	35%	30%	31%	32%	33%	33%	34%	34%
Hybrid (50-79%)	7%	2%	1%	1%	1%	2%	2%	3%	3%	4%
Classroom (0-50%)	68%	71%	64%	69%	68%	66%	65%	64%	63%	62%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) that is based on the number of credit hours that degree-seeking students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Classroom/Traditional, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element #2052. \*Percentages may not total 100 due to rounding.

## 2019 ACCOUNTABILITY PLAN



## FLORIDA GULF COAST UNIVERSITY

## ACADEMIC PROGRAM COORDINATION

## New Programs for Consideration by University in AY 2019-20

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2018 Accountability Plan list for programs under consideration for 2019-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Physics	40.0801	STEM	FAMU, FAU, FIU, FSU, UCF, UF, UNF, USFT, UWF	No	25	4/2020
Real Estate	52.1501	None	FAU, FIU, FSU, UCF	No	75	4/2020
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Biology	26.0101	STEM	FAMU, FAU, FIU, FSU, UCF, UNF, USFT, UWF	No	45	4/2020
<b>DOCTORAL PROGRAMS</b>						

## New Programs for Consideration by University in 2020-22

These programs will be used in the 2020 Accountability Plan list for programs under consideration for 2020-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Professional Sales	52.1804	None	None	No	75	4/2021
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Educational Technology	13.0501	STEM	FAU, FSU, UCF, USFT, UWF	Yes	50	4/2022
Health Administration	51.0701	HEALTH	FAMU, FAU, FIU, UF, UNF, USFT, UWF	Yes	75	4/2022
<b>DOCTORAL PROGRAMS</b>						
Occupational Therapy	51.2306	HEALTH	UF	No	30	4/2021

# 2019 Accountability Plan

## UNIVERSITY OF NORTH FLORIDA

BOT APPROVED

04-24-19



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

## 2019 ACCOUNTABILITY PLAN



UNIVERSITY OF NORTH FLORIDA

BOT Approved  
04/24/2019

## INTRODUCTION

*This is a new report that combines the previous Annual Accountability Report and University Work Plans into a single document more closely aligned with the Board of Governors' 2025 System Strategic Plan.*

*This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance, helping to foster greater coordination between institutional administrators, University Boards of Trustees, and the Board of Governors.*

*Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for approval, excluding those sections of the Plan that require additional regulatory or procedural approval pursuant to law or Board regulations.*

## 2019 ACCOUNTABILITY PLAN



UNIVERSITY OF NORTH FLORIDA

BOT Approved  
04/24/2019

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## MISSION STATEMENT

The University of North Florida's academically talented students receive individualized attention and opportunities to engage in transformational learning: e.g., community engagement, internships, international study, and research. Dedicated faculty and staff create a rich learning environment on a beautiful campus that provides an inspiring setting for our diverse community. Together, we enhance the economic and cultural development of our growing metropolitan region.



## STATEMENT OF STRATEGY

*Given your mission, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.*

The strategic approach at the University of North Florida is one of ambition and excellence. “Uniquely UNF” represents a commitment to leadership and innovation in areas where others might hesitate or retreat. Faculty, staff and administrators are dedicated to excellence in teaching, research, and service through increased collaboration, advancement, and inclusion.

The University of North Florida demonstrates a singular focus on student success through a comprehensive set of student services, faculty achievement and academic enrichment. We emphasize individual attention with high impact educational practices to attract students across the state and beyond. UNF’s commitment to our graduates is that they be fully prepared to engage in a successful career or attend their choice of graduate school.

Northeast Florida is a dynamic, growing market offering many opportunities for students particularly in logistics, health care, military, insurance, and coastal businesses. UNF, as Jacksonville’s only public university, accepts responsibility to partner and achieve even greater distinction for the city through the investment of resources which will establish the University as a progressive center for the generation of innovative ideas and practices.

## 2019 ACCOUNTABILITY PLAN



UNIVERSITY OF NORTH FLORIDA

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04/24/2019**STRENGTHS, OPPORTUNITIES AND CHALLENGES** (*within 3 years*)*What are your major capabilities, opportunities and challenges for improvement?***Strengths:**

- Internships and High Impact Experiences: 87% of grads participated in at least one high-impact practice.
- Small Classes and Individualized Attention: With a student to faculty ratio of 19 to 1 and an average class size of 30 students, UNF professors work with students individually to ensure success. 91% of all undergraduate courses have less than 50 students. Over 73% of UNF fulltime instructional faculty are either tenured or on a tenure track line resulting in more terminally degreed and research-active faculty in undergraduate classrooms.
- Academic and Student Affairs: The two divisions combined in 2018, resulting in increased collaboration, student engagement, and financial savings.
- Community Engagement: UNF holds the Community Engagement Classification from The Carnegie Foundation for the Advancement of teaching. UNF's Community Action Plan involved 240 UNF stakeholders in documenting the impact the institution has on the region and beyond.
- UNF's Writing Center: *Writing Around the Curriculum* is the University's Quality Enhancement Plan partially because of the strong infrastructure already in place in the Writing Center.
- Geography: Proximity to vibrant and diverse business community, particularly in strategic areas, and to the beach.
  - UNF makes a substantial impact on Northeast Florida and beyond with its strong healthcare, transportation and logistics, and coastal programs, with hundreds of associated firms in our backyard.
  - Environmentally Beautiful Campus: UNF's nearly 1,200-acre campus, close to the Atlantic Ocean, includes a nature preserve and LEED-certified green buildings, demonstrating our commitment to the environment. UNF also owns 1,050 acres on the Intracoastal Waterway used for research.
- Academically Gifted Students: High school students entering UNF in the fall of 2018 had an average GPA of 4.32 – our most academically gifted class to date, and second only to the University of Florida within the SUS.
- Employment after Graduation: UNF leads the SUS in the percentage of its graduates who are employed in our state, with a nearly 5% higher rate than the next-best school.
- Student Success: UNF has dramatically increased its graduation rate over the last four years due to targeted attention.
- Partnership for Healthier America (PHA): The University received an award at the National PHA Conference for completing all required elements to promote health for students.
- Rise Above Resilience Program: Provides students with the knowledge and skills to overcome difficult challenges and experiences.

**Opportunities and Challenges:****Student Success:**

- Despite growth in 4-year grad rates, first-year retention remains a challenge, but signals opportunity for substantial further lift in grad rates. We anticipate that the partnerships of Student and Academic Affairs will have a positive impact, as well as many other initiatives.
- New top leadership, at both the President and Provost level, provides a dynamic perspective and innovative ideas to leapfrog the University to the next level.
- Opportunities exist to further support student well-being, especially in areas of stress, anxiety, and depression.
- New initiatives to address difficult gateway courses are needed to increase student success at lower levels.
- Community need and student demand for programs do not align with areas able to grow without resources.
- Significant opportunities exist to grow the UNF Entrepreneurial Center and downtown presence.

## 2019 ACCOUNTABILITY PLAN



UNIVERSITY OF NORTH FLORIDA

BOT Approved  
04/24/2019**KEY INITIATIVES & INVESTMENTS** *(within 3 years)*

*Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.*

**Student success:** Enhance student support excellence

- Create a success team for each student that involves professionals in academics, career services, financial aid, and student-assisted support
- Implement targeted mentoring programs for first-time full-time students
- Improve software systems for student-centered scheduling, early warning, and progress toward degree
- Use onboarding processes and predictive modeling to identify students most likely to need additional support services
- Provide improved preventative and treatment options for student health
- Further integrate student affairs into academic affairs
- Advance career success through internships
- Streamline progress toward degree through improved curriculum design
- Enhance financial support for students to further decrease cost to degree
- Maintain low default rate (1.4%) compared with 10.8% nationally

**Student success:** Enhance faculty excellence

- Increase faculty in areas of strategic emphasis
- Increase faculty preparation to teach in online learning modalities
- Offer professional development focused on teaching first-time full-time students
- Reward faculty for implementing research-based and analytics-based pedagogy promoting positive student outcomes

**Student Success:** Increase enrollment strategically

- Further advance predictive modeling to identify and admit students with significant probability of success
- Recruit additional students who are economically disadvantaged and first generation, but have significant probability of success
- Recruit additional students seeking degrees in areas of strategic emphasis
- Promote UNF+ Pathways to streamline paths for undergraduate students to enroll in graduate programs



## Graduation Rate Improvement Plan

This narrative subcomponent is in response to the "Florida Excellence in Higher Education Act of 2018" that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

### **1. Provide a brief update on the academic, financial, financial aid and curricular actions that your institution has implemented to encourage graduation in four years.**

Due in part to the initiatives below, UNF's four-year graduation rate increased to 38.5%, an 11% higher rate than last year; expecting 12%+ further growth in grad rate in the coming year, and is expected to grow similarly in the coming year."

- Increased supplemental instruction visits by 52% vs. last year; students visiting SI at least once per week improved an average of two letter grades
- Supported 44% more students with peer-assisted student support programming
- Served 221% more students in skill-based workshop programming
- Number of full-time FTICs (FTFTs) with need-based aid taking 15+ hours in first Fall increased by 22%; now more need-based than non-need-based FTFTs take 15+ hours
- Percentage of all degree-seeking resident undergrads attempting 15+ hours in Fall has increased by an SUS-leading 81% vs. three years ago
- Required mid-term grade reporting by all faculty as of Spring 2019; 54% more degree-seeking undergrads received one or more midterm grade in Fall 2018 vs. last year
- Mandated second-year advising for all students as of Fall 2018
- Implemented new registration plan in April 2019: prioritizes students on track to graduate
- Launching Begin. College Survey of Student Engagement to all incoming FTICs in Sum '19
- Launched UNF+ pathways program to incentivize & facilitate graduation in 3 years and immediate transition into grad school, to include reduced grad tuition for our own grads
- Created new "Community Alliance for Student Success" to launch in Summer 2019; facilitates recruitment, retention & graduation of black students by involving local black government & industry leaders & UNF senior students as mentors to teams of freshmen
- Created & launched new Student 360 software portal as centralized student data access point for advisors, integrating retention risk scores from our own predictive modeling
- Reduced student fees by \$0.15/hour & reallocated \$.09/hour to mental health counseling
- Launched "Stay Strong" initiative: awards \$600 book scholarship in student's second Fall
- Created "OER Initiative": encourages adoption of open resources in courses by providing faculty training and support; early participation has already saved students \$83,800
- Re-designing "Personal Health and Wellness" course as enhanced First Year Seminar, to provide students with tools to be successful academically, financially, nutritionally, interpersonally, mentally, and physically
- Launched new early alert system that refers students to Career Services to assist in major/career selection and parallel planning for limited access majors
- Assigning a career counselor for all incoming FTICs in Fall 2019
- Aggressively working to reduce all degree programs to 120 hours, including in engineering



## Key Achievements for Last Year (2017 -2018)

### STUDENT ACHIEVEMENTS

1. UNF graduates are employed in Florida at the highest rate of any SUS institution
2. 2 UNF students awarded International Computing Honor Society scholarships
3. Honor student (Amanda Wind) awarded a Fulbright Scholarship to Thailand

### FACULTY ACHIEVEMENTS

1. Engineering professor (Bill Dally) funded by a prestigious Major Research Instrumentation grant awarded from the National Science Foundation (NSF)
2. Faculty Achievements: CAMS faculty member (Dawn Saracino) selected into prestigious Parkinson's Foundation Physical Therapy Faculty program (one of only 12 selected annually)
3. Faculty Achievements: Chemistry professor (Dr. Stuart Chalk) awarded a \$600,000 NSF grant to test and improve SciData

### PROGRAM ACHIEVEMENTS

1. Awarded one of the "Best Colleges for Nutrition Degree Programs 2018-19" by schools.com
2. Best College Reviews ranked the University of North Florida's RN to BSN program 14<sup>th</sup> in the nation
3. Department of Nutrition and Dietetics opened Center for Nutrition and Food Security

### INSTITUTIONAL ACHIEVEMENTS

1. Wall Street Journal/Times Higher Ed – ranked among nation's top universities
2. Ranked among top 40 universities and colleges for Best Online Bachelor's programs
3. Florida Campus Compact award "Engaged Campus of the Year"

## 2019 ACCOUNTABILITY PLAN



UNIVERSITY OF NORTH FLORIDA

BOT Approved  
04/24/2019

## PERFORMANCE BASED FUNDING METRICS

## 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	66.1	66.5	68.7	69.1	69.3	.	.	.	.
APPROVED GOALS	.	.	67.5	69.7	70	71	72	73	.
PROPOSED GOALS	.	.	.	.	.	71	72	73	74

## 2. Median Wages of Bachelor's Graduates Employed Full-time

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	34,700	36,100	37,000	38,000	38,600	.	.	.	.
APPROVED GOALS	.	.	37,500	38,100	39,000	39,500	40,000	.	.
PROPOSED GOALS	.	.	.	.	.	39,500	40,000	40,700	41,000

## 3. Average Cost to the Student [Net Tuition &amp; Fees per 120 Credit Hours for Resident Undergraduates]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	17,060	17,290	17,360	16,540*	12,970	.	.	.	.
APPROVED GOALS	.	.	.	17,174	17,500	17,400	17,300	.	.
PROPOSED GOALS	.	.	.	.	.	12,000	11,400	10,830	10,280

Note\*: Beginning with 2016-17, data now includes third-party payments to improve accuracy.

## 4. FTIC Four-Year Graduation Rate

	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	26.2	30.2	32.9	34.7*	38.5	.	.	.	.
APPROVED GOALS	.	.	30.5	34	35	36	37	38	.
PROPOSED GOALS	.	.	.	.	.	43	46	48	50

Note\*: Previous year data updated to account for changes to cohorts approved by ODA staff to improve accuracy.

## 5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	77.8	74.6	75.4	78.2*	78.6	.	.	.	.
APPROVED GOALS	.	.	77	76	78	79	80	81	.
PROPOSED GOALS	.	.	.	.	.	80	81	82	83

Note\*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

Metrics are defined in appendix. For more information about the PBF model visit: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php).

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## PERFORMANCE BASED FUNDING METRICS (CONTINUED)

## 6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	44.8	44.7	48.7	51.7	54.3	.	.	.	.
APPROVED GOALS	.	.	48	53	53	54	55	56	.
PROPOSED GOALS	.	.	.	.	.	57	58	59	60

## 7. University Access Rate [Percent of Undergraduates with a Pell grant]

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	33.5	32.6	32.1	30.2	30.7	.	.	.	.
APPROVED GOALS	.	.	33	33	30	31	32	33	.
PROPOSED GOALS	.	.	.	.	.	31	32	33	34

## 8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	50.2	50.0	48.9	53.6	52.7	.	.	.	.
APPROVED GOALS	.	.	51	52	54	55	56	57	.
PROPOSED GOALS	.	.	.	.	.	55	57	58	60

## 9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	71.1	71.9	71.7	80.3*	83.1	.	.	.	.
APPROVED GOALS	.	.	73	73	81	81	82	82	.
PROPOSED GOALS	.	.	.	.	.	81	82	82	83

Note\*: In 2016-17, UNF improved their data collection for this metric and are therefore was not eligible for improvement points this year.

## 10. BOT Choice: Percent of Undergraduate FTE in Online Courses

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	11	14	16	19	21	.	.	.	.
APPROVED GOALS	.	.	15	17	20	21	22	23	.
PROPOSED GOALS	.	.	.	.	.	24	25	26	27

Note: This is a transition year for the BOT Choice metric (#10), so we are reporting data for both the current and future metrics. Metrics are defined in appendix. For more information about the PBF model visit: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php)

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## KEY PERFORMANCE INDICATORS

## Teaching &amp; Learning Metrics (from the 2025 System Strategic Plan that are not included in the PBF section)

## Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	0	0	0	0	0	.	.
PROPOSED GOALS	.	.	.	.	0	0	0	0	0

## Freshmen in Top 10% of High School Class

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	13	19	14	15	16	.	.	.	.
APPROVED GOALS	.	.	19.5	18	16	17	18	19	.
PROPOSED GOALS	.	.	.	.	.	17	18	19	20

## Professional Licensure &amp; Certification Exam First-time Pass Rates

CALENDAR YEAR	2014	2015	2016	2017	2018	2019 GOAL	2020 GOAL	2021 GOAL	2022 GOAL
Nursing	85	94	94	94	95	95	95	95	95
US Average	85	87	88	90	92	.	.	.	.
MULTI-YEAR	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19 GOAL	2018-20 GOAL	2019-21 GOAL	2020-22 GOAL
Physical Therapy	97	96	96	96	94	97	97	97	97
US Average	90	91	92	92	93	.	.	.	.

## Exam Scores Relative to Benchmarks

Above or Tied	2	2	2	2	2	.	.	.	.
Total	2	2	2	2	2	2	2	2	2

## Time to Degree for FTICs in 120hr programs

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	4.9	4.8	4.8	4.8	4.5	.	.	.	.
APPROVED GOALS	.	.	4.8	4.7	4.6	4.5	4.4	4.4	.
PROPOSED GOALS	.	.	.	.	.	4.5	4.4	4.4	4.3

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## KEY PERFORMANCE INDICATORS (CONTINUED)

## Teaching &amp; Learning Metrics

## Six-Year FTIC Graduation Rates [full-time students only]

	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22
ACTUAL	55	54	53	56	58	.	.	.	.
APPROVED GOALS	.	.	55	56	57	58	59	60	.
PROPOSED GOALS	.	.	.	.	.	58	59	60	61

## Bachelor's Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	3,177	3,207	3,255	3,206	3,231	.	.	.	.
APPROVED GOALS	.	.	3,300	3,280	3,250	3,280	3,310	3,330	.
PROPOSED GOALS	.	.	.	.	.	3,360	3,440	3,510	3,570

## Graduate Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	590	598	622	619	691	.	.	.	.
APPROVED GOALS	.	.	600	640	625	630	635	640	.
PROPOSED GOALS	.	.	.	.	.	790	795	800	805

## Percent of Bachelor's Degrees Awarded to African-American &amp; Hispanic Students

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	18	19	18	19	20	.	.	.	.
APPROVED GOALS	.	.	19.5	20	20	20	21	21	.
PROPOSED GOALS	.	.	.	.	.	20	21	21	22

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## KEY PERFORMANCE INDICATORS (CONTINUED)

## Teaching &amp; Learning Metrics

## Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	23	24	22	21	19	.	.	.	.
APPROVED GOALS	.	.	23	23	22	22	22	22	.
PROPOSED GOALS	.	.	.	.	.	22	22	22	22

## Percent of Undergraduate FTE in Online Courses

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	11	14	16	19	21	.	.	.	.
APPROVED GOALS	.	.	15	16	20	21	22	23	.
PROPOSED GOALS	.	.	.	.	.	24	25	26	27

## Percent of Bachelor's Degrees in STEM &amp; Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	29	30	33	36	35	.	.	.	.
APPROVED GOALS	.	.	31	34	37	38	39	40	.
PROPOSED GOALS	.	.	.	.	.	38	39	40	41

## Percent of Graduate Degrees in STEM &amp; Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	34	35	34	38	37	.	.	.	.
APPROVED GOALS	.	.	36	37	39	40	41	42	.
PROPOSED GOALS	.	.	.	.	.	40	41	42	43

## Scholarship, Research and Innovation Metrics

## National Academy Memberships

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	0	0	0	0	0	0	.	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0

## Faculty Awards

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACTUAL	1	0	0	1	3	.	.	.	.
APPROVED GOALS	.	.	.	1	1	1	1	2	.
PROPOSED GOALS	.	.	.	.	.	1	1	2	2

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## KEY PERFORMANCE INDICATORS (CONTINUED)

## Scholarship, Research and Innovation Metrics

## Total Research Expenditures (\$M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	3.7	3.7	5.1	6.5	10.0	.	.	.	.
APPROVED GOALS	.	.	.	9.7	8.3	9	9.3	9.6	.
PROPOSED GOALS	.	.	.	.	.	10.5	11	11.5	12

## Percentage of Research Expenditures Funded from External Sources

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	44	50	41	30	40	.	.	.	.
APPROVED GOALS	.	.	.	69	40	45	50	50	.
PROPOSED GOALS	.	.	.	.	.	45	50	50	50

## Utility Patents Awarded [from the USPTO]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	0	0	2	1	0	.	.	.	.
APPROVED GOALS	.	.	.	3	3	3	4	5	.
PROPOSED GOALS	.	.	.	.	.	2	3	4	4

## Number of Licenses/Options Executed Annually

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	0	0	1	1	1	1	.	.	.
APPROVED GOALS	.	.	.	1	1	1	2	2	.
PROPOSED GOALS	.	.	.	.	.	1	2	2	2

## Number of Start-up Companies Created

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	0	0	1	1	0	0	1	.	.
APPROVED GOALS	.	.	.	1	0	1	1	2	.
PROPOSED GOALS	.	.	.	.	.	1	1	2	2

## 2019 ACCOUNTABILITY PLAN



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04/24/2019**Institution Specific Goals**

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

**1. Percent of Bachelor's Graduates Engaged in Internships**

2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL
45.9%	46.4%	47.1%	50.1%	50.2%	52%	53%	54%	55%

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## ENROLLMENT PLANNING

Fall Headcount Enrollment by Student Level *(for all degree-seeking students at all campuses)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>UNDERGRADUATE</b>									
ACTUAL	13,904	13,590	13,597	13,987	14,256	.	.	.	.
APPROVED GOALS	.	.	.	13,630	14,265	14,400	14,545	14,690	.
PROPOSED GOALS	.	.	.	.	.	14,540	14,700	14,840	14,930
<b>GRADUATE</b>									
ACTUAL	1,754	1,778	1,857	1,967	2,155	.	.	.	.
APPROVED GOALS	.	.	.	1,934	2,005	2,050	2,095	2,140	.
PROPOSED GOALS	.	.	.	.	.	2,230	2,270	2,300	2,320

Fall Headcount Enrollment by Student Type *(for all degree-seeking students at all campuses)*

	2014 ACTUAL	2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 ACTUAL	2019 PLAN	2020 PLAN	2021 PLAN	2022 PLAN
<b>UNDERGRADUATE</b>									
FTIC	6,700	6,328	6,511	7,023	7,541	7,690	7,780	7,850	7,900
FCS AA Transfers	4,104	3,958	3,671	3,490	3,160	3,220	3,260	3,290	3,310
Other AA Transfers	357	361	348	343	347	355	360	360	360
Post-Baccalaureates	0	527	505	496	495	505	510	515	520
Other Undergraduates	2,743	2,416	2,562	2,635	2,713	2,770	2,790	2,825	2,840
<b>Subtotal</b>	<b>13,904</b>	<b>13,590</b>	<b>13,597</b>	<b>13,987</b>	<b>14,256</b>	<b>14,540</b>	<b>14,700</b>	<b>14,840</b>	<b>14,930</b>
<b>GRADUATE</b>									
Master's	1,499	1,427	1,404	1,440	1,593	1,650	1,680	1,700	1,710
Research Doctoral	105	100	94	89	89	90	90	100	100
Professional Doctoral	150	251	359	438	473	490	500	500	510
<b>Subtotal</b>	<b>1,754</b>	<b>1,778</b>	<b>1,857</b>	<b>1,967</b>	<b>2,155</b>	<b>2,230</b>	<b>2,270</b>	<b>2,300</b>	<b>2,320</b>
<b>TOTAL</b>	<b>15,658</b>	<b>15,368</b>	<b>15,454</b>	<b>15,954</b>	<b>16,411</b>	<b>16,770</b>	<b>16,970</b>	<b>17,140</b>	<b>17,250</b>

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Does not include 'Unclassified' students who are not formally admitted into a degree program but are enrolled (e.g., dual enrolled high school students).

## Percent of Baccalaureate-Seeking Resident Undergraduates Who Earned 15+ Credit Hours

*(Fall terms only)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	12	13	18	21	22	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	24	26	28	30

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## Actual &amp; Planned FTE Enrollment by Residency &amp; Student Level

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
<b>RESIDENT</b>										
LOWER	4,572	4,639	4,371	4,649	4,935	5,150	5,250	5,315	5,370	5,395
UPPER	7,555	7,296	7,228	7,200	7,420	7,530	7,680	7,775	7,850	7,890
GRAD I	994	1,004	945	908	941	1,070	1,110	1,130	1,140	1,150
GRAD II	169	200	262	364	402	410	420	430	440	445
<b>TOTAL</b>	<b>13,289</b>	<b>13,139</b>	<b>12,805</b>	<b>13,121</b>	<b>13,697</b>	<b>14,160</b>	<b>14,460</b>	<b>14,650</b>	<b>14,800</b>	<b>14,880</b>
<b>NON-RESIDENT</b>										
LOWER	151	191	195	208	223	260	265	270	270	275
UPPER	184	176	199	246	262	320	325	330	335	335
GRAD I	103	132	149	140	135	140	145	145	150	150
GRAD II	13	28	51	56	66	80	85	85	85	90
<b>TOTAL</b>	<b>452</b>	<b>528</b>	<b>594</b>	<b>650</b>	<b>686</b>	<b>800</b>	<b>820</b>	<b>830</b>	<b>840</b>	<b>850</b>
<b>TOTAL</b>										
LOWER	4,723	4,830	4,566	4,856	5,158	5,410	5,515	5,585	5,640	5,670
UPPER	7,739	7,472	7,427	7,447	7,682	7,850	8,005	8,105	8,185	8,225
GRAD I	1,097	1,136	1,094	1,048	1,075	1,210	1,255	1,275	1,290	1,300
GRAD II	182	228	313	420	468	490	505	515	525	535
<b>TOTAL</b>	<b>13,741</b>	<b>13,666</b>	<b>13,399</b>	<b>13,771</b>	<b>14,383</b>	<b>14,960</b>	<b>15,280</b>	<b>15,480</b>	<b>15,640</b>	<b>15,730</b>

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours for all students. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

Percent of FTE Enrollment by Method of Instruction *(all degree-seeking students at all campuses)*

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
<b>UNDERGRADUATE</b>										
Distance (80-100%)	11%	14%	16%	19%	21%	24%	25%	26%	27%	28%
Hybrid (50-79%)	1%	2%	2%	2%	2%	2%	2%	2%	2%	2%
Classroom (0-50%)	87%	84%	82%	79%	77%	74%	73%	72%	71%	70%
<b>GRADUATE</b>										
Distance (80-100%)	15%	18%	21%	24%	28%	32%	33%	34%	35%	36%
Hybrid (50-79%)	4%	5%	7%	7%	6%	6%	6%	6%	6%	6%
Classroom (0-50%)	82%	77%	72%	69%	66%	62%	61%	60%	59%	58%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) that is based on the number of credit hours for all students. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Classroom/Traditional, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element #2052.

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## ACADEMIC PROGRAM COORDINATION

## New Programs For Consideration by University in AY 2019-20

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2018 Accountability Plan list for programs under consideration for 2019-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
BFA Graphic Design & Digital Media	50.0409	GAP Analysis	FAMU, UF, USF SP	No	80 HC 80 FTE	Jan/Mar
BS in Biomedical Sciences	26.0102	STEM	USF, UWF, UCF, FIU, FSU, FAU	No	TBD	Mar/June
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
MS in Construction Management	15.1001	STEM	FIU, UF	No	TBD	Jan/Mar
MS in Educational Technology, Training, & Development	13.0501	Education	FAU, FSU, UCF, UWF	Yes	TBD	Jan/Mar
MS in Business Analytics	52.1301	STEM	FSU, UF offers similar	TBD	TBD	Mar/June
MBA Global MBA	52.1101	Global	---	TBD	TBD	Mar/June
<b>DOCTORAL PROGRAMS</b>						

## New Programs For Consideration by University in 2020-22

These programs will be used in the 2020 Accountability Plan list for programs under consideration for 2020-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
BS in Coastal and Port Engineering	14.0801	STEM	FAMU, FAU, FGCU, FIU, FSU, UCF, UF, USF T	TBD	TBD	TBD
BS in Biomedical Engineering	14.1901	STEM	Under 14.0501: FGCU, FIU, UF	TBD	TBD	TBD
BA in Community Leadership	TBD	---	None	No	TBD	TBD
BBA in Business Intelligence	52.1201	STEM	Similar majors: FAU,	DL & face-to-face	TBD	TBD

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			FGCU, FIU, FSU, UCF, UF, USF, UWF			
BS in Learning Design & Technology	13.0501	STEM	None	DL & face-to-face	TBD	TBD
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
MEd in Teaching English to Speakers of Other Language	13.1401	Education	FAU, UCF	TBD	TBD	TBD
MA in Deaf Education	13.1001	Education	None	Yes	TBD	TBD
MA in Early Childhood	13.1210	Education	None	Yes	TBD	TBD
MS in Materials Science & Engineering	40.1001	STEM	FSU	TBD	TBD	TBD
MA in Arts Management	50.0704	---	None	TBD	TBD	TBD
<b>DOCTORAL PROGRAMS</b>						
DHA in Health Administration	51.0701	Health	UF	TBD	TBD	TBD
EdD in Curriculum & Instruction	13.0301	Education	FAU, FIU, FSU, UF, USF T, UWF	TBD	TBD	TBD
PhD in Biomedical Science	26.0102	STEM	FIU, FSU, UCF	TBD	TBD	TBD

# 2019 Accountability Plan

# FLORIDA POLYTECHNIC UNIVERSITY

BOT APPROVED  
3/13/2019



STATE UNIVERSITY SYSTEM *of* FLORIDA  
Board of Governors

## 2019 ACCOUNTABILITY PLAN



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## INTRODUCTION

*This is a new report that combines the previous Annual Accountability Report and University Work Plans into a single document more closely aligned with the Board of Governors' 2025 System Strategic Plan.*

*This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance, helping to foster greater coordination between institutional administrators, University Boards of Trustees, and the Board of Governors.*

*Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for approval, excluding those sections of the Plan that require additional regulatory or procedural approval pursuant to law or Board regulations.*

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## MISSION STATEMENT

"Serve students and industry through excellence in education, discovery and application of engineering and applied sciences."

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3/13/2019**STATEMENT OF STRATEGY**

*Given your mission, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.*

Florida Poly strives to be the premier, core STEM public institution in the southeast region of the United States. Our strategy of increasing selectivity supports the University's model of delivering small classes with strong student-faculty interaction engaged in project-enhanced, curricular experiences. Coupled with a carefully engineered curricular and co-curricular focus on professional and leadership skills, the University offers industry-aligned majors in fast-growing, high-paying sectors. Florida Poly's priority on strong relationships with local and regional industry serves to fulfill its directive to enhance economic development in the state. A key component of this is the University's focus on connecting students with small and medium-sized business through internships, projects, and eventual employment. These efforts form key goals in Florida Poly's new strategic plan that calls for stronger efforts to grow the University's program portfolio and student experience initiatives to meet its goals of delivering programs in high-paying industries and maximizing value for students by preparing them for a lifetime of success.

The University's plan also calls for capitalizing on our strategic location on the I-4 corridor by creating a high-tech economy around Florida Poly. This effort includes a strong faculty recruiting initiative that deepens our growing basic and applied research footprint catalyzed by the Applied Research Center. By connecting with local stakeholders, our relationship with SunTrax, and the Advanced Mobility Institute, the plan calls for building out the campus and surrounding area with space for high-tech business and industry, a convention center, and a full service living community.

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3/13/2019**STRENGTHS, OPPORTUNITIES AND CHALLENGES** *(within 3 years)**What are your major capabilities, opportunities and challenges for improvement?*

Florida Polytechnic University's greatest strengths are:

- Its dedicated focus on the core STEM subjects of Technology and Engineering offering a high-touch model with smaller classes.
- Its strategic location in Lakeland which provides close proximity (within 40 miles) of more than 11,000 high-tech firms with our commitment to build jobs for Florida.
- Its agility; limited traditional bureaucracies which allows for a culture of innovation and responsiveness.
- Strong academic experience in both industry and higher education with a start-up culture nimble enough to test and evaluate new strategies.
- Positioned as the sole STEM Public campus with a population less than 5000 students in the southeast offering a project-enhanced curriculum. Strong relationships with Small and Medium Businesses (SMBs) in Florida.

Opportunities for Improvement include:

- Deepening relationships with industry to continue supporting students as they connect with companies for both internships and post-degree career placement.
- Enhancing our research infrastructure and developing focused research areas.
- Refinement of existing degrees and development of new STEM degrees that strengthen our mission and support the SUS strategic plan.
- Achieving ABET program accreditation on the heels of being granted initial accreditation by SACSCOC.
- Focus on targeted improvements in academic programs while maintaining efficient use of resources.
- Enhance academic quality to graduate exceptional students to increase impact.
- Increase fundraising and endowments.
- Effectively use current space while increasing much needed research space and the ability to house program faculty and staff.
- Continue to produce a "full service" residential campus in a new university.
- Continue to build a faculty aligned with our degrees that are committed to excellence in teaching and research.

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3/13/2019**KEY INITIATIVES & INVESTMENTS** *(within 3 years)*

*Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.*

## 1. Growing and improving the undergraduate program portfolio

This initiative is focused on two interrelated aspects of program quality and program growth with the intended outcome of raising the University's profile as a top destination for STEM and Engineering education. It begins with completing the ABET accreditation cycle for four existing programs and simultaneously enhancing the continuous improvement processes for non-ABET programs in parallel. This ensures a greater overall effectiveness in ongoing quality improvement for all of our programs. We are also growing our program portfolio with proposals to add Engineering Mathematics, Engineering Physics, and Environmental Engineering with the intent of implementing these for Fall 2019. ABET accreditation for these programs, where applicable, will also be sought. Finally, we are engaged in the research and development phases of adding core STEM programs and concentrations that will complement and enhance our existing programs, address industry and student demand, and grow the University's diversity.

## 2. Graduate Program Enhancements

Building on our recently formed Graduate Division, we are taking a stronger look at the content of our existing degrees and working to grow the size and quality of our program offerings. Key to this initiative is positioning our current programs to leverage existing faculty strengths in interdisciplinary research areas. By developing curriculum in our engineering and computer science programs that focus on leading challenges, we grow our research foundation to help the University attract highly qualified faculty. Our realignment also includes the goals of improving processes around admissions, recruiting, and funding students to support their learning experience and ongoing career and educational goals.

## 3. Transfer and Articulation

Over the first few years of the University's operations, we worked diligently to assess, review, improve, and stabilize our program offerings. Now that Florida Poly has developed a strong, largely common curricular foundation for all of its programs, we can work more confidently on developing critically needed transfer-articulation agreements with Florida State Colleges. Preliminary work and agreements are already in place and over the next three years we will strive to extend agreements throughout the state, develop a transfer student resource center and website, and evaluate our student support services to address the unique needs of this population.



## Graduation Rate Improvement Plan

This narrative subcomponent is in response to the “Florida Excellence in Higher Education Act of 2018” that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

### 1. Provide a brief update on the academic, financial, financial aid and curricular actions that your institution has implemented to encourage graduation in four years.

#### Academic

1. Priority advising and registration of all new students began in fall 2018 to ensure they start on the correct path for degree completion. The Academic Success Center closely advises each student on his or her best pathway to graduation.
2. Faculty mentors connect students to career goals. Common exams and syllabus to ensure all sections of critical courses prepare students at a consistent and rigorous standard.
3. “Gateway” courses are provided off-cycle to allow students a chance to recover from class withdrawals and failures. The delivery of summer courses are arranged to provide a pathway to “catch-up” for students getting off track. This includes the development of 3-year course rotations.
4. Implemented Schedule Wizard in spring 2019 to make it possible for students to have access to every possible iteration of a class schedule in seconds – making it easier for students to register. This also optimizes the available course offerings.
5. Academic Affairs Support Services group identifies and recommends major and minor initiatives and actions for implementation, monitors their progress and reports results/findings, identifies gaps and integrates processes into the university's ongoing continuous efforts to increase retention and graduation rates.

#### Curricular

6. Common Freshman Year (CFY): for nearly all majors the freshman year of required courses is the same, creating peer cohorts and providing students time to acclimate to our rigorous STEM curriculum without having the burden of potential lost credit if they change majors.
7. Continue to develop and implement policies and practices to ensure timely feedback to students and early-alert systems.

#### Financial Aid

8. Continue to develop aid packages to incentivize students to limit work during the school year to 20 hours or less.
9. Proactive Financial Aid Literacy Counseling in place to support students’ self-assessment and options for resolving unmet need.
10. Active counseling of students to use the Florida Student Assistance Grant (FSAG).



## Key Achievements for Last Year (2017 -2018)

### STUDENT ACHIEVEMENTS

1. Florida Poly student receives one of 41 global Brook Owens Fellowships for internship at nation's leading aviation company.
2. Three students place 3<sup>rd</sup> in the 2018 Governor's Cup competition. Florida Poly is the only state university to place in top three for two consecutive years.
3. Statewide competition for entrepreneurship awarded two Florida Poly students for their work on a smart catheter device to diagnose infections and digital listing tool for jewelry.
4. The 2018 Slingshot Polk awarded 1<sup>st</sup> and 2<sup>nd</sup> place to five students for their work on sinkhole detection with drones and using music to improve mental health.
5. Student develops components of an astronaut suit that helps to combat depression.

### FACULTY ACHIEVEMENTS

1. NSF grant awarded to Drs. Luis Jaimes and Ilhan Akbas for Cyber-Physical systems in crowd sensing.
2. Dr. Dr. Suleiman Alsweiss (Electrical Engineering) assisted in forecasting Hurricane Harvey's devastating path through South Texas as a scientist at the Center for Satellite Applications and Research.
3. Dr. Karim Elish, (Computer Science) awarded a \$70,500 grant from the Florida Center for Cybersecurity to develop an evolving course on mobile security and privacy.

### PROGRAM ACHIEVEMENTS

1. On the strength of four engineering program readiness reviews (fall 2017), we submitted ABET requests for evaluation (RFEs) in January 2018 and were granted permission to enter the evaluation process. This followed with self-study submissions in July 2018 and site visits occurring in October 2018. Currently, we are in due process with a final decision to be made in August 2019. SACSCOC accreditation, achieved in June 2017, is a prerequisite for ABET to consider our institution. To move from SACSCOC and enter the ABET process in the span three months represents a significant achievement in terms of curriculum and process changes on the part of program leadership and faculty..
2. Graduation of 84% of inaugural freshman class.
3. Fulbright relationships developed with Canada and Belgium

### INSTITUTIONAL ACHIEVEMENTS

1. Completed and opened the Student Development Center.
2. Continued collaboration with Florida Department of Transportation in the development of SunTrax.
3. Hosted the I-4 Commercial Corridor Conference with a focus on the multimillion dollar market flowing through Central Florida. Keynote by Senator Nelson who linked ongoing student and faculty research at the University with an urgent need for a highly trained U.S. workforce.

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3/13/2019**PERFORMANCE BASED FUNDING METRICS****FLORIDA POLYTECHNIC UNIVERSITY IS NOT YET INCLUDED IN PERFORMANCE FUNDING****1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)**

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	.	.	.	.	.	.	.	.
APPROVED GOALS	.	.	.	.	72.8	72.8	72.8	72.8	.
PROPOSED GOALS	.	.	.	.	.	72.8	72.8	75	78

**2. Median Wages of Bachelor's Graduates Employed Full-time**

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	.	.	.	.	.	.	.	.
APPROVED GOALS	.	.	.	.	40,700	40,700	40,700	40,700	.
PROPOSED GOALS	.	.	.	.	.	40,700	40,700	50,000	51,500

**3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	.	.	.	.	.	.	.	.
APPROVED GOALS	.	.	.	.	12,000	12,000	11,500	11,500	.
PROPOSED GOALS	.	.	.	.	.	12,000	11,500	11,500	9,000

**4. FTIC Four-Year Graduation Rate**

	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	.	.	.	.	36.6	.	.	.	.
APPROVED GOALS	.	.	.	.	37	37	34	38	.
PROPOSED GOALS	.	.	.	.	.	37	37	38	38

**5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	73.0	76.8	64.4	71.7	.	.	.	.
APPROVED GOALS	.	.	74	75	75	76	77	79	.
PROPOSED GOALS	.	.	.	.	.	72	72	74	76

Note: Metrics are defined in appendix. For more information about the PBF model visit:  
[http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php).

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	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	.	.	100	100	.	.	.	.
APPROVED GOALS	.	.	.	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	100	100	100	100

**7. University Access Rate** [Percent of Undergraduates with a Pell grant]

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	.	n/a	n/a	n/a	30%	.	.	.	.
APPROVED GOALS	.	.	.	.	15	28	29	29	.
PROPOSED GOALS	.	.	.	.	.	28	29	29	29

Note: Florida Polytech students were eligible to start receiving Pell grants from the US Dept. of Ed. in Fall 2017

**8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	.	.	100	100	.	.	.	.
APPROVED GOALS	.	.	.	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	100	100	100	100

**9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	.	.	*	96	.	.	.	.
APPROVED GOALS	.	.	.	.	68	70	70	80	.
PROPOSED GOALS	.	.	.	.	.	70	70	80	80

Note\*: There were too few (less than twenty) graduates in the 2016-17 graduating class to report.

Note: This is a transition year for the BOT Choice metric (#10), so we are reporting data for both the current and future metrics. Metrics are defined in appendix. For more information about the PBF model visit: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php)

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## KEY PERFORMANCE INDICATORS

**Teaching & Learning Metrics** (from the 2025 System Strategic Plan that are not included in the PBF section)**Public University National Ranking** [Number of Top50 Rankings based on BOG's official list of publications]

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	.	.	.	0	0	.	.	.	.
APPROVED GOALS	.	.	.	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0

**Freshmen in Top 10% of High School Class**

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	21	17	14	22	25	.	.	.	.
APPROVED GOALS	.	.	35	17	18	18	21	22	.
PROPOSED GOALS	.	.	.	.	.	22	22	23	23

**Time to Degree for FTICs in 120hr programs**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	.	.	*	3.6	.	.	.	.
APPROVED GOALS	.	.	.	.	.	5.5	5.25	5.0	.
PROPOSED GOALS	.	.	.	.	.	5.0	4.75	4.65	4.5

Note\*: There were too few (less than ten) FTIC graduates in the 2016-17 graduating class to report.

**Six-Year FTIC Graduation Rates** [full-time students only]

	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22
ACTUAL	.	.	.	.	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	62	64	.
PROPOSED GOALS	.	.	.	.	.	.	62	64	64

**Bachelor's Degrees Awarded** [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	.	.	18	197	.	.	.	.
APPROVED GOALS	.	.	.	13	160	310	370	370	.
PROPOSED GOALS	.	.	.	.	.	290	290	290	290

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## KEY PERFORMANCE INDICATORS (CONTINUED)

## Teaching &amp; Learning Metrics

## Graduate Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	.	.	21	8	.	.	.	.
APPROVED GOALS	.	.	.	16	7	5	9	12	.
PROPOSED GOALS	.	.	.	.	.	14	18	22	25

## Percent of Bachelor's Degrees Awarded to African-American &amp; Hispanic Students

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	.	.	24	21	.	.	.	.
APPROVED GOALS	.	.	.	23	24	25	25	25	.
PROPOSED GOALS	.	.	.	.	.	25	25	25	25

## Percent of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	8	8	7	8	7	.	.	.	.
APPROVED GOALS	.	8	9	5	6	6	6	7	.
PROPOSED GOALS	.	.	.	.	.	7	7	7	7

## Percent of Undergraduate FTE in Online Courses

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	0	0	0	0	.	.	.	.
APPROVED GOALS	.	0	0	0	0	0	1	2	.
PROPOSED GOALS	.	.	.	.	.	0	0	1	1

## Percent of Bachelor's Degrees in STEM &amp; Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	.	.	100	100	.	.	.	.
APPROVED GOALS	.	.	.	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	100	100	100	100

## Percent of Graduate Degrees in STEM &amp; Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	.	.	100	100	.	.	.	.
APPROVED GOALS	.	.	.	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	100	100	100	100

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## KEY PERFORMANCE INDICATORS (CONTINUED)

## Scholarship, Research and Innovation Metrics

## Total Research Expenditures [\$ in Thousands]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	212	204	438	1,202	.	.	.	.
APPROVED GOALS	.	.	.	.	600	524	374	427	.
PROPOSED GOALS	.	.	.	.	.	524	374	427	500

## Percentage of Research Expenditures Funded from External Sources

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	96	86	67	21*	.	.	.	.
APPROVED GOALS	.	.	.	.	81	80	80	81	.
PROPOSED GOALS	.	.	.	.	.	80	80	81	81

Note\*: FY 2017-18 was the first year to include the R&D expenditures from internal funding sources (faculty start-ups (\$350K, FDOT grant ~\$1.5M of state funding).

## Institution Specific Goals

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

## 1. Percent of Students Beginning a Startup Company or Working in a Small Company

2014-15	2015-16	2016-17	2017-18 Actual	2018-19 Actual	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL	2022-23 GOAL
.	.	.	27%	32%	20%	20%	21%	21%

## 2. Number of Industry Relationships Providing Employment &amp; Research Opportunities for Students and/or Faculty

FALL 2014	FALL 2015	FALL 2016 Actual	FALL 2017 Actual	FALL 2018 Actual	FALL 2019 GOAL	FALL 2020 GOAL	FALL 2021 GOAL	FALL 2022 GOAL
.	.	23	50	221	200	220	240	250

## 3. Percent of Undergraduates Who Completed an External Internship Program

2014-15	2015-16	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL	2022-23 GOAL
.	.	100%	85%	83%	95%	95%	95%	95%

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## ENROLLMENT PLANNING

Fall Headcount Enrollment by Student Level *(for all degree-seeking students at all campuses)*

	2014	2015	2016	2017	2018	2019 PLAN	2020 PLAN	2021 PLAN	2022 PLAN
<b>UNDERGRADUATE</b>									
ACTUAL	522	887	1,282	1,439	1,389	.	.	.	.
APPROVED GOALS	.	.	.	.	1,441	1,426	1,447	1,484	.
PROPOSED GOALS	.	.	.	.	.	1,407	1,422	1,453	1,519
<b>GRADUATE</b>									
ACTUAL	24	37	31	17	33	.	.	.	.
APPROVED GOALS	.	.	.	.	23	23	23	24	.
PROPOSED GOALS	.	.	.	.	.	42	48	55	60

Fall Headcount Enrollment by Student Type *(for all degree-seeking students at all campuses)*

	2014 ACTUAL	2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 ACTUAL	2019 PLAN	2020 PLAN	2021 PLAN	2022 PLAN
<b>UNDERGRADUATE</b>									
FTIC	396	699	1,044	1,155	1,137	1,119	1,132	1,157	1,211
FCS AA Transfers	35	61	69	86	96	91	91	92	97
Other AA Transfers	3	4	11	15	14	11	11	11	11
Post-Baccalaureates	13	21	27	33	21	31	31	31	32
Other Undergraduates	75	102	131	150	121	155	157	162	168
<b>Subtotal</b>	<b>522</b>	<b>887</b>	<b>1,282</b>	<b>1,439</b>	<b>1,389</b>	<b>1,407</b>	<b>1,422</b>	<b>1,453</b>	<b>1,519</b>
<b>GRADUATE</b>									
Master's	24	37	31	17	33	42	48	55	60
Research Doctoral	0	0	0	0	0	0	0	0	0
Professional Doctoral	0	0	0	0	0	0	0	0	0
<b>Subtotal</b>	<b>24</b>	<b>37</b>	<b>31</b>	<b>17</b>	<b>33</b>	<b>42</b>	<b>48</b>	<b>55</b>	<b>60</b>
<b>TOTAL</b>	<b>546</b>	<b>924</b>	<b>1,313</b>	<b>1,456</b>	<b>1,422</b>	<b>1,449</b>	<b>1,470</b>	<b>1,508</b>	<b>1,579</b>

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Does not include 'Unclassified' students who are not formally admitted into a degree program but are enrolled (e.g., dual enrolled high school students).

## Percent of Baccalaureate-Seeking, Resident Undergraduates Who Earned 15+ Credit Hours

*(Fall terms only)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	30	30	33	35	27	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	28	28	28	28

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## ENROLLMENT PLANNING (CONTINUED)

## Actual &amp; Planned FTE Enrollment by Residency &amp; Student Level

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
<b>RESIDENT</b>										
LOWER	.	461	655	746	693	622	656	643	649	677
UPPER	.	26	179	454	628	595	526	515	521	543
GRAD I	.	16	20	9	7	10	28	41	53	59
GRAD II	.	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	.	<b>502</b>	<b>854</b>	<b>1,209</b>	<b>1,328</b>	<b>1,226</b>	<b>1,210</b>	<b>1,199</b>	<b>1,223</b>	<b>1,279</b>
<b>NON-RESIDENT</b>										
LOWER	.	13	24	31	26	33	49	48	49	51
UPPER	.	1	5	11	14	16	40	39	39	41
GRAD I	.	4	4	4	4	9	2	3	4	4
GRAD II	.	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	.	<b>18</b>	<b>33</b>	<b>46</b>	<b>44</b>	<b>58</b>	<b>91</b>	<b>90</b>	<b>92</b>	<b>96</b>
<b>TOTAL</b>										
LOWER	.	473	679	777	719	655	705	691	698	728
UPPER	.	27	185	465	642	611	566	554	560	584
GRAD I	.	20	24	14	11	19	30	44	57	63
GRAD II	.	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	.	<b>520</b>	<b>888</b>	<b>1,255</b>	<b>1,372</b>	<b>1,285</b>	<b>1,301</b>	<b>1,289</b>	<b>1,315</b>	<b>1,375</b>

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours that degree-seeking students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

## Percent of Credit Hours by Method of Instruction

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
<b>UNDERGRADUATE</b>										
Distance (80-100%)	.	0	0	0	0	0	0		1	1
Hybrid (50-79%)	.	0	0	0	0	0	0	1	1	1
Classroom (0-50%)	.	100	100	100	100	100	100	99	98	98
<b>GRADUATE</b>										
Distance (80-100%)	.	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	.	0	0	0	0	0	0	0	0	0
Classroom (0-50%)	.	100	100	100	100	100	100	100	100	100

Note: Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Classroom/Traditional, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element #2052.

## 2019 ACCOUNTABILITY PLAN



FLORIDA POLYTECHNIC UNIVERSITY

BOT Approved  
3/13/2019

## ACADEMIC PROGRAM COORDINATION

## New Programs For Consideration by University in AY 2019-20

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2018 Accountability Plan list for programs under consideration for 2019-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Cyber Physical Security	11.0	Yes	No	No	100	2020

Florida Polytechnic University will investigate and develop a new set of Bachelor programs to sufficiently sustain the institution within our STEM-focused mission. Sample degrees that may be considered are; Civil Engineering, Biomedical Engineering, Chemical Engineering, and Statistics. These degrees, or other similar degrees, will be fully considered in terms of market need and the resources required in delivering the degrees.

**MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS**

Business Analytics	52.0203	Yes	No	No	40	2020
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**DOCTORAL PROGRAMS**

## New Programs For Consideration by University in 2020-22

These programs will be used in the 2020 Accountability Plan list for programs under consideration for 2020-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						

As Florida Polytechnic University continues to build upon a mission that is STEM-focused, additional Bachelor programs will be investigated and developed. These degrees will fully consider the market needs, the resources required in delivering the degrees, and be compatible with the System's Strategic Plan.

**MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS**

Additional Master's programs will be investigated and developed to sustain Florida Poly's STEM-focused mission. Like the Bachelor programs, the Master's programs will consider the best fit within the System to meet market needs and the resources required in delivering these degrees.

**DOCTORAL PROGRAMS**

# 2019 Accountability Plan

## UNIVERSITY OF FLORIDA

BOT APPROVED

04/25/2019



STATE UNIVERSITY SYSTEM *of* FLORIDA  
Board of Governors

## 2019 ACCOUNTABILITY PLAN



UNIVERSITY OF FLORIDA

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04/25/2019

## INTRODUCTION

*This is a new report that combines the previous Annual Accountability Report and University Work Plans into a single document more closely aligned with the Board of Governors' 2025 System Strategic Plan.*

*This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance, helping to foster greater coordination between institutional administrators, University Boards of Trustees, and the Board of Governors.*

*Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for approval, excluding those sections of the Plan that require additional regulatory or procedural approval pursuant to law or Board regulations.*

## 2019 ACCOUNTABILITY PLAN



UNIVERSITY OF FLORIDA

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## MISSION STATEMENT

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.

## 2019 ACCOUNTABILITY PLAN



## UNIVERSITY OF FLORIDA

BOT APPROVED  
04/25/2019**STATEMENT OF STRATEGY**

*Given your mission, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.*

UF is a premier university that the state, nation, and world looks to for leadership. The university provides an exceptional academic environment, achieved by a diverse community; an outstanding and accessible education that prepares students for work, citizenship, and life; a preeminent faculty; growth in research and scholarship that improves lives; dedicated public engagement; successful and supportive alumni; and infrastructure and administration that enable preeminence.

To achieve UF's goal to become a Top 5 university, the university is implementing strategies to optimize its achievements in multiple metrics that play critical roles in public perception, the State's Performance Funding and Preeminence scoring systems, its standing among AAU universities in research, graduate education, and technology transfer, and multiple national and international ranking systems, including U.S. News & World Report.

Through investment of new resources, both public (legislative appropriations) and private (a \$3 billion capital campaign is halfway to its goal), and through internal reallocations, UF is building leadership positions in strategic endeavors. This is being driven, in large part, through the hiring of 500 additional faculty members. This growth is boosting the university's research, technology transfer, and economic development portfolios. Through careful deployment of these faculty members, the university is reducing the student-faculty ratio and undergraduate class size. The new resources also enable UF to allocate competitive stipends for graduate assistants. This will step up the quality of each new cohort of graduate students who are important partners in faculty research endeavors.

At the same time, the university is addressing other factors that play important roles in determining its national standing:

- improving its four- and six-year graduation rates by addressing the incentives and disincentives to timely graduation
- improving the credentials of the incoming freshman class each year
- updating pedagogy to improve student success and preparation
- engaging in national outreach and branding efforts to influence key stakeholders

## 2019 ACCOUNTABILITY PLAN



## UNIVERSITY OF FLORIDA

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## STRENGTHS, OPPORTUNITIES AND CHALLENGES *(within 3 years)*

*What are your major capabilities, opportunities and challenges for improvement?*

In its quest to help Florida realize its ambitions as one of the nation's leading states, UF is determined to become one of the Top 5 public research universities in the U.S. Having already achieved top ten and top eight status in the U.S. News & World report ranking, a research portfolio exceeding \$850 million annually, and recognition as a national leader in technology transfer and economic development, UF is well on its way.

This aspiration has brought into sharp focus an academic work plan for the entire university. Along each dimension – research, education, outreach, tech transfer and economic development – we have identified aspirational targets and the means to achieve them. Thanks to the public resources provided by the Legislature and the Governor and the private resources raised through the UF capital campaign, UF is adding 500 faculty, beginning construction of a new Data Science building, and expanding our research portfolios in many critically important areas with global impact. Last fall, UF implemented a Moonshot program to encourage cross-disciplinary teams of faculty to tackle very challenging technological, medical, and societal problems of singular importance to the state and nation. In addition, the Data Science initiative is critical to the future economic health of the state, and UF is uniquely positioned to help integrate this rapidly developing field into the state economy.

For almost all metrics of interest, UF is already a high achiever. There is little or no “low hanging fruit” left for plucking in great bunches. Future progress will depend on focus and discipline and often will come incrementally. For example, UF's 4- and 6-year graduation rates are among the best in the nation, and UF is determined to improve them. But no single action or policy change is likely to improve either of these by five or ten points. Incremental improvement requires fine-tuning a host of factors, and this process is underway.

The other challenge UF faces, at least with respect to rankings, is the nature of the process: it is an arms race. UF engages in a very competitive environment against the best universities in the nation. Other universities will not stand still as UF improves and tries to capture a larger share of what they likely believe to be “their” market.

The news is good, however. Thanks to the partnership among the university, the Legislature, and the Governor, UF is perceived nationally to have substantial momentum. We are successfully recruiting accomplished faculty. Graduate stipends have been adjusted to nationally competitive levels, so UF is in position to recruit some of the nation's best students. Many graduate and professional programs have increased their national standings. UF's research and technology transfer enterprises are recognized among the best in the nation. If we can maintain this successful partnership, build on this momentum, and sustain the focus on our metric goals, then UF will achieve top-five status.

## 2019 ACCOUNTABILITY PLAN



## UNIVERSITY OF FLORIDA

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## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

*Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.*

1. UF has partnered with donor Herbert Wertheim to transform the College of Engineering's capabilities and achievements in research, outreach, and education to realize the college's vision of "The 21st Century New Engineer." His \$50 million gift invests in programs and facilities, while UF's new recurring investment in the college is growing the faculty in size and strength. The anticipated returns on investment include: an increased number of engineers even better prepared for the workforce; a more vigorous research enterprise in traditional disciplines and new areas such as cybersecurity, the Internet of Things, and autonomous vehicles; a larger grants and contracts portfolio; more extensive technology transfer and economic development; and increased outreach to Florida industry. The construction of the new Data Science Building is strongly linked to this initiative. The facility will enable UF to co-locate faculty in data science to collaborate with core engineering strengths and underpin an important emerging technology.
  
2. UF is in the second year of an initiative to fill 500 new faculty positions. This investment in the university's future will have multiple impacts, all of which drive towards UF's goal to become a Top 5 university. First, it will strengthen research portfolios in key areas and advance the university's goal of \$1 billion annually in research contracts and grants. Since most of this hiring will take place at the early professional level, it also serves to rebalance the demographics of the faculty. Second, it decreases the student faculty ratio, an important metric in rankings and reputation. Third, the new faculty positions are being deployed to reduce class sizes and increase student contact with instructors. Fourth, the new faculty positions are allowing us to redesign the way we deliver content in several disciplines. For example, national best practices are being adopted in teaching the freshman calculus class. Large national experiments show that we can improve student success in calculus, leading to greater access to STEM majors and better overall retention and graduation rates.
  
- 3 Last fall, UF issued an internal call for cross-disciplinary teams of faculty to tackle "Moonshots" — difficult problems of technological, medical, and societal importance. As the term suggests, the problems are so hard that they may not be solved in the next decade, but as was the case with the first race to land a man on the moon, the journey and the corollary spinoffs will be as important as the final achievement. From many excellent submissions, UF chose 9 and provided seed funding to begin them. We expect these initiatives to help build UF's national and international reputation, to stimulate interdisciplinary research on campus, and to make inroads in solving some really difficult problems. Examples of the Moonshots include: the Consortium on Trust in Media and Technology (to examine the nation's deteriorating trust in institutions), iCoast: a 21st Century Coastal Monitoring Network, and a series of research projects from UF Health centering on the brain and neuroscience. UF will likely issue an internal call for a second wave of Moonshot proposals in the next six months.



## Graduation Rate Improvement Plan

This narrative subcomponent is in response to the “Florida Excellence in Higher Education Act of 2018” that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

### 1. Provide a brief update on the academic, financial, financial aid and curricular actions that your institution has implemented to encourage graduation in four years.

The plan the University of Florida has implemented to encourage graduation in four years includes changes in academic policies (e.g. repeat courses), changes to the length of selected academic programs (Nursing, BME, EE, and CE), and small financial aid grants to needy students. A financial aid response team now follows up with students who are about to withdraw from school because of financial concerns or who are about to have their registration cancelled due to nonpayment of fees. Final exams for chemistry, math, and physics are scheduled on different days. Universal tracking on academic progress is being extended to eight semesters for all majors. We appointed graduation coordinators in each college to guide students close to graduation so they can complete their degree before the August reporting deadline. The Calculus class is being flipped to improve learning. External consultants from NACADA helped to engage advisors in a discussion about their role in graduation planning.

We have also undertaken a wide-reaching effort to change student culture about the importance of graduating on time. With repeated and consistent messaging from student orientation, convocation, and advising, we are encouraging students to “Think 30” credits per year. Typically students were taking 12-13 credits per semester. Collectively the efforts to influence four-year graduation rates have impacted 34,000 students and key metrics are improving. With the implementation of our new student information system (People Soft), we are now able to provide a dashboard to advisors, with key indicators of student progress.

The University of Florida is also engaged in a five-year, multi-institutional study of evidence-based advising and entry programs to increase student success. This project is supported by APLU and the Bill and Melinda Gates Foundation. The goals of the study are to expand access to higher education, eliminate the equity gap, and increase timely graduation. AAU partners in this study include the University of Texas at Austin, Texas A&M, the University of California at Davis, the University of Oregon, and the University of Washington. This research cluster is part of a much larger project, called Powered by Publics: Scaling Student Success, which involves 130 institutions joining together to remove barriers to degree attainment.



## Key Achievements for Last Year (2017 -2018)

### STUDENT ACHIEVEMENTS

1. The Gator Theme Park Engineering & Design Club won first place in the roller coaster design phase of the Ryerson Invitational Thrill Design Competition. They also won the mechanical challenge portion of the competition.
2. Hannah Lyons, a microbiology and cell science major, was awarded the Universities Space Research Association Frederick A. Tarantino Memorial Scholarship Award for 2018 out of a pool of applicants from 55 universities.
3. Eight students were selected for the 2018-19 Fulbright Student Program.

### FACULTY ACHIEVEMENTS

1. Distinguished Professor Clifford Will receives the 2019 Albert Einstein Medal from the Albert Einstein Society.
2. Professor Coco Fusco was named one of The Observer's 51 artists, curators, directors and dealers changing the art world in 2018.
3. Robert J. Ferl, Jeffrey Jones, and David Reitze were named Fellows of the American Association for the Advancement of Science (AAAS).

### PROGRAM ACHIEVEMENTS

1. UF opened the Joel Buchanan Archive of African American Oral History
2. UF's Disability Resource Center ranked #6 in College Magazine's "Top 10 Campuses for Students with Physical Disabilities"
3. Six colleges at UF now rank in the top twenty graduate programs at U.S. public universities: Business #9, Education #15, Law #12, Medical Research #20, Nursing #14, and Veterinary Medicine #7.

### INSTITUTIONAL ACHIEVEMENTS

1. UF research spending set a new record (\$865M) for FY 18.
2. UF Online ranks #5 in US News & World Report list of best online Bachelor's degree programs.
3. UF ranks #8 among US public universities in the US News & World Report undergraduate ranking.

## 2019 ACCOUNTABILITY PLAN



## UNIVERSITY OF FLORIDA

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## PERFORMANCE BASED FUNDING METRICS

## 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	66.2	67.6	69.4	70.9	71.3	.	.	.	.
APPROVED GOALS	.	.	66	70	71	71	72	72	.
PROPOSED GOALS	.	.	.	.	.	71	72	72	73

## 2. Median Wages of Bachelor's Graduates Employed Full-time

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	34,800	38,400	40,700	42,100	42,200	.	.	.	.
APPROVED GOALS	.	.	35,500	41,000	42,000	43,000	43,000	43,000	.
PROPOSED GOALS	.	.	.	.	.	43,000	43,000	43,000	43,000

## 3. Average Cost to the Student [Net Tuition &amp; Fees per 120 Credit Hours for Resident Undergraduates]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	9,950	10,060	10,760	10,120*	2,140	.	.	.	.
APPROVED GOALS	.	.	.	10,700	10,700	10,700	10,700	10,700	.
PROPOSED GOALS	.	.	.	.	.	9,000	9,000	9,000	9,000

Note\*: Beginning with 2016-17, data now includes third-party payments to improve accuracy.

## 4. FTIC Four-Year Graduation Rate

	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	67.4	68.0	68.3	66.7	67.1	.	.	.	.
APPROVED GOALS	.	.	67	68	68	70	72	74	.
PROPOSED GOALS	.	.	.	.	.	70	72	74	75

## 5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	95.2	94.6	95.5	94.7*	95.2	.	.	.	.
APPROVED GOALS	.	.	96	96	97	97	97	97	.
PROPOSED GOALS	.	.	.	.	.	97	97	97	97

Note\*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

Note: Metrics are defined in appendix. For more information about the PBF model visit:

[http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php).

## 2019 ACCOUNTABILITY PLAN



## UNIVERSITY OF FLORIDA

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## PERFORMANCE BASED FUNDING METRICS (CONTINUED)

**6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	54.7	56.1	56.9	58.8	57.6	.	.	.	.
APPROVED GOALS	.	.	56	56	57	58	59	59	.
PROPOSED GOALS	.	.	.	.	.	58	59	59	59

**7. University Access Rate** [Percent of Undergraduates with a Pell grant]

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	32.4	31.6	29.7	27.7	28.6	.	.	.	.
APPROVED GOALS	.	.	30	30	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	30	30	30	30

**8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	69.8	69.2	70.3	70.9	70.6	.	.	.	.
APPROVED GOALS	.	.	71	71	72	72	72	72	.
PROPOSED GOALS	.	.	.	.	.	72	72	72	72

**9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	77.3	79.8	80.3	82.1	83.6	.	.	.	.
APPROVED GOALS	.	.	.	.	83	84	85	85	.
PROPOSED GOALS	.	.	.	.	.	84	85	85	85

**10.1 Current BOT Choice: Licenses/Options Executed Annually**

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL #	140	147	261	293	257	226	.	.	.
ACTUAL RANK	4	5	3	2	2	.	.	.	.
APPROVED GOALS	.	.	225	293	235	261	265	270	.
PROPOSED GOALS	.	.	.	.	.	261	265	270	272

**10.2 Future BOT Choice: 6-Year Graduation Rates** [Full-time students]

	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22
ACTUAL	88	87	87	88	90	.	.	.	.
APPROVED GOALS	.	.	87	88	89	89	90	90	.
PROPOSED GOALS	.	.	.	.	.	90	90	90	90

Note: This is a transition year for the BOT Choice metric (#10), so we are reporting data for both the current and future metrics. Metrics are defined in appendix. For more information about the PBF model visit: [http://www.fibog.edu/about/budget/performance\\_funding.php](http://www.fibog.edu/about/budget/performance_funding.php)

## 2019 ACCOUNTABILITY PLAN



UNIVERSITY OF FLORIDA

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## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

## 1a. Average GPA

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	4.3	4.3	4.3	4.4	4.4	.	.	.	.
APPROVED GOALS	.	.	4.3	4.3	4.4	4.4	4.4	4.4	.
PROPOSED GOALS	.	.	.	.	.	4.4	4.4	4.4	4.4

## 1b. Average SAT Score

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	1285*	1273*	1281*	1311	1355	.	.	.	.
APPROVED GOALS	.	.	1273*	1280*	1350	1360	1360	1360	.
PROPOSED GOALS	.	.	.	.	.	1360	1360	1360	1360

Note\*: Historical scores and approved goals were based upon a different SAT scale standard.

## 2. Public University National Ranking [Top50 rankings based on BOG's official list of publications]

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	10	10	9	11	10	.	.	.	.
APPROVED GOALS	.	.	10	10	10	10	10	10	.
PROPOSED GOALS	.	.	.	.	.	10	10	10	10

## 3. Freshman Retention Rate [Full-time, FTIC students, IPEDS]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	96	96	96	95	96	.	.	.	.
APPROVED GOALS	.	.	97	97	97	97	97	97	.
PROPOSED GOALS	.	.	.	.	.	97	97	97	97

## 4. Four-year Graduation Rate [Full-time, FTIC students, IPEDS]

	2010-14	2011-15	2012-16*	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	67.4	68.0	68.3	66.7	67.1	.	.	.	.
APPROVED GOALS	.	.	67	68	68	70	72	74	.
PROPOSED GOALS	.	.	.	.	.	70	72	74	75

Note\*: Florida statute requires using older graduation rates as reported by IPEDS.

Note: Metrics are defined in appendix. For more information about the PBF model visit:  
[http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php)

## 2019 ACCOUNTABILITY PLAN



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04/25/2019**PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)****5. National Academy Memberships**

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	25	25	29	28	29	.	.	.	.
APPROVED GOALS	.	.	25	30	30	31	32	33	.
PROPOSED GOALS	.	.	.	.	.	30	30	30	30

**6. Science & Engineering Research Expenditures (\$M)**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	652	700	742	766	831	.	.	.	.
APPROVED GOALS	.	.	707	690	788	812	837	862	.
PROPOSED GOALS	.	.	.	.	.	856	882	908	935

**7. Non-Medical Science & Engineering Research Expenditures (\$M)**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	480	518	483	489	506	.	.	.	.
APPROVED GOALS	.	.	523	450	503	518	534	550	.
PROPOSED GOALS	.	.	.	.	.	521	537	553	570

**8. Number of Broad Disciplines Ranked in Top 100 for Research Expenditures**

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	8 of 8	8 of 8	7 of 8	8 of 8	7 of 8	.	.	.	.
APPROVED GOALS	.	.	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	.
PROPOSED GOALS	.	.	.	.	.	8 of 8	8 of 8	8 of 8	8 of 8

Note: Metrics are defined in appendix. For more information about the PBF model visit:

[http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php)

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## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)

## 9. Utility Patents Awarded\* [over three calendar years]

	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22
ACTUAL	263	303	307	334	319	.	.	.	.
APPROVED GOALS	.	.	270	322	339	344	350	354	.
PROPOSED GOALS	.	.	.	.	.	346	364	369	375

Note\*: Does not include agricultural patents.

## 10. Doctoral Degrees Awarded Annually

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	1,671	1,592	1,579	1,671	1,627	.	.	.	.
APPROVED GOALS	.	.	1,592	1,600	1,700	1,700	1,700	1,700	.
PROPOSED GOALS	.	.	.	.	.	1,700	1,700	1,700	1,700

## 11. Number of Post-Doctoral Appointees [note: statute requires a source with time lag]

	Fall 2013	Fall 2014	Fall 2015*	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	677	644	679	666	640	661	.	.	.
APPROVED GOALS	677	644	679	664	690	692	.	.	.
PROPOSED GOALS	.	.	.	.	.	692	694	696	698

Note\*: Florida statute requires using older counts of Post-Doctoral Appointees as reported by the Center for Measuring University Performance in their annual Top American Research Universities (TARU) report.

## 12. Endowment Size (\$Millions)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	1,520	1,556	1,468	1,612	1,735	.	.	.	.
APPROVED GOALS	.	.	1,630	1,570	1,770	1,850	1,950	2,100	.
PROPOSED GOALS	.	.	.	.	.	1,850	1,950	2,100	2,125

Note: Metrics are defined in appendix. For more information about the PBF model visit:  
[http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php)

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## KEY PERFORMANCE INDICATORS

**Teaching & Learning Metrics** (from the 2025 System Strategic Plan that are not included in the PBF section)**Public University National Ranking** [Number of Top50 Rankings based on BOG's official list of publications]

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	10	10	9	11	10	.	.	.	.
APPROVED GOALS	.	.	10	10	10	10	10	10	.
PROPOSED GOALS	.	.	.	.	.	10	10	10	10

**Freshmen in Top 10% of High School Class**

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	75	72	73	73	74	.	.	.	.
APPROVED GOALS	.	.	72	72	73	73	73	73	.
PROPOSED GOALS	.	.	.	.	.	73	73	73	75

**Time to Degree for FTICs in 120hr programs**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	4.0	3.9	3.9	3.9	3.9	.	.	.	.
APPROVED GOALS	.	.	4.1	4.1	4.0	4.0	4.0	4.0	.
PROPOSED GOALS	.	.	.	.	.	4.0	4.0	4.0	4.0

**Six-Year FTIC Graduation Rates** [full- & part-time students]

	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22
ACTUAL	88	86	87	88	89	.	.	.	.
APPROVED GOALS	.	.	87	88	89	89	90	90	.
PROPOSED GOALS	.	.	.	.	.	89	90	90	90

**Bachelor's Degrees Awarded** [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	8,515	8,604	8,451	8,597	9,114	.	.	.	.
APPROVED GOALS	.	.	8,515	8,515	8,515	8,600	8,600	8,600	.
PROPOSED GOALS	.	.	.	.	.	8,600	8,600	8,600	8,600

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## KEY PERFORMANCE INDICATORS (CONTINUED)

## Teaching &amp; Learning Metrics

## Professional Licensure &amp; Certification Exam First-time Pass Rates

CALENDAR YEAR	2014	2015	2016	2017	2018	2019 GOAL	2020 GOAL	2021 GOAL	2022 GOAL
<b>Nursing</b>	<b>90</b>	<b>93</b>	<b>90</b>	<b>87</b>	<b>93</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>
<i>US Average</i>	85	87	88	90	92	.	.	.	.
<b>Law</b>	<b>89</b>	<b>87</b>	<b>78</b>	<b>77</b>	<b>69</b>	<b>75</b>	<b>80</b>	<b>82</b>	<b>85</b>
<i>Florida Average</i>	74	69	66	68	65	.	.	.	.
<b>Medicine (2Yr)</b>	<b>96</b>	<b>95</b>	<b>96</b>	<b>95</b>	<b>96</b>	<b>98</b>	<b>98</b>	<b>98</b>	<b>98</b>
<i>US Average</i>	96	96	96	96	96	.	.	.	.
<b>Pharmacy</b>	<b>96</b>	<b>95</b>	<b>94</b>	<b>89</b>	<b>93</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>92</b>
<i>US Average</i>	95	93	86	88	90				
<b>Dentistry (p1)</b>	<b>100</b>	<b>100</b>	<b>97</b>	<b>100</b>	<b>92</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>
<i>US Average</i>	96	96	95	89	88	.	.	.	.
<b>Dentistry (p2)</b>	<b>96</b>	<b>99</b>	<b>98</b>	<b>98</b>	<b>97</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>
<i>US Average</i>	92	92	91	92	92	.	.	.	.
<b>Occupational Therapy</b>	<b>100</b>	<b>98</b>	<b>100</b>	<b>96</b>	<b>93</b>	<b>95</b>	<b>95</b>	<b>N/A</b>	<b>95</b>
<i>No Comparison available</i>	.	.	.	.	.	.	.	.	.

CROSS-YEAR	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL
<b>Medicine (4Y-CK)</b>	<b>98</b>	<b>98</b>	<b>99</b>	<b>94</b>	<b>99</b>	<b>98</b>	<b>98</b>	<b>98</b>	<b>98</b>
<i>US Average</i>	97	95	96	96	97	.	.	.	.
<b>Medicine (4Y-CS)</b>	<b>97</b>	<b>98</b>	<b>99</b>	<b>97</b>	<b>98</b>	<b>98</b>	<b>98</b>	<b>98</b>	<b>98</b>
<i>US Average</i>	96	96	97	96	96	.	.	.	.
<b>Veterinary</b>	<b>97</b>	<b>95</b>	<b>98</b>	<b>97</b>	<b>92</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>
<i>US Average</i>	90	90	90	91	91	.	.	.	.

MULTI-YEAR	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19 GOAL	2018-20 GOAL	2019-21 GOAL	2020-22 GOAL
<b>Physical Therapy</b>	<b>94</b>	<b>96</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>
<i>US Average</i>	90	91	92	92	92	.	.	.	.

Note: An asterisk (\*) indicates the passing rate is preliminary.

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## KEY PERFORMANCE INDICATORS (CONTINUED)

## Teaching &amp; Learning Metrics

## Graduate Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	6,241	5,612	5,810	6,162	6,336	.	.	.	.
APPROVED GOALS	.	.	5,620	5,650	5,700	5,800	5,800	5,800	.
PROPOSED GOALS	.	.	.	.	.	5,800	5,800	5,800	5,800

## Bachelor's Degrees Awarded to African-American &amp; Hispanic Students

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	27	28	27	28	28	.	.	.	.
APPROVED GOALS	.	.	26	26	28	28	28	28	.
PROPOSED GOALS	.	.	.	.	.	28	28	28	28

## Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	6	7	7	7	7	.	.	.	.
APPROVED GOALS	.	.	6	6	6	6	6	6	.
PROPOSED GOALS	.	.	.	.	.	6	6	6	6

## Percent of Undergraduate FTE in Online Courses

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	26	27	31	32	34	.	.	.	.
APPROVED GOALS	.	.	27	32	33	34	35	35	.
PROPOSED GOALS	.	.	.	.	.	34	35	35	35

## Percent of Bachelor's Degrees in STEM &amp; Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	42	43	43	45	46	.	.	.	.
APPROVED GOALS	.	.	44	44	45	46	47	47	.
PROPOSED GOALS	.	.	.	.	.	46	47	47	47

## Percent of Graduate Degrees in STEM &amp; Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	58	58	59	61	60	.	.	.	.
APPROVED GOALS	.	.	58	59	60	60	60	60	.
PROPOSED GOALS	.	.	.	.	.	60	60	60	60

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## KEY PERFORMANCE INDICATORS (CONTINUED)

## Scholarship, Research and Innovation Metrics

## National Academy Memberships

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	25	25	29	28	29	.	.	.	.
APPROVED GOALS	.	.	25	30	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	30	30	30	30

## Faculty Awards

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACTUAL	20	15	21	23	15	.	.	.	.
APPROVED GOALS	.	.	21	25	26	27	28	29	.
PROPOSED GOALS	.	.	.	.	.	27	28	29	29

## Total Research Expenditures (\$M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	708	740	791	801	865	.	.	.	.
APPROVED GOALS	.	.	747	735	825	849	875	901	.
PROPOSED GOALS	.	.	.	.	.	891	918	945	974

## Percentage of Research Expenditures Funded from External Sources

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	54	52	52	55	54	.	.	.	.
APPROVED GOALS	.	.	52	52	56	56	57	57	.
PROPOSED GOALS	.	.	.	.	.	56	57	57	58

## Utility Patents Awarded [from the USPTO]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	91	115	101	118	100	.	.	.	.
APPROVED GOALS	.	.	.	105	120	121	123	125	.
PROPOSED GOALS	.	.	.	.	.	121	123	125	127

## Number of Licenses/Options Executed Annually

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	140	147	261	293	257	226	.	.	.
APPROVED GOALS	.	.	225	293	235	261	265	270	.
PROPOSED GOALS	.	.	.	.	.	261	265	270	272

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## Scholarship, Research and Innovation Metrics

## Number of Start-up Companies Created

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	16	16	15	17	11	20	.	.	.
APPROVED GOALS	.	.	17	16	11	15	15	16	.
PROPOSED GOALS	.	.	.	.	.	15	15	16	17

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## ENROLLMENT PLANNING

Fall Headcount Enrollment by Student Level *(for all degree-seeking students at all campuses)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>UNDERGRADUATE</b>									
ACTUAL	32,781	34,002	35,518	36,436	37,527	.	.	.	.
APPROVED GOALS	.	.	.	36,415	36,762	37,018	37,300	37,300	.
PROPOSED GOALS	.	.	.	.	.	37,456	37,367	37,729	37,193
<b>GRADUATE</b>									
ACTUAL	15,754	16,273	16,819	16,297	15,753	.	.	.	.
APPROVED GOALS	.	.	.	17,391	16,401	16,391	16,342	16,305	.
PROPOSED GOALS	.	.	.	.	.	15,716	15,614	15,513	15,413

Fall Headcount Enrollment by Student Type *(for all degree-seeking students at all campuses)*

	2014 ACTUAL	2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 ACTUAL	2019 PLAN	2020 PLAN	2021 PLAN	2022 PLAN
<b>UNDERGRADUATE</b>									
FTIC	26,336	26,839	27,788	27,953	28,534	28,391	28,249	28,108	27,968
FCS AA Transfers	5,143	5,484	5,802	6,094	6,309	6,334	6,360	6,385	6,411
Other AA Transfers	285	404	468	614	662	669	675	682	689
Post-Baccalaureates	0	0	0	0	0	0	0	0	0
Other Undergraduates	1,017	1,275	1,460	1,775	2,022	2,062	2,083	2,104	2,125
<b>Subtotal</b>	<b>32,781</b>	<b>34,002</b>	<b>35,518</b>	<b>36,436</b>	<b>37,527</b>	<b>37,456</b>	<b>37,367</b>	<b>37,279</b>	<b>37,193</b>
<b>GRADUATE</b>									
Master's	7,114	7,618	8,059	7,684	7,242	7,170	7,098	7,027	6,957
Research Doctoral	4,229	4,296	4,314	4,315	4,323	4,358	4,378	4,399	4,420
Professional Doctoral	4,411	4,359	4,446	4,298	4,188	4,188	4,138	4,087	4,036
<b>Subtotal</b>	<b>15,754</b>	<b>16,273</b>	<b>16,819</b>	<b>16,297</b>	<b>15,753</b>	<b>15,716</b>	<b>15,614</b>	<b>15,513</b>	<b>15,413</b>
<b>TOTAL</b>	<b>48,535</b>	<b>50,275</b>	<b>52,337</b>	<b>52,733</b>	<b>53,280</b>	<b>53,172</b>	<b>52,981</b>	<b>52,792</b>	<b>52,606</b>

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Does not include 'Unclassified' students who are not formally admitted into a degree program but are enrolled (e.g., dual enrolled high school students).

## Percent of Baccalaureate-Seeking Resident Undergraduates Who Earned 15+ Credit Hours

*(Fall terms only)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	21	20	20	22	27	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	28	29	30	31

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## Actual &amp; Planned FTE Enrollment by Residency &amp; Student Level

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
<b>RESIDENT</b>										
LOWER	13,028	12,751	13,084	13,459	13,602	13,688	13,661	13,612	13,563	13,515
UPPER	18,028	18,051	18,372	18,862	19,669	19,793	19,753	19,682	19,612	19,542
GRAD I	3,407	3,378	3,603	3,625	3,645	3,668	3,660	3,647	3,634	3,621
GRAD II	4,961	4,859	4,623	4,527	4,330	4,358	4,349	4,333	4,318	4,302
<b>TOTAL</b>	<b>39,424</b>	<b>39,039</b>	<b>39,682</b>	<b>40,473</b>	<b>41,246</b>	<b>41,507</b>	<b>41,423</b>	<b>41,274</b>	<b>41,127</b>	<b>40,980</b>
<b>NON-RESIDENT</b>										
LOWER	711	855	1,101	1,380	1,461	1,470	1,467	1,462	1,457	1,452
UPPER	851	1,007	1,125	1,332	1,560	1,570	1,566	1,561	1,555	1,550
GRAD I	2,928	2,984	3,264	3,530	3,248	3,268	3,262	3,250	3,238	3,227
GRAD II	2,833	2,815	2,941	3,098	3,117	3,137	3,130	3,119	3,108	3,097
<b>TOTAL</b>	<b>7,322</b>	<b>7,661</b>	<b>8,431</b>	<b>9,340</b>	<b>9,385</b>	<b>9,445</b>	<b>9,425</b>	<b>9,392</b>	<b>9,358</b>	<b>9,326</b>
<b>TOTAL</b>										
LOWER	13,739	13,606	14,185	14,839	15,063	15,158	15,128	15,074	15,020	14,967
UPPER	18,878	19,058	19,497	20,194	21,229	21,363	21,319	21,243	21,167	21,092
GRAD I	6,335	6,362	6,867	7,155	6,892	6,936	6,922	6,897	6,872	6,848
GRAD II	7,794	7,674	7,564	7,624	7,447	7,495	7,479	7,452	7,426	7,399
<b>TOTAL</b>	<b>46,746</b>	<b>46,700</b>	<b>48,113</b>	<b>49,813</b>	<b>50,632</b>	<b>50,952</b>	<b>50,848</b>	<b>50,666</b>	<b>50,485</b>	<b>50,306</b>

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours for all students. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

## Percent of FTE Enrollment by Method of Instruction

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
<b>UNDERGRADUATE</b>										
Distance (80-100%)	26%	27%	31%	32%	34%	36%	36%	37%	37%	38%
Hybrid (50-79%)	1%	1%	1%	1%	1%	2%	1%	1%	1%	1%
Classroom (0-50%)	73%	72%	68%	67%	65%	62%	63%	62%	62%	61%
<b>GRADUATE</b>										
Distance (80-100%)	26%	28%	28%	29%	29%	30%	31%	31%	31%	31%
Hybrid (50-79%)	2%	2%	2%	2%	3%	2%	1%	1%	1%	2%
Classroom (0-50%)	72%	70%	71%	69%	69%	68%	68%	68%	62%	67%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) that is based on the number of credit hours for all students. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Classroom/Traditional, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element #2052. \*Percentages may not total 100 due to rounding.

## 2019 ACCOUNTABILITY PLAN



## UNIVERSITY OF FLORIDA

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## ACADEMIC PROGRAM COORDINATION

## New Programs For Consideration by University in AY 2019-20

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2018 Accountability Plan list for programs under consideration for 2019-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Early Childhood Studies	13.1210	Education	FAMU, FGCU, FIU, FSU, UCF, UNF, USF	No	50	Fall 2020

**MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS**

Anatomical Sciences Educ	26.0403	N/A	None	No	50	Spring 2019
Integrated Sustainable Devel	30.3301	STEM	USF	No	30	Fall 2020

**DOCTORAL PROGRAMS**

Anatomical Sciences Educ	26.0403	N/A	None	No	25	Spring 2019
Doctor of Athletic Training	51.0913	HEALTH	FIU	No	25	Summer B 2020

## New Programs For Consideration by University in 2020-22

These programs will be used in the 2020 Accountability Plan list for programs under consideration for 2020-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Marine Sciences	26.1302	STEM	FIU, UWF	TBD	100	Spring 2019
Mfg Eng Technology	15.0613	STEM	None	100%	300	Fall 2020
Ag Operations Mgmt	01.0106	N/A	None	TBD	40	Fall 2020
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Geomatics	15.1102	STEM	None	Yes	40	Fall 2021
Bioinformatics Comp Biology	26.1103	STEM	USF	No	30	Fall 2020
Case Management	51.0001	N/A	None	Yes	40	Fall 2019
Advanced Legal Research	22.0201	N/A	None	Yes	25	Spring 2019

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DOCTORAL PROGRAMS						
Plant Breeding	01.1104	STEM	None	50%	20	Fall 2020
Built Environment Sciences and Technology	04.0902	STEM	FAMU	No	80	Fall 2020
Geomatics	15.1102	STEM	None	No	25	Fall 2021
Lang, Lit & Cultures	16.0101	GLOBAL	None	TBD	TBD	Fall 2020

# 2019 Accountability Plan

# UNIVERSITY OF CENTRAL FLORIDA

BOT APPROVED 3/21/2019



STATE UNIVERSITY SYSTEM *of* FLORIDA  
Board of Governors

## 2019 ACCOUNTABILITY PLAN



UNIVERSITY OF CENTRAL FLORIDA

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3/21/2019

## INTRODUCTION

*This is a new report that combines the previous Annual Accountability Report and University Work Plans into a single document more closely aligned with the Board of Governors' 2025 System Strategic Plan.*

*This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance, helping to foster greater coordination between institutional administrators, University Boards of Trustees, and the Board of Governors.*

*Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for approval, excluding those sections of the Plan that require additional regulatory or procedural approval pursuant to law or Board regulations.*

**2019 ACCOUNTABILITY PLAN**

UNIVERSITY OF CENTRAL FLORIDA

BOT APPROVED  
3/21/2019**TABLE OF CONTENTS****1. STRATEGY**

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The University of Central Florida is a public, multi-campus, metropolitan research university, dedicated to serving its surrounding communities with their diverse and expanding populations, technological corridors, and international partners. The mission of the university is to offer high-quality undergraduate and graduate education, student development, and continuing education; to conduct research and creative activities; and to provide services that enhance the intellectual, cultural, environmental, and economic development of the metropolitan region, address national and international issues in key areas, establish UCF as a major presence, and contribute to the global community.

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## STATEMENT OF STRATEGY

*Given your mission, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.*

In the Collective Impact plan, UCF has defined five strategic areas of focus:

1. Harness the power of scale to transform lives and livelihoods. Serving a fast-growing region and state, UCF has demonstrated that maximizing a research university's impact is a function of both size and excellence, and UCF will continue to pursue both to fulfill its mission.
2. Attract and cultivate exceptional and diverse faculty, students, and staff whose collective contributions strengthen us. Believing that talent is at the core of its pursuit of excellence, UCF will aggressively continue to be a magnet for diverse and excellent individuals throughout the university.
3. Deploy our distinctive assets to solve society's greatest challenges. UCF and the region have unique capabilities and needs, and the university will focus on finding and developing solutions for Florida and our broader world.
4. Create partnerships at every level that amplify our academic, economic, social, and cultural impact and reputation. Continuing its commitment to being "America's leading partnership university," UCF will extend its impact through local, national, and international partnerships and continue to build its reputation of excellence.
5. Innovative academic, operational and financial models to transform higher education. As a younger institution with fewer historical constraints, UCF has and will continue to develop new models for how to provide high quality education and research to meet today's needs that can become models for others.

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3/21/2019**STRENGTHS, OPPORTUNITIES AND CHALLENGES** (*within 3 years*)*What are your major capabilities, opportunities and challenges for improvement?*

UCF continues to make strides in student success achieving record highs for first year retention (90.4%) and six-year graduation rates (72.3%). The 2019 U.S. News and World Report ranked UCF among the Top 50 national, public universities in average freshman retention rank, pell grant comparative graduation rate rank, pell grant graduation rate rank, and the overall graduation and retention rank. The success of UCF's students is a primary goal of UCF's strategic plan *Collective Impact* and as a key initiative and investment for the university.

The UCF Downtown campus opens in Fall 2019 with more than 20 academic programs. The location serves as a hub for digital media, communications, and other community facing disciplines. In partnership with Valencia College, the new campus connects highly skilled talent with industry needs, neighborhood synergies and new opportunities.

UCF's Academic Health Science Center continues to advance with the construction of the new UCF Lake Nona Medical Center, the UCF Lake Nona Cancer Center, and a demonstrated focus on student learning with all eligible fields (medicine, nursing, and physical therapy) exceeding national averages on licensure exams.

The U.S. Department of Education designated UCF as a Hispanic Serving Institution. Based on achieving the thresholds achieved in 2016, the formal designation means the university can now compete for federal funding to improve the educational programs for Hispanic and low-income students.

UCF set a record for research funding with \$183 million. The Arecibo Observatory management, a PTSD mixed-reality treatment program, and the creation of a Veterans Legacy Program recording stories for new generations are three of the many projects that helped propel UCF to record level funding.

## 2019 ACCOUNTABILITY PLAN



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3/21/2019**KEY INITIATIVES & INVESTMENTS** *(within 3 years)*

*Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.*

1. Faculty Size and Excellence: Hire additional full-time faculty members in areas of specific focus (e.g. STEM, areas of strategic programmatic emphasis, and emerging fields). Hiring full-time faculty members enhances the undergraduate and graduate academic experience by ensuring the availability of course offerings to meet student demand, decreasing class size, increasing student engagement, supporting undergraduate and graduate research, and stabilizing UCF's student-to-faculty ratio. An emphasis on hiring tenured and tenure-track faculty members addresses the overall mix of faculty members while boosting UCF's growing research promise and economic impact. 2020 target is to grow tenured and tenure-track faculty members by 25 percent and increase the percentage of full-time faculty in academic units to 65 percent.

2. Research and graduate activity: Increase graduate degree program breadth, interdisciplinarity, and quality while enhancing the volume and impact of UCF research. Increasing graduate activity supports the emerging preeminence of UCF's graduate enterprise and supports the university in enhancing its Carnegie Classification as a "Doctoral University: Highest Research Activity" institution. To ensure continued growth and quality, UCF plans to expand and enhance programs in focused areas. This will include the hiring of research-intensive faculty members and essential staff members, the expansion of biomedical and clinical research, the development of additional graduate medical education programs, and the development of new health-related programs that capitalize on College of Medicine partnerships. Increasing graduate activity also furthers the volume and economic impact of UCF research, building upon the \$1.4 billion in external research grants received in the past decade. 2020 target is \$250 million in research grants.

3. Student Success: Expansion of existing programs and implementation of new efforts to increase retention and graduation rates. Harnessing predictive analytics, updated advising software, and focusing on program mapping and tracking to find appropriate pathways for student success are several of the initiatives allowing UCF to shift from cohort-based approaches to individualized student interventions that can predict and prevent certain student failures before they happen. Expected outcomes for these efforts are increased retention and graduation rates, shortened time to degree, and reduced excess credit hours. 2020 target is to achieve a 92 percent retention rate (exceeding the preeminence benchmark of GTE 90 percent) and a 50 percent four-year graduation rate.

## 2019 ACCOUNTABILITY PLAN



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## Graduation Rate Improvement Plan

This narrative subcomponent is in response to the “Florida Excellence in Higher Education Act of 2018” that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

### 1. Provide a brief update on the academic, financial, financial aid and curricular actions that your institution has implemented to encourage graduation in four years.

#### Student Success Initiatives:

Board-Approved Program / Initiative <sup>1</sup>	Impacts in 2018-19	Plans for 2019-20
Pegasus Path (degree planner)	11,590 (available to 23,228)	Available to all undergrads in Fall 2019
mySchedule Builder (schedule optimizer)	34,736 (available to all)	
myKnight STAR (predictive analytics advising tool)	58,913 (all undergraduates)	Integration with other analytics tools
Think 30 (credit hour completion)	12,730 (campaign to all)	
Knight’s Completion Grant	328	Increase number of awards
Digital Learning Course Redesign	14,884 students – 33 courses	Additional 7 courses through Fall 19
Integrative Learning	24,202	
General Education “Refresh”		Starts Fall 2019

<sup>1</sup>As outlined in the BOG-approved accountability plans in June 2018

**Financial Aid Impact:** Charge On 15 is UCF’s program that assists in closing the gap for gift aid between 12 and 15 hours of tuition and fees. During 2018-19, 868 awards were granted totaling \$865,234 in gift aid.

**Timely Completion:** UCF is investing in multiple timely completion initiatives that have yielded a 14% gain in students enrolling in 15 or more credit hours over the past four years. UCF’s “Think 30” campaign generated large increases in FTIC student completions of 30 or more hours, a 25% increase among first year and a 23% increase among second year FTIC students. Think 30 is only one initiative UCF is leveraging to increase 4-year graduation rates. Collectively, the FTIC population of students registered in 15 or more credit hours has increased by 12% over the last five years. Additionally, new FTIC admits taking 15 or more credit hours increased by 33% during the same period.

UCF continues to focus on student success and 4-year completion.



## Key Achievements for Last Year (2017 -2018)

### STUDENT ACHIEVEMENTS

1. College of Engineering and Computer Science student Programming Team placed 1<sup>st</sup> among U.S. teams and 10<sup>th</sup> worldwide in the Association of Computing Machinery's International Collegiate Programming Contest.
2. College of Arts and Humanities student Anabelle Vabre was awarded one of two national internships for the White House initiative on Educational Excellence for African Americans.
3. College of Optics and Photonics student Haiwei Chen was one of ten students world-wide to receive a Graduate Student Fellowship award presented by the Institute for Electrical and Electronics Engineers (IEEE) Photonics Society.

### FACULTY ACHIEVEMENTS

1. College of Arts and Humanities assistant professor Kerry Purmensky and associate professor Florin Mihai received a \$2.6 million grant for "Dual Language Support through Technology Enhanced Programs and Strategies".
2. College of Engineering and Computer Science professor Haitham Al-Deek received the Chairman's Award for meritorious service by the Transportation Research Board, Freeway Operations Committee.
3. College of Nursing clinical associate professor Laura Gonzalez received an advanced certification as a Healthcare Simulation Educator. Only 29 people hold the certification worldwide.

### PROGRAM ACHIEVEMENTS

1. College of Arts and Humanities FL Interactive Entertainment Academy received 1<sup>st</sup> place globally from the Intel University Student Showcase for their "Hallowed" video game.
2. College of Community Innovation and Education now offers a BS degree in Emergency Management making UCF the first university in Florida to offer a bachelor's and master's degree in this discipline.
3. DirectConnect to UCF Program is one of 112 colleges to be included in the Phi Theta Kappa's Transfer Honor Roll, identifying the top four-year colleges and universities creating dynamic pathways to support transfer students.

### INSTITUTIONAL ACHIEVEMENTS

1. UCF ranked 25<sup>th</sup> nationally as a Most Innovative School and 16<sup>th</sup> for Best Online Bachelor's Programs by *U.S. News and World Report*.
2. The Office of Research & Commercialization's Department of Defense-related research funding grew over 41%, reaching \$28 million.
3. Student Development and Enrollment Services' Student Academic Resource Center received the Outstanding Learning Center Award from the National College Learning Center Association (NCLCA).

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## PERFORMANCE BASED FUNDING METRICS

## 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	64.3	65.1	66.2	67.9	67.4	.	.	.	.
APPROVED GOALS	.	.	65	67.2	68.5	69.1	69.5	69.9	.
PROPOSED GOALS	.	.	.	.	.	69.1	69.5	69.9	70.1

## 2. Median Wages of Bachelor's Graduates Employed Full-time

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	34,900	37,000	38,600	38,700	38,600	.	.	.	.
APPROVED GOALS	.	.	36,600	39,100	39,700	40,200	40,600	41,100	.
PROPOSED GOALS	.	.	.	.	.	40,200	40,600	41,100	41,300

## 3. Average Cost to the Student [Net Tuition &amp; Fees per 120 Credit Hours for Resident Undergraduates]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	16,260	15,330	15,390	15,400*	12,070	.	.	.	.
APPROVED GOALS	.	.	.	15,120	15,968	15,905	15,843	15,781	.
PROPOSED GOALS	.	.	.	.	.	12,000	11,950	11,900	11,850

Note\*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

## 4. FTIC Four-Year Graduation Rate

	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	40.0	40.4*	43.6	43.7*	45.7	.	.	.	.
APPROVED GOALS	.	.	42	45	44.7	46.0	47.8	50.1	.
PROPOSED GOALS	.	.	.	.	.	46.8	48.0	50.1	50.7

Note\*: Previous year data updated to account for changes to cohorts approved by ODA staff to improve accuracy.

## 5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	85.0	86.6	86.5	87.6*	88.7	.	.	.	.
APPROVED GOALS	.	.	88	87.4	87.9	88.5	89.2	90.0	.
PROPOSED GOALS	.	.	.	.	.	88.9	89.5	90.0	90.2

Note\*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

Note: Metrics are defined in appendix. For more information about the PBF model visit: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php).

## 2019 ACCOUNTABILITY PLAN



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## PERFORMANCE BASED FUNDING METRICS (CONTINUED)

## 6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	48.9	49.7	52.0	51.9	51.6	.	.	.	.
APPROVED GOALS	.	.	50	52.5	52.5	53.0	53.4	53.8	.
PROPOSED GOALS	.	.	.	.	.	53.0	53.4	53.8	54.0

## 7. University Access Rate [Percent of Undergraduates with a Pell grant]

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	38.5	39.4	39.8	39.4	40.6	.	.	.	.
APPROVED GOALS	.	.	40	40.2	40.0	40.6	41.2	41.9	.
PROPOSED GOALS	.	.	.	.	.	41.0	41.8	42.4	42.8

## 8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	57.4	61.7	63.4	62.0	62.6	.	.	.	.
APPROVED GOALS	.	.	62	63.6	62.5	63.0	63.4	63.8	.
PROPOSED GOALS	.	.	.	.	.	63.0	63.4	63.8	64.0

## 9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	66.9	69.2	66.3	76.4	77.8	.	.	.	.
APPROVED GOALS	.	.	69	68	76.8	77.3	77.7	78.0	.
PROPOSED GOALS	.	.	.	.	.	78.1	78.7	79.1	79.4

## 10.1 Current BOT Choice: Bachelor's Degrees Awarded Annually [First Majors]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	12,372	12,629	12,832	13,070*	13,342	.	.	.	.
APPROVED GOALS	.	.	12,850	13,190	13,330	13,600	13,870	14,150	.
PROPOSED GOALS	.	.	.	.	.	13,600	13,870	14,150	14,400

Note\*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

## 10.2 Future BOT Choice: Percent of Bachelor's Degrees Awarded to African American and Hispanic Students

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	30	31	33	35	36	.	.	.	.
APPROVED GOALS	.	.	##	##	##	##	##	##	.
PROPOSED GOALS	.	.	.	.	.	37	38	38	39

Note: This is a transition year for the BOT Choice metric (#10), so we are reporting data for both the current and future metrics. Metrics are defined in appendix. For more information about the PBF model visit: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php)

## 2019 ACCOUNTABILITY PLAN



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## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

## 1a. Average GPA

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	3.9	4.0	4.0	4.1	4.1	.	.	.	.
APPROVED GOALS	.	.	4.0	4.0	4.1	4.1	4.1	4.1	.
PROPOSED GOALS	.	.	.	.	.	4.1	4.1	4.1	4.1

## 1b. Average SAT Score

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	1257*	1261*	1262*	1316	1326	.	.	.	.
APPROVED GOALS	.	.	1263*	1265*	1318	1320	1321	1322	.
PROPOSED GOALS	.	.	.	.	.	1326	1327	1328	1328

Note\*: Historical scores and approved goals were based upon a different SAT scale standard.

## 2. Public University National Ranking [Top50 rankings based on BOG's official list of publications]

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	1	1	2	1	3	.	.	.	.
APPROVED GOALS	.	.	2	2	2	3	3	4	.
PROPOSED GOALS	.	.	.	.	.	3	3	4	4

## 3. Freshman Retention Rate [Full-time students]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	88	89	89	89.6	90.4	.	.	.	.
APPROVED GOALS	.	.	89	90	90	91	91	92	.
PROPOSED GOALS	.	.	.	.	.	91	91.5	92.0	92.4

## 4. Four-year Graduation Rate [Full-time students]

	2010-14	2011-15	2012-16*	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	40.0	40.4	43.6	43.7	45.7	.	.	.	.
APPROVED GOALS	.	.	42	45	44.7	46.0	47.8	50.1	.
PROPOSED GOALS	.	.	.	.	.	46.8	48.0	50.1	51.0

Note\*: Florida statute requires using older graduation rates as reported by IPEDS.

Note: Metrics are defined in appendix. For more information about the PBF model visit: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php)

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3/21/2019**PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)****5. National Academy Memberships**

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	1	1	6	6	6	.	.	.	.
APPROVED GOALS	.	.	2	7	6	7	7	8	.
PROPOSED GOALS	.	.	.	.	.	7	7	8	8

**6. Science & Engineering Research Expenditures (\$M)**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	143	170	166*	169*	176	.	.	.	.
APPROVED GOALS	.	.	174	194	194	201	206	210	.
PROPOSED GOALS	.	.	.	.	.	201	206	210	210

Note\*: Historical data resubmitted in 2019 to fix a methodology error.

**7. Non-Medical Science & Engineering Research Expenditures (\$M)**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	132	168	158*	161*	165	.	.	.	.
APPROVED GOALS	.	.	171	186	186	192	198	201	.
PROPOSED GOALS	.	.	.	.	.	192	198	201	201

Note\*: Historical data resubmitted in 2019 to fix a methodology error.

**8. Number of Broad Disciplines Ranked in Top 100 for Research Expenditures**

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	3 of 8	7 of 8	7 of 8	7 of 8	7 of 8	.	.	.	.
APPROVED GOALS	.	.	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	.
PROPOSED GOALS	.	.	.	.	.	7 of 8	7 of 8	7 of 8	7 of 8

Note: Metrics are defined in appendix. For more information about the PBF model visit: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php)

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3/21/2019**PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)****9. Utility Patents Awarded [over three calendar years]**

	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22
ACTUAL	198	177	184	165	147	.	.	.	.
APPROVED GOALS	.	.	208	192	152	138	135	135	.
PROPOSED GOALS	.	.	.	.	.	138	135	135	135

**10. Doctoral Degrees Awarded Annually**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	356	423	440	429	438	.	.	.	.
APPROVED GOALS	.	.	445	455	440	455	470	480	.
PROPOSED GOALS	.	.	.	.	.	455	470	480	490

**11. Number of Post-Doctoral Appointees**

	Fall 2013	Fall 2014	Fall 2015*	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	52	47	51	67	94	.	.	.	.
APPROVED GOALS	52	64	68	72	96	112	.	.	.
PROPOSED GOALS	.	.	.	.	.	112	117	123	129

Note\*: Florida statute requires using older counts of Post-Doctoral Appointees as reported by the Center for Measuring University Performance in their annual Top American Research Universities (TARU) report.

**12. Endowment Size (\$Millions)**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	154.6	150.7	146.4	157	163	.	.	.	.
APPROVED GOALS	.	.	169	153	165	175	182	190	.
PROPOSED GOALS	.	.	.	.	.	175	182	190	190

Note: Metrics are defined in appendix. For more information about the PBF model visit: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php)

## 2019 ACCOUNTABILITY PLAN



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## KEY PERFORMANCE INDICATORS

**Teaching & Learning Metrics** (from the 2025 System Strategic Plan that are not included in the PBF section)**Public University National Ranking** [Number of Top50 Rankings based on BOG's official list of publications]

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	1	1	2	1	3	.	.	.	.
APPROVED GOALS	.	.	2	2	2	3	3	4	.
PROPOSED GOALS	.	.	.	.	.	3	3	4	4

**Freshmen in Top 10% of High School Class**

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	31	33	33	31	34	.	.	.	.
APPROVED GOALS	.	.	34	35	31	32	32	33	.
PROPOSED GOALS	.	.	.	.	.	35	36	37	38

**Time to Degree for FTICs in 120hr programs**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	4.6	4.4	4.4	4.4	4.3	.	.	.	.
APPROVED GOALS	.	.	4.3	4.2	4.3	4.3	4.2	4.2	.
PROPOSED GOALS	.	.	.	.	.	4.3	4.2	4.2	4.2

**Six-Year FTIC Graduation Rates** [Full-& Part-time students]

	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22
ACTUAL	69	70	68	70	72	.	.	.	.
APPROVED GOALS	.	.	70	71	70	71	72	72	.
PROPOSED GOALS	.	.	.	.	.	72	73	73	74

**Bachelor's Degrees Awarded** [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	12,372	12,629	12,832	13,070*	13,342	.	.	.	.
APPROVED GOALS	.	.	12,850	13,190	13,330	13,600	13,870	14,150	.
PROPOSED GOALS	.	.	.	.	.	13,600	13,870	14,150	14,400

Note\*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

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## KEY PERFORMANCE INDICATORS (CONTINUED)

## Teaching &amp; Learning Metrics

## Professional Licensure &amp; Certification Exam First-time Pass Rates

CALENDAR YEAR	2014	2015	2016	2017	2018	2019 GOAL	2020 GOAL	2021 GOAL	2022 GOAL
Nursing	98	97	92	96	95	96	97	97	97
<i>US Average</i>	85	87	88	90	92	.	.	.	.
Medicine (2Yr)	100	100	100	97	97	97	97	97	97
<i>US Average</i>	96	96	96	96	96	.	.	.	.

CROSS-YEAR	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL
Medicine (4Y-CK)	99	99	100	98	99	99	99	99	99
<i>US Average</i>	97	95	96	96	97	.	.	.	.
Medicine (4Y-CS)	97	100	99	97	96	97	97	97	97
<i>US Average</i>	96	96	97	96	95	.	.	.	.

MULTI-YEAR	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19 GOAL	2018-20 GOAL	2019-21 GOAL	2020-22 GOAL
Physical Therapy	93	98	98	100	99	95	95	95	95
<i>US Average</i>	90	91	92	92	92	.	.	.	.

## Exam Scores Relative to Benchmarks

Above or Tied	5	5	5	5	5	5	5	5	5
Total	5	5	5	5	5	5	5	5	5

Note: An asterisk (\*) indicates the passing rate is preliminary.

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## KEY PERFORMANCE INDICATORS (CONTINUED)

## Teaching &amp; Learning Metrics

## Graduate Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	2,918	2,673	2,681*	2,647	2,752	.	.	.	.
APPROVED GOALS	.	.	2,770	2,700	2,670	2,693	2,716	2,739	.
PROPOSED GOALS	.	.	.	.	.	2,793	2,833	2,868	2,996

Note\*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

## Bachelor's Degrees Awarded to African-American &amp; Hispanic Students

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	30	31	33	35	36	.	.	.	.
APPROVED GOALS	.	.	32	33	36	36	37	37	.
PROPOSED GOALS	.	.	.	.	.	37	38	38	39

## Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	21	20	20	19	18	.	.	.	.
APPROVED GOALS	.	.	21	21	20	20	21	21	.
PROPOSED GOALS	.	.	.	.	.	20	21	21	21

## Percent of Undergraduate FTE in Online Courses

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	28	30	31	33	34	.	.	.	.
APPROVED GOALS	.	.	31	32	34	35	37	39	.
PROPOSED GOALS	.	.	.	.	.	35	37	39	40

## Percent of Bachelor's Degrees in STEM &amp; Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	30	33	34	35	34	.	.	.	.
APPROVED GOALS	.	.	34	35	36	36	37	38	.
PROPOSED GOALS	.	.	.	.	.	36	37	38	38

## Percent of Graduate Degrees in STEM &amp; Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	41	44	47	45	47	.	.	.	.
APPROVED GOALS	.	.	45	47	48	48	49	50	.
PROPOSED GOALS	.	.	.	.	.	48	49	50	50

## 2019 ACCOUNTABILITY PLAN



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## KEY PERFORMANCE INDICATORS (CONTINUED)

## Scholarship, Research and Innovation Metrics

## National Academy Memberships

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	1	1	6	6	6	.	.	.	.
APPROVED GOALS	.	.	2	7	6	7	7	8	.
PROPOSED GOALS	.	.	.	.	.	7	7	8	8

## Faculty Awards

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACTUAL	7	6	7	7	8	.	.	.	.
APPROVED GOALS	.	.	12	8	8	10	11	12	.
PROPOSED GOALS	.	.	.	.	.	10	11	12	12

## Total Research Expenditures (\$M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	186	216	198*	200*	215	.	.	.	.
APPROVED GOALS	.	.	218	271	248	269	290	315	.
PROPOSED GOALS	.	.	.	.	.	269	290	315	315

Note\*: Historical data resubmitted in 2019 to fix a methodology error.

## Percentage of Research Expenditures Funded from External Sources

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	46	50	59*	57*	55	.	.	.	.
APPROVED GOALS	.	.	53	50	52	53	54	55	.
PROPOSED GOALS	.	.	.	.	.	54	54	55	55

Note\*: Historical data resubmitted in 2019 to fix a methodology error.

## Utility Patents Awarded [from the USPTO]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	67	58	59	48	40	.	.	.	.
APPROVED GOALS	.	.	.	65	45	45	45	45	.
PROPOSED GOALS	.	.	.	.	.	45	45	45	45

## Number of Licenses/Options Executed Annually

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	17	23	38	34	36	28	.	.	.
APPROVED GOALS	.	.	31	34	34	34	36	36	.
PROPOSED GOALS	.	.	.	.	.	34	36	36	36

## 2019 ACCOUNTABILITY PLAN



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## KEY PERFORMANCE INDICATORS (CONTINUED)

## Scholarship, Research and Innovation Metrics

## Number of Start-up Companies Created

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	3	8	14	9	1	.	.	.	.
APPROVED GOALS	.	.	10	15	10	12	14	15	.
PROPOSED GOALS	.	.	.	.	.	12	14	15	15

## Institution Specific Goals

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

## 1. UCF Lake Nona Medical Center

2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 ACTUAL	2019 ACTUAL	2020 GOAL	2021 GOAL	2022 GOAL	2023 GOAL
SECURE LAND	HCA PARTNERSHIP	BOG APPROVAL	SECURE PERMITS	BEGIN CONST.	CONST. CONTINUES	CONTS. COMPLETED	OPENING	STUDENT ROTATIONS

## 2019 ACCOUNTABILITY PLAN



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## ENROLLMENT PLANNING

Fall Headcount Enrollment by Student Level *(for all degree-seeking students at all campuses)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>UNDERGRADUATE</b>									
ACTUAL	52,284	54,073	55,252	56,408	58,402	.	.	.	.
APPROVED GOALS	.	.	.	56,000	57,595	58,745	59,898	61,069	.
PROPOSED GOALS	.	.	.	.	.	58,410	58,400	58,400	58,400
<b>GRADUATE</b>									
ACTUAL	7,806	8,012	8,170	8,840	9,319	.	.	.	.
APPROVED GOALS	.	.	.	8,590	9,148	9,341	9,549	9,740	.
PROPOSED GOALS	.	.	.	.	.	9,500	10,000	10,400	10,710

Fall Headcount Enrollment by Student Type *(for all degree-seeking students at all campuses)*

	2014 ACTUAL	2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 ACTUAL	2019 PLAN	2020 PLAN	2021 PLAN	2022 PLAN
<b>UNDERGRADUATE</b>									
FTIC	24,686*	25,209	25,518	26,289	27,340	28,310	29,180	30,060	30,730
FCS AA Transfers	21,438*	21,897	22,012	21,636	21,617	22,590	22,420	22,400	22,470
Other AA Transfers	257	325	446	482	483	510	520	520	530
Post-Baccalaureates	527	1,085	1,073	1,066	1,121	1,250	1,310	1,360	1,390
Other Undergraduates	5,376	5,557	6,203	6,935	7,841	5,750	4,970	4,060	3,280
<b>Subtotal</b>	<b>52,284</b>	<b>54,073</b>	<b>55,252</b>	<b>56,408</b>	<b>58,402</b>	<b>58,410</b>	<b>58,400</b>	<b>58,400</b>	<b>58,400</b>
<b>GRADUATE</b>									
Master's	5,415	5,663	5,812	6,359	6,668	6,680	7,040	7,300	7,510
Research Doctoral	1,757	1,724	1,732	1,787	1,897	2,050	2,180	2,300	2,390
Professional Doctoral	634	625	626	694	754	770	780	800	810
<b>Subtotal</b>	<b>7,806</b>	<b>8,012</b>	<b>8,170</b>	<b>8,840</b>	<b>9,319</b>	<b>9,500</b>	<b>10,000</b>	<b>10,400</b>	<b>10,710</b>
<b>TOTAL</b>	<b>60,090</b>	<b>62,085</b>	<b>63,422</b>	<b>65,248</b>	<b>67,721</b>	<b>67,910</b>	<b>68,400</b>	<b>68,800</b>	<b>69,110</b>

Note\*: Previous year data updated to account for changes to cohorts approved by ODA staff to improve accuracy.

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Does not include 'Unclassified' students who are not formally admitted into a degree program but are enrolled (e.g., dual enrolled high school students).

## Percent of Baccalaureate-Seeking Resident Undergraduates Who Earned 15+ Credit Hours

*(Fall terms only)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	11	11	11	12	13	.	.	.	.
APPROVED GOALS	.	.	##	##	##	##	##	##	.
PROPOSED GOALS	.	.	.	.	.	14	15	16	17

## 2019 ACCOUNTABILITY PLAN



UNIVERSITY OF CENTRAL FLORIDA

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3/21/2019ENROLLMENT PLANNING *continued*

## Actual &amp; Planned FTE Enrollment by Residency &amp; Student Level

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
<b>RESIDENT</b>										
LOWER	14,747	15,208	15,609	15,878	16,175	16,840	17,360	17,690	17,990	18,250
UPPER	28,845	28,797	29,403	29,943	30,572	31,540	32,830	33,440	34,020	34,490
GRAD I	3,828	3,515	3,549	3,651	3,985	4,030	4,460	4,680	4,850	4,980
GRAD II	849	808	721	680	714	780	830	880	930	970
<b>TOTAL</b>	<b>48,270</b>	<b>48,328</b>	<b>49,281</b>	<b>50,152</b>	<b>51,446</b>	<b>53,190</b>	<b>55,480</b>	<b>56,690</b>	<b>57,790</b>	<b>58,690</b>
<b>NON-RESIDENT</b>										
LOWER	662	816	1,188	1,422	1,707	1,900	1,830	1,870	1,900	1,930
UPPER	883	975	1,080	1,359	1,726	2,140	1,850	1,890	1,920	1,950
GRAD I	493	572	603	634	689	820	770	810	840	860
GRAD II	567	623	662	726	766	810	890	950	990	1,040
<b>TOTAL</b>	<b>2,606</b>	<b>2,985</b>	<b>3,533</b>	<b>4,140</b>	<b>4,888</b>	<b>5,670</b>	<b>5,340</b>	<b>5,520</b>	<b>5,650</b>	<b>5,780</b>
<b>TOTAL</b>										
LOWER	15,410	16,024	16,797	17,299	17,882	18,730	19,200	19,550	19,890	20,170
UPPER	29,728	29,772	30,483	31,302	32,298	33,680	34,680	35,320	35,940	36,440
GRAD I	4,321	4,087	4,152	4,285	4,674	4,860	5,230	5,490	5,690	5,840
GRAD II	1,416	1,431	1,383	1,406	1,480	1,590	1,710	1,830	1,920	2,000
<b>TOTAL</b>	<b>50,876</b>	<b>51,313</b>	<b>52,815</b>	<b>54,292</b>	<b>56,334</b>	<b>58,860</b>	<b>60,820</b>	<b>62,190</b>	<b>63,440</b>	<b>64,450</b>

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours that degree-seeking students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

## Percent of FTE Enrollment by Method of Instruction

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
<b>UNDERGRADUATE</b>										
Distance (80-100%)	28%	30%	31%	33%	34%	37%	38%	39%	40%	40%
Hybrid (50-79%)	7%	8%	9%	10%	10%	11%	11%	11%	11%	11%
Classroom (0-50%)	65%	62%	60%	58%	56%	52%	51%	50%	49%	49%
<b>GRADUATE</b>										
Distance (80-100%)	28%	28%	29%	31%	36%	38%	40%	41%	42%	42%
Hybrid (50-79%)	12%	12%	12%	11%	10%	10%	10%	10%	10%	10%
Classroom (0-50%)	60%	60%	60%	58%	54%	52%	50%	49%	48%	48%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) that is based on the number of credit hours that degree-seeking students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Classroom/Traditional, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element #2052. \*Percentages may not total 100 due to rounding.

## 2019 ACCOUNTABILITY PLAN



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## ACADEMIC PROGRAM COORDINATION

## New Programs For Consideration by University in AY 2019-20

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2018 Accountability Plan list for programs under consideration for 2019-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Molecular and Cellular Biology	26.0406	STEM	-	N	400	May-2019
Molecular Microbiology	26.0503	STEM	UF, USF	N	400	May-2019
Data Sciences	30.0801	STEM	-	N	250	Mar-2020
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Computer Vision	11.0102	STEM	-	N	30	Nov-2019
Cognitive Sciences	30.2501	STEM	-	N	50	Jul-2019
Planetary Science and Space Exploration	40.0203	STEM	-	N	40	Mar-2020
Public Policy	44.0501	-	-	N	90	May-2019
<b>DOCTORAL PROGRAMS</b>						
Interdisciplinary Studies	30.0000	-	-	Y	12	Mar-2020
Sustainable Coastal Systems	30.3301	STEM	-	N	24	Jul-2019
Planetary Science and Space Exploration	40.0203	STEM	-	N	40	Mar-2020
Public Administration	44.0401	-	FAU, FIU, FSU	N	40	Nov-2020
Rehabilitation Sciences	51.2314	HLTH	UF, FSU	N	20	Mar-2020

## New Programs For Consideration by University in 2020-22

These programs will be used in the 2020 Accountability Plan list for programs under consideration for 2020-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Neuroscience	26.1501	STEM	FSU	N	400	Mar-2021
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Themed Experiences	50.0401	GAP	UF	N	120	Nov-2020
Health Sciences	51.2208	HLTH	UF, UNF	N	200	Nov-2020
<b>DOCTORAL PROGRAMS</b>						
Biomedical Engineering	14.0501	STEM	FAMU, FIU, FSU, UF, USF	N	15	Nov-2020
Neuroscience	26.1501	STEM	FSU	Y	50	Jul-2020



STATE  
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## **AGENDA**

### **Academic and Research Excellence Committee**

#### **Ballroom**

**Marshall Student Center  
University of South Florida  
4103 USF Cedar Circle  
Tampa, Florida 33620  
June 12, 2019  
11:30 a.m. – 12:00 p.m.**

**or**

#### **Upon Adjournment of Previous Meetings**

**Chair: Mr. Alan Levine; Vice Chair: Mr. Norman Tripp**

**Members: Jordan, Lamb, Stermon**

- |  |   |
|--|---|
| <b>1. Call to Order and Opening Remarks</b>  | <b>Governor Alan Levine</b>   |
| <b>2. Minutes of March 27, 2019, Committee Meeting</b>   | <b>Governor Levine</b>  |
| <b>3. Consortium for Medical Marijuana Clinical Outcomes Research (Ch. 2019-01, Laws of Florida)</b> | <b>Governor Levine</b>  |
| <b>4. University of South Florida Growth in Research</b>   | <b>Dr. Judy Genshaft</b><br><i>President</i><br><i>University of South Florida</i>  |
|  | <b>Dr. Paul Sanberg</b><br><i>Senior Vice President for Research,</i><br><i>Innovation &amp; Knowledge Enterprise</i><br><i>University of South Florida</i> |
| <b>5. Concluding Remarks and Adjournment</b>   | <b>Governor Levine</b>  |

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Research Excellence Committee  
June 12, 2019**

**SUBJECT:** Minutes of Committee Meeting held March 27, 2019

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**PROPOSED COMMITTEE ACTION**

Consider approval of the minutes of the Academic and Research Excellence Committee meeting held on March 27, 2019, at Florida Agricultural and Mechanical University

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

The Academic and Research Excellence Committee will review and consider approval of the minutes of its meeting held on March 27, 2019, at Florida Agricultural and Mechanical University.

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<b>Supporting Documentation Included:</b>	Minutes, March 27, 2019
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<b>Facilitators/Presenters:</b>	Governor Alan Levine
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MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
ACADEMIC AND RESEARCH EXCELLENCE COMMITTEE  
FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY  
TALLAHASSEE, FLORIDA  
MARCH 27, 2019

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

1. Call to Order and Opening Remarks

Chair Alan Levine convened the meeting of the Academic and Research Excellence Committee at 4:14 p.m. with the following members present: Governors Tripp, Jordan, Patel, and Zachariah (phone). A quorum was established.

2. Minutes of Committee Meeting

Chair Levine asked for a motion to approve the January 30, 2019 minutes of the committee. Governor Patel moved to approve the minutes; Governor Tripp seconded the motion, and the motion carried unanimously.

3. SUS Research and Innovation Dashboard Update

Chair Levine informed the committee that the next item on the agenda was an update on the State University System Research and Innovation Dashboard. He stated that in September 2016, the Board approved a 19-metric research-focused dashboard to document the progress that the system is making to achieve national prominence in research. Chair Levine explained that the dashboard includes metrics that quantify research activity and progress in the categories of "Research Contracts and Grants," "Innovation," "People," and "ROI." Last March, the Academic and Research Excellence Committee heard the first presentation on this dashboard, and this second annual presentation of the dashboard provides an update of the system's progress across the 19 metrics. Chair Levine then called on Ms. Emily Sikes, Assistant Vice Chancellor for Strategic Initiatives and Economic Development, to provide an overview of the SUS Research and Innovation Dashboard.

Ms. Sikes provided an overview of the 2019 Research and Innovation Dashboard. She noted that the Board has been very committed to elevating the system's research profile over the last few years. Ms. Sikes delineated some of the initiatives devoted to this

effort, which includes the establishment of the Academic and Research Excellence Committee and the Board's support, along with the Legislature and the Governor, for the World Class Faculty and Scholar program. This program, Ms. Sikes detailed, allows SUS institutions to recruit and retain exemplary faculty and research scholars and to elevate the national competitiveness of Florida's universities. Ms. Sikes explained that another relevant initiative was the regular meetings by the Vice Presidents for Research across the system where institutions can share best practices and address system priorities. Additionally, Ms. Sikes identified the R&D workshop hosted by the system in Washington DC each year, which allows faculty and research staff to hear the funding priorities from federal agencies like NIH, NSF, and DOD. Ms. Sikes shared that a final initiative is the R&D dashboard, which is a tool that the Board approved in 2016 to chart the system's progress in research.

Ms. Sikes stated that the dashboard has four major categories: research contracts and grants, innovation, people, and return on investment. Ms. Sikes walked the committee through the first five metrics on the dashboard. She indicated that the years for the data vary across the metrics, and that detail was in the supporting documents in the packet for the meeting.

For the metrics included in the research and grants category, Ms. Sikes reported the system had seen a year over year increase across all five metrics. Ms. Sikes described that in terms of federal expenditures, the system had seen a 15% increase over the last five years. She stated that when compared to national totals, the system has had some much quicker growth, though the national totals for 2018 are not yet available.

Ms. Sikes proceeded to provide an update on the number of research grants between two or more SUS institutions. She expounded that this was a metric that Board staff worked on with the Vice Presidents for Research over the last year to better refine and collect, and this was the first year this data was available for the system. SUS research collaborations have been presented to this committee to highlight some of these initiatives across the system. Ms. Sikes explained that for the collaboration metric, the data included federal awards with a SUS institution being the lead, and that lead institution must collaborate with at least one other SUS institution to qualify for this category. Ms. Sikes reported that based on reports from SUS institutions, the system collaborated on 120 federal awards during the 2017-18 year, which represents a baseline number that will be collected and reported on again next year.

Ms. Sikes went on to describe the next set of metrics that fall under the innovation category, which includes patents awarded, licenses, startups, and industry related grants and contracts. Ms. Sikes indicated that again, most of these metrics showed year over year gains. She noted two exceptions being industry-related R&D and start-ups, and, as Vice Chancellor England mentioned during the Strategic Planning Committee meeting, these metrics tend to be volatile from year to year. Ms. Sikes brought specific

attention to the National Academy of Inventors Fellows metric. She remarked that in the last year, the system had eight new Fellows, which makes Florida the fourth highest across all the states (this ranking includes public and private institutions).

Ms. Sikes next expounded that the third category of the dashboard is people, which includes doctoral degrees awarded, postdoctoral appointees, national academy members, and the number of undergraduate students engaged in research. Ms. Sikes reiterated that, as Vice Chancellor England mentioned earlier, the metric titled undergraduate students engaged in research is one that staff continues to work on, with the Vice Presidents for Research taking the lead. Ms. Sikes highlighted that the available metrics in this category all showed year over year gains.

Ms. Sikes expressed that the last area of the dashboard is a return on investment, which includes metrics such as the number of jobs supported by external funding, and the economic impact of state and federal funding. She elucidated that the system continues to show gains on the metrics included in the return on the investment area. As the system's research expenditures have risen, she said, so have the number of jobs supported by external funding increased, along with the economic impact for both state and federal funding.

Ms. Sikes concluded by summarizing some key points from her presentation. She reiterated that the system continues to increase research expenditures, with the total coming in at over \$2.3 billion for 2018 and federal expenditures increasing by 15% in the last five years. She also reminded the committee that the system is collaborating on 120 federal awards. Finally, she stated that the return on investment measures continue to show increases in the number of jobs and economic impact the system's research brings to the state of Florida.

Chair Levine commented that he greatly appreciates the attention turned towards research since Governor Lautenbach became Board Chair as it is shining a light on important work by the SUS institutions. He mentioned the number of lives saved by investing in the development of Taxol cancer medication created at Florida State University and the acquisition of Brammer Bio for \$1.7 billion and the related research done at the University of Florida. Chair Levine pointed out the huge impact on the economy, the potential returns to the institutions, and the multiple benefits to society from innovative university research.

#### 4. SUS Research Collaboration Highlight: Florida-California Cancer Research, Education, and Engagement Health Equity Center

Chair Levine announced that the next item on the agenda was a presentation highlighting a State University System research collaboration. The Chair explained that

at each meeting, this committee learns about a research collaboration between two or more State University System institutions, and this allows the Board to learn about innovative partnerships and collaborations across the system.

Chair Levine articulated that the committee would next hear a presentation from researchers at the Florida-California Cancer Research, Education and Engagement Health Equity Center. He stated that they will describe a collaboration between Florida Agricultural and Mechanical University (FAMU), the University of Florida (UF), and the University of Southern California (USC) and that the Center is supported by a five-year, \$16 million partnership grant from the National Cancer Institute and is addressing cancer health equity in Black and Latino populations.

Chair Levine then called on Dr. Renee Reams and Dr. Ken Redda, Principal Investigators of the Florida-California Cancer Research, Education and Engagement Health Equity Center at FAMU, and Dr. Diana Wilkie, Principal Investigator, at UF, to deliver the presentation.

Dr. Reams began the presentation by explaining that the FAMU national cancer institute was awarded a five-year, \$16 million partnership grant on September 19, 2018. She expounded that the grant was entitled CARE<sup>2</sup>, which is an acronym standing for cancer, research, engagement, and education. Dr. Reams highlighted the strengths of the various partner institutions including FAMU, which has a minority student focus, UF, which has extensive cancer research expertise, and USC, which is a National Cancer Institute (NCI)-designated cancer center.

Dr. Reams described that the project would do innovative, translational research in black and Latino communities, especially regarding those cancers that show high mortality in these two race groups. Dr. Reams cited that, after five years, the research should result in an increase in community engagement, in underrepresented minority researchers trained, and in cancer health disparities research at all three institutions. Dr. Reams then provided an overview of the administrative structure of the effort. Dr. Reams noted that one important aspect of the project is that the collaboration may contribute to an increase in the number of NCI-designated cancer centers in Florida, of which there is currently only one (Moffitt Cancer Center).

Chair Levine interjected that the existence of NCI-designated cancer research centers is very important in pursuing research funding and that he was very pleased that UF was applying for this status.

Dr. Redda then began his portion of the presentation by introducing the leaders of the research education core for the project. Dr. Redda stated that the project intends to educate learners and researchers at all academic levels by engaging in hands-on training activities, participating in scientific and professional seminars and workshops,

engaging in networking and community outreach, and developing scientific communication skills through attendance in state and national meetings.

Dr. Redda outlined the benefits of the partnership to FAMU by stating that the university will gain administrative and managerial experience within the triad grant approach as well as expand the translational research portfolio and opportunities for students. He also explained that the partnership would contribute to an increase in peer-reviewed publications and the National Institutes of Health grant submissions. Finally, he expressed that the project will elevate the profile of cancer research at FAMU, which could lead to further collaborations with other institutions in the future.

In closing, Dr. Redda pointed out some cancer statistics relevant to this project, including that the U.S. cancer death rate has dropped 27% in the past 25 years. He also stated that the rate of prostate cancer new cases had declined by about 6.5% per year from 2007 to 2014. However, Dr. Redda stressed that there are still significant disparities in cancer-related deaths, which remain much higher for minorities.

Dr. Wilkie began her portion of the presentation by focusing on the disparities in cancer funding. She stated that while Florida ranks second in the nation for cancer-related cases and deaths, Florida is not proportionately funded for cancer research when compared to the other top five states of California, New York, Texas, and Pennsylvania.

Dr. Wilkie explained Florida has a diverse population representing many groups of Latinos, which presents unique research opportunities related to genomics. Dr. Wilkie then described the progress made by the project for the past six months, including new research endeavors, presentations, scientific publications, and awards. She mentioned that the ongoing initiatives of the project include providing global oncology research training opportunities for Florida minority students and establishing the Florida Cancer Health Disparities Translational Research (CHDTR) Center, which will strive to eliminate cancer care disparities in Florida. She also stated a goal is to establish a Florida minority biobank. Dr. Wilkie reported that two of the investigators from UF related to the project were also preeminent faculty hires.

Chair Levine thanked the presenters and reiterated the fact that Florida has the second highest incidence of cancer cases and deaths but has very low funding for cancer research comparatively. He stated that should be considered in the Board's continuing conversation on the strategic plan update as an opportunity for growth.

## 6. Closing Remarks and Adjournment

Having no further business, Chair Levine adjourned the meeting at 4:52 p.m.

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Alan Levine, Chair

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Roger Strickland  
Director, Economic Development

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Research Excellence Committee  
June 12, 2019**

**SUBJECT:** Consortium for Medical Marijuana Clinical Outcomes Research

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**PROPOSED COMMITTEE ACTION**

Consider approval of the lead institution for the Consortium for Medical Marijuana Clinical Outcomes Research

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Section 1004.4351, Florida Statutes, authorizes the Board of Governors to designate a State University System institution to lead the Consortium for Medical Marijuana Clinical Outcomes Research. The purpose of the consortium is to conduct rigorous scientific research and disseminate such research. The consortium shall include both public and private universities and research must include tracking clinical outcomes, certification standards, dosing standards, routes of administration, efficacy, and side effects; and the study of the effects of smoking marijuana to treat debilitating medical conditions (section 1004.4351, Florida Statutes).

Chapter 2019-1, Laws of Florida, provides \$1.5 million in recurring funds to the Board of Governors to award to the Consortium for Medical Marijuana Clinical Outcomes Research established for the 2019-20 fiscal year. The funding will be provided to the lead institution to administer the Consortium consistent with the provisions in section 1004.4351.

Board staff sent out a request for applications in April 2019. Upon review, Board staff is recommending that the Board of Governors authorize the University of Florida (UF) to be the lead institution for the Consortium for Medical Marijuana Clinical Outcomes Research.

In its application, UF demonstrated an extensive portfolio of funded projects that encompass research related to clinical outcomes and mechanistic pathways of medical marijuana. The university also has direct experience with the state's medical marijuana program, by collecting treatment plans from ordering physicians (as required by

Florida Statute) so that the university could research the safety and efficacy of low-THC cannabis.

UF is proposing the Consortium include three core pillars of activities: a new and unique data repository, a clinical research core, and a grants program. UF is proposing to create the Medical Marijuana Clinical Outcomes Research Repository (MEMORY), which links registry medical marijuana dispensing data with a variety of data sets that allow the longitudinal study of health outcomes, considering dose and routes, and related medication use and associated diseases. Another pillar of this proposed Consortium will be a clinical research core that will provide infrastructure support for prospective studies involving the collection of new data. Third, the university is proposing offering \$600,000 from the state appropriation to award research grants to participating institutions.

Finally, UF plans to reach out to the presidents of all public and private universities in the state to invite their participation. Per statute, each participating university will select a representative for the Consortium's Research Board, who will need to have experience in a medical or scientific field relevant to medical marijuana clinical outcomes research. One core Consortium activity will be to connect researchers in the field, and UF anticipates that researchers from universities with less developed research infrastructure will be able to form new collaborations that can greatly enhance scientific reach and ultimately enhance the state's prominence in the field of medical marijuana clinical outcomes research.

For the fiscal year 2019-20, the Legislature allocated \$1.5 million to the Board of Governors to award to the lead institution of the Consortium for Medical Marijuana Clinical Outcomes Research. If approved by the Academic and Research Excellence Committee, this item requires approval by the full Board of Governors.

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<b>Supporting Documentation Included:</b>	University of Florida Application Ch. 2019-01, Laws of Florida
<b>Facilitators/Presenters:</b>	Governor Alan Levine



College of Pharmacy  
Pharmaceutical Outcomes & Policy

1225 Center Drive  
PO Box 100496  
Gainesville, FL 32611-0496  
352-273-6268  
352-273-6270 Fax

May 13, 2019

State University System of Florida  
Board of Governors

On behalf of the University of Florida, I am submitting our application to become the lead institution for the Consortium for Medical Marijuana Clinical Outcomes Research. For questions or clarification I can be reached at [almut@ufl.edu](mailto:almut@ufl.edu) or phone 352.273.6268.

Sincerely,

A handwritten signature in black ink that reads "Almut Winterstein". The signature is written in a cursive, flowing style.

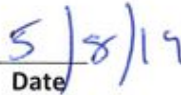
Almut Winterstein, RPh, PhD, FISPE  
Professor and Chair  
Dr. Robert and Barbara Crisafi Chair for Medication Safety  
Director, Center for Drug Evaluation and Safety (CoDES)

**Board of Governors, State University System of Florida  
Application to be Lead Institution for the  
Consortium for Medical Marijuana Clinical Outcomes Research**

University of Florida

SUS Institution Submitting Application

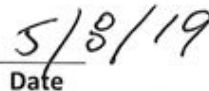
  
Signature of SUS President

  
Date

  
Vice President for Academic Affairs

  
Date

  
Vice President for Research

  
Date

  
Chair, Board of Trustees

  
Date

## Lead Institution for the Consortium for Medical Marijuana Clinical Outcomes Research – Application to the Board of Governors, State University System of Florida

The University of Florida (UF) is excited to submit its application to become the lead institution for the Consortium for Medical Marijuana Clinical Outcomes Research to the Florida Board of Governors. UF has been involved in the administration and evaluation of the Florida Medical Marijuana (MMJ) Program since its inception and is well-prepared to leverage its extensive research infrastructure and broad faculty expertise to contribute to the necessary evidence for the safe and effective use of MMJ in the state of Florida. UF's application is supported by the University of Miami, Florida State University and Florida International University, which have pledged their support for the Consortium.

There is an urgent need to conduct research related to the emerging marijuana and cannabis market in Florida. As of May of this year, 215,435 persons were actively registered with the Florida Office for Medical Marijuana Use (OMMU), and over 60,000,000 mgs of MMJ and low-THC cannabis were dispensed in just the first week of May. Persons seeking MMJ are suffering from serious health conditions and symptoms, many of which are not responsive to approved medications. There are also many anecdotal reports of persons using MMJ as a substitute for opioids to address chronic pain in an era of consistently decreasing access to opioids, yet steadily increasing overdose deaths. While MMJ could potentially improve health outcomes, there are also significant safety concerns related to cognitive effects, accidents, interactions with other medications, psychosis, and addiction. Moreover, MMJ varies significantly in terms of its specific components (such as tetrahydrocannabinol (THC), cannabidiol (CBD), and the THC/CBD ratio) and mode of administration (including smoking). There is a substantial need to understand how these differences in composition and mode of consumption impact health and safety outcomes. But due to the complex federal and state legal restrictions for both MMJ use and MMJ research, the development of evidence is lagging far behind the rapid uptake of MMJ.

With this application, we will formally establish infrastructure to serve the state of Florida in supporting research and safety monitoring on MMJ. The Consortium will build upon the existing strengths and experience at UF to create partnerships with other state and private universities as well as the Florida Department of Health. We will support research that is unbiased and engages patients, MMJ providers, and business stakeholders. The infrastructure will help researchers across the state to obtain competitive federal research and attract additional research funding partners.

### Program administration and integration of existing resources

*Describe how the institution plans to administer the program and meet the requirements outlined in section 1004.4351, Florida Statutes. Within the plan, please include a description of any existing resources the institution plans to use.*

#### 1. Program administration

The Consortium for Medical Marijuana Clinical Outcomes Research has been established by Florida law to conduct rigorous scientific research and to disseminate such research. The Consortium is directed by the Medical Marijuana Research Board, which is composed of representatives from each participating university. The Consortium, open to all public and private universities, is administered by a lead university that organizes a variety of activities on behalf of the Consortium and supports the Board.

The following proposal is grounded in our extensive experience in supporting the FL MMJ program, which included a statutory requirement for UF to build a repository based on MMJ provider treatment plans and to conduct research on the safety and efficacy of MMJ. UF established a secure treatment plan submission platform and collected treatment plans for the first 7900 patients who became licensed to use MMJ. Dr. Winterstein, who oversaw the program, also developed a research plan that was based on integration of MMJ dispensing data and other outcomes data into the repository. Soon after initiation of the program, SB8A was passed, which assigned responsibility for data collection and analysis to OMMU and the Coalition for MMJ Research and Education within the Moffitt Cancer Center and Research Institute. The following is a description of the proposed scope of work to be conducted by the UF program on MMJ Clinical Outcomes Research (**UF MMJ-COR**) if UF is chosen as lead university.

Central to the Consortium is its mission to foster clinical outcomes research on MMJ across the state. Three core pillars of Consortium activities are proposed to support such research: a new and unique data repository to be known as the

**Medical Marijuana Clinical Outcomes Repository (MEMORY), a Clinical Research Core, and a Grants Program (Figure 1).** Consistent with its charter, the MMJ-COR will engage scientists and researchers with relevant research programs to participate in the Consortium and foster research collaborations to accelerate the development of evidence on MMJ clinical outcomes. Outreach will be realized through a comprehensive **communication plan**, which is enhanced through exhibits and other activities of MMJ-COR at state-wide meetings and a MMJ provider survey. The Consortium will maintain an **Expert Group** of researchers representing the breadths of research methodology and clinical and policy expertise relevant to MMJ research. Finally, the MMJ-COR will assume a variety of administrative functions. Further detail on each core component of MMJ-COR is provided in the paragraphs below.

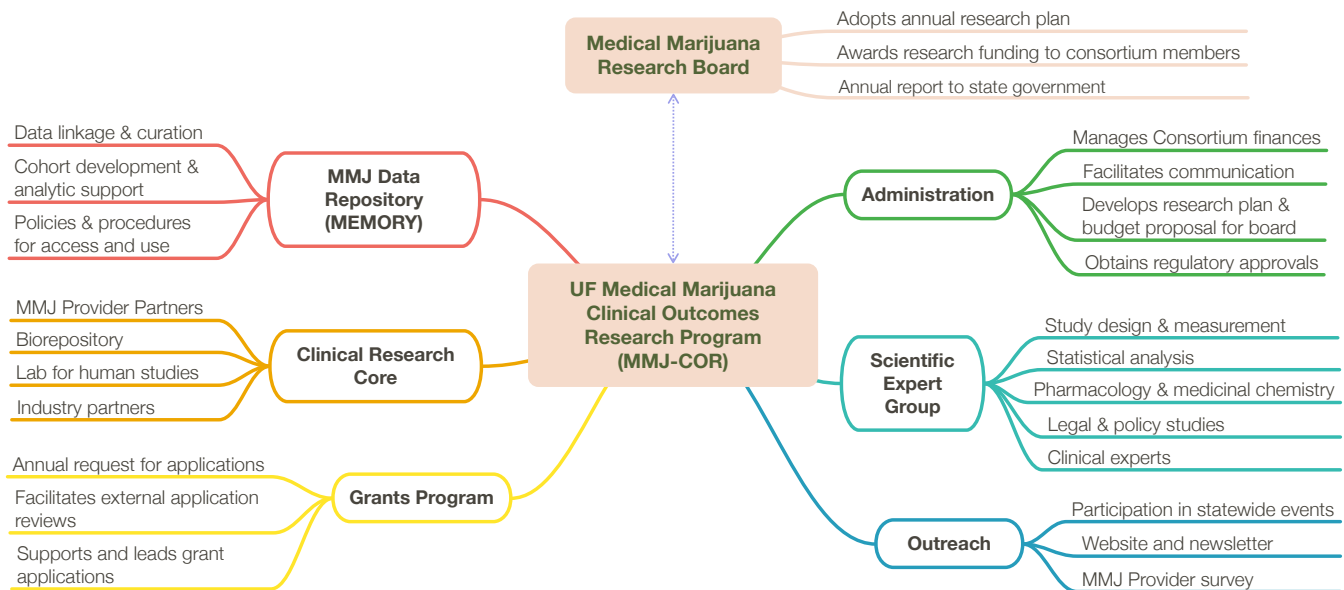


Figure 1. Consortium of Medical Marijuana Clinical Outcomes Research: Organizational Structure

The Medical Marijuana Research Board will consist of one member from each participating university in the Consortium. The Consortium headquarters, based at UF, will house three cores (MEMORY, Clinical Research Core, and Grants Program), supported by an administrative team, a scientific expert group, and communications and outreach support. This infrastructure will support research that is funded directly by the consortium as well as other funding sources, including NIH.

**MMJ Clinical Outcomes Research Data Repository (MEMORY).** Unlike medications that have undergone rigorous testing, only a small number of controlled studies are available for MMJ. Randomized controlled trials (RCTs) are considered ideal study designs to evaluate drug safety and efficacy because they allow contrast of treatment outcomes rates against similar comparison groups, but controlled substance laws limit conduct of such trials. Moreover, RCTs are typically confined to small samples and not representative of real-world populations or able to evaluate rare events.

To address drug safety concerns, the Food and Drug Administration (FDA) can require the drug manufacturer to conduct additional studies after drug approval, which oftentimes involve controlled *observational* studies, where experiences of real-world populations are evaluated. These studies are realized with registries clinical encounter records collected in routine clinical care. MEMORY will establish the infrastructure for real-world MMJ clinical outcomes evaluations similar to those employed by the FDA. Specifically, we will link the Office of Medical Marijuana Use (OMMU) MMJ dispensing data with other clinical databases commonly used for outcomes research to create a robust research-ready repository. The planned linkages will optimize detail on MMJ use (type, dose, route, originating plant from the OMMU registry) and detail on patient health history, other treatments and outcomes (from linked clinical encounter data), and facilitate *controlled* longitudinal studies on safety and effectiveness outcomes. In close collaboration with OMMU and pending relevant ethics and data security / privacy review, a deidentified version of the repository will be made available to researchers within the Consortium, thus providing state-wide infrastructure for real-world clinical outcomes research. Core functions to develop MEMORY will include (a) data acquisition, curation and linkage, resulting in a well-documented longitudinal database of patients who initiated MMJ and adequate control groups who have not (yet) initiated MMJ; (b) provision of adequate study cohort data for researchers along with analytic support, and (c) the development and implementation of policies and procedures to access and use the data (see also [Research #3 below](#)).

**Clinical Research Core.** While MEMORY facilitates *retrospective* studies of routinely collected data, thus maximizing sample size, the clinical research core will provide infrastructure support for *prospective* studies (including RCTs) involving collection of new data. To facilitate patient recruitment, the Consortium will assemble a group of **MMJ Provider Partners**. These will be physicians throughout the state who are willing to recruit patients for specific research studies or help to inform the Board about the most pressing clinical outcomes research needs. MMJ provider partners will be included in a directory on our web site. Provider-based recruitment could either be specific to a particular research protocol or use a Consent-to-Share (C2S) protocol, which has been implemented successfully at UF. Under C2S, patients could elect to provide consent to be directly contacted by Consortium researchers. Access to patients through their providers will greatly enhance researchers' ability to evaluate patient experiences with MMJ, particularly in respect to outcomes that may not be fully captured on medical records. This could include studies that capture detail on patients' mental or social function or that evaluate blood levels to examine drug-drug interactions. UF MMJ-COR will work with OMMU and relevant IRBs to explore the feasibility for state-wide implementation.

The clinical research core will connect researchers to the **broad range of services and support infrastructure** made available by the **Clinical and Translational Science Institutes (CTSIs)** at UF, the University of Miami and Florida State University, and support offered by Florida International University (see letters of support). CTSIs have the broadest reach and infrastructure to connect and support clinical researchers in universities and are therefore the ideal collaborators for the Consortium (see UF CTSI resources in [Research #2](#)). Depending on study needs, such support can include assistance with recruitment, data collection or analysis or storage of specimen (biorepositories). The clinical research core will also help to connect potential industry and business partners to researchers, using the Consortium interactive website (see [Outreach #5](#)). MMJ-COR will also provide access to laboratory experts who can analyze MMJ products or study aspects of the human endocannabinoid system.

Additional resources planned for future years include the establishment of a clinical research facility for human medical marijuana research on the UF campus. Such a facility will require regulatory approvals related to MMJ storage and monitoring (e.g., DEA Schedule 1 licenses). Currently, eight UF faculty hold such a license. Finally, the clinical core will seek independent funding to establish a longitudinal cohort of persons using MMJ and who are willing to provide patient-reported information that could be linked to other data, including the MEMORY repository described above.

**Grants Program.** Pending approval by the MMJ Research Board, a portion of the state appropriation will be invested into the Consortium MMJ Clinical Outcomes Research Grants Program, open to all members of the Consortium and teaching nursing homes. Calls for proposals and grant awards will be prioritized at the beginning of the fiscal year to ensure optimal fund utility. The grants program will be administered by the lead institution who will solicit independent scientific reviews from out-of-state researchers to inform board decisions. Final grant awards will be made by the board based on study quality, impact, relevance to the research priorities, and other criteria to be decided by the board. Calls for proposals will be disseminated by each board member within their university systems and through other media (e.g., the Consortium website). The grants program will generate evidence to support clinical, personal and regulatory decision-making and act as catalyst for new research programs that allow pursuit of extramural funding.

In addition to the Consortium grants program, UF will further expand its current portfolio of extramurally-funded studies involving marijuana (see [Research #4](#) below). Both the proposed director and associate director of UF MMJ-COR have an active federally funded research program that is relevant to this application. Both will collaborate with other members of the Consortium and the scientific expert group to apply for extramural funding, utilizing the infrastructure (MEMORY, Clinical Research Core, collaborative network) created by the Consortium. Besides furthering the MMJ research agenda, applications for extramural grant support will also aim to enhance the Consortium research infrastructure through development of additional tools or resources that can be used by Consortium members.

**Outreach.** The Consortium's outreach activities will be directed to patients, providers, researchers and industry to maximize participation in research. In addition to ongoing dialogue with MMJ Provider Partners, the Consortium will survey *all* MMJ providers annually. The **MMJ Provider Survey** will gather providers' need for answers to support treatment decisions such as specific considerations for dose or route in light of certain patient comorbidities or comedications or concerns about safety issues among patients with certain risk factors. In the first year, providers will be asked: (a) to identify clinical conditions and other information needs for prioritization in research, (b) to identify barriers to MMJ research, (c) to provide their medical opinions regarding the pros and cons of smokable MMJ, and (d) to

share questions regarding MMJ use by older persons, the population with the steepest growth in opioid overdoses and deaths in recent years. In subsequent years, the survey may focus on the management of specific medical conditions.

In Florida, although MMJ physicians may make specific recommendations regarding specific products, often the final decisions regarding product choice is made in collaboration with persons working directly within the medical marijuana treatment centers (dispensaries). Therefore, future surveys could be expanded to dispensaries and patients to gain insight into factors that influence how persons use MMJ and identify the most effective and safe products.

To promote the consortium and reach out to providers, patients and researchers, UF MMJ-COR will also staff **exhibit tables or host workshops at statewide meetings** of medical professionals, public health officials, consumers, and other relevant stakeholders. The purpose of participating in these exhibits will be to promote the Consortium to providers and researchers in the field and to strengthen research collaborations within the state of Florida and nationwide. Finally, outreach is realized through a comprehensive **Communication Plan** that includes an active website and quarterly newsletters distributed via email (see also [Collaboration #5](#)). The communication plan will aim to enhance the dialogue between relevant stakeholders with interest in MMJ clinical outcomes research and disseminate information about Consortium activities to these stakeholders. For example, an effective communication plan will facilitate new research collaborations, highlight new research findings and ensure that such findings reach local MMJ providers and patients, increase participation in the Consortium research program and provide links to other state MMJ resources.

**Scientific Expert Group.** MMJ research needs span a broad range of clinical indications and require a variety of methodological approaches. To ensure relevant expertise is available to inform the MMJ research agenda, MMJ-COR will maintain a statewide expert group. The expert group is expected to represent the full breadth of rapidly expanding clinical treatment scenarios and the evolving evidence on MMJ outcomes (desirable and undesirable). Building on experience with UF's strong translational program, which has successfully connected bench and clinical sciences, experts in pharmacology and medicinal chemistry are included to inform clinical studies. Our expert group may also include faculty in law and policy to help with interpreting legal issues and suggest changes and evaluations of policy. Expert group members are expected to contribute to the development of the Consortium research agenda, provide scientific advice to the board and collaborate with Consortium members. For example, we envision that an expert group specialized in assessing effects of smoking marijuana might be charged to provide a critical summary of the existing evidence and to identify and prioritize research needs.

**Administration.** To support the functions of the board, the Consortium director will organize bi-annual meetings of the MMJ Research Board, which will adopt an annual research plan and organize a program to implement the research plan. Both a proposal for the research plan and research program implementation will be developed and presented to the board by the director along with a budget for endorsement by the board. Other administrative activities will include administration of the grants program including facilitation of the award process by the board and fiscal management of research grant subcontracts, management of regulatory requirements and general management of Consortium finances.

With the above-described input from the MMJ Research Provider Group, the annual MMJ Provider Survey, the Expert Group and feedback gathered on state-wide conferences and through other outreach activities, the Consortium director and associate director will develop an **Annual MMJ Clinical Outcomes Research Plan** for presentation to and endorsement by the board. Overall, the research plan will consider needs for research pertinent to the MMJ Program in the state and relevant global research progress in the field and focus per statute on clinical outcomes (effectiveness, efficacy and safety), certification standards, dosing standards, administration routes and the effects of smoking marijuana to treat debilitating medical conditions.

The UF-based program, UF MMJ-COR, to lead and support the Consortium will be directed by Dr. Almut Winterstein, RPh, PhD, FISPE who is chair and professor of Pharmaceutical Outcomes and Policy and director of the Center for Drug Evaluation and Safety (CoDES) at UF (Figure 2). She will be supported by Dr. Robert Cook, MD, MPH, professor of Epidemiology and Internal Medicine and director of the Southern HIV and Alcohol Research Consortium

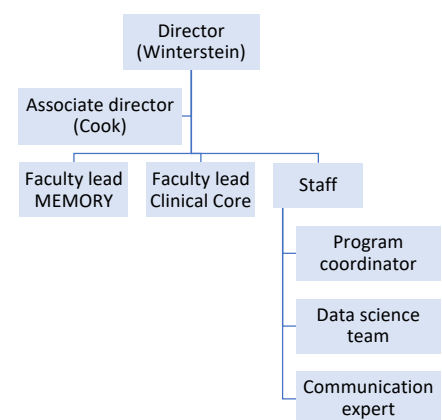


Figure 2. UF MMR-COR program, to lead the Consortium: Organizational Structure

(SHARC) Center for Translational HIV Research. Pending approval by the Board, Dr. Winterstein will serve as director of the Consortium. Leveraging her 20-year experience in directing research on drug outcomes in real-world populations and her 6-year tenure as chair of the FDA Drug Safety and Risk Management Advisory Committee, Dr. Winterstein will lead the development of MEMORY, administer the grants program and assume primary responsibility for UF MMJ-COR administration and support of the Board. Dr. Cook will assume responsibility for developing the Clinical Research Core, lead the statewide Scientific Expert Group and MMJ Provider Partners Group, and oversee the outreach activities. They will be supported by a faculty lead for the data science team charged with the development of MEMORY and a faculty lead for development of the clinical research core. Program staff include a program coordinator to support day-to-day operations, a communication expert who leads outreach activities and a data science team. The UF CTSI has committed to provide additional personnel (see below).

## 2. Integration of existing resources

The University of Florida offers internal expertise as well as support in the development and implementation of Consortium activities. Together these activities will ensure development of a unique and robust research infrastructure based on real-world data, a deeply-informed research agenda, a comprehensive network allowing novel research collaborations, and an extramural MMJ grants program, which will jointly address key questions regarding the clinical outcomes and use of medical marijuana. This section highlights UF resources directly involved in supporting the Consortium organizational structure proposed above.

**Institutional expertise to support MMJ Research.** UF will provide access to a breadth of research programs that have already or have the capacity to address MMJ Clinical Outcomes Research (see [Research #1](#) & [#2](#) below). Collaboration with these programs will be realized through lead researchers' involvement in the scientific expert group and using the communication platform of the UF CTSI. While we aim to capitalize on expertise throughout the state, UF faculty represent the full breadth of research methods and clinical expertise pertinent to MMJ clinical outcomes research.

Figure 3 provides an overview of major research units within UF, organized by research and clinical expertise, reflecting the major indications for MMJ that are either currently endorsed by Florida statute or discussed in the recent report National Academy of Medicine report on MMJ. Research units also span all relevant research methods expertise in all aspects of study conduct, including medical chemistry, pharmacology, clinical trial and observational study design and law and policy research.

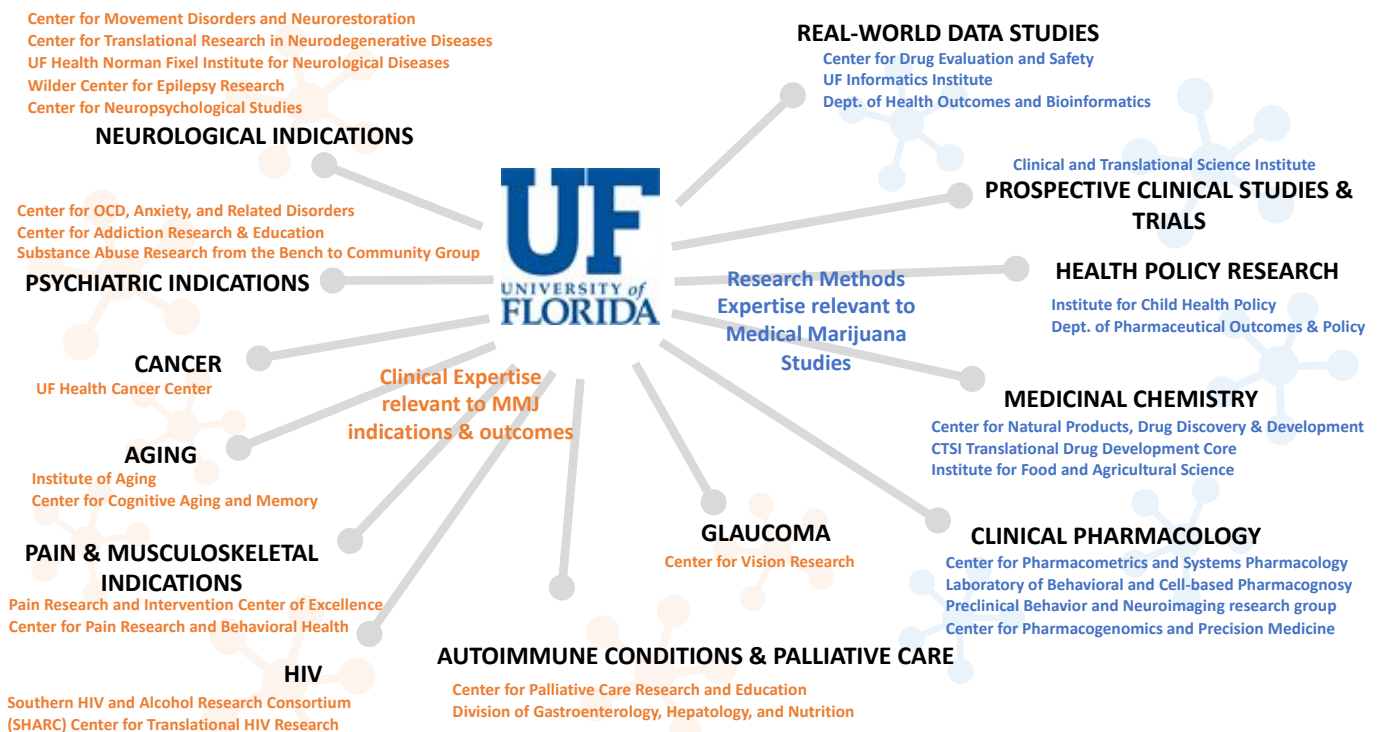


Figure 3. Existing clinical research expertise at the University of Florida to support MMJ research

**Clinical and Translational Science Institute (UF CTSI).** UF MMJ-COR will be housed in the UF Clinical and Translational Science Institute, which serves as a catalytic hub connecting resources, people and ideas across UF's 16 colleges, the state, and the national Clinical and Translational Science Awards (CTSA) consortium. Established in 2008, the CTSI performs three central functions: 1) develops new capabilities for research and translation to practice; 2) delivers high-quality and efficient services and resources for translational research; and 3) cultivates a strong translational workforce.

**The UF CTSI will provide space for Consortia staff, contribute up to \$50,000 personnel support to build research infrastructure and develop grant applications, and offer its breadths of resources that will facilitate MMJ research.**

Examples of CTSI services and resources highly relevant to the Consortium include:

- Data support through the CTSI Research Electronic Data Capture (REDCap) teams. We will use the REDCap database infrastructure to conduct the provider survey and to facilitate data collection from multiple clinical settings.
- Clinical Research Space. UF investigators, including Dr. Cook, are currently using the CTSI Clinical Research Center in their ongoing studies related to marijuana and health outcomes. These include phlebotomy services, blood and urine processing, and clinical nursing assessments.
- The OneFlorida Clinical Research Consortium, which in collaboration with FSU, the University of Miami CTSA hub and other stakeholders offer the OneFlorida Data Trust with collated health care claims and electronic health record (EHR) data of ~10 million people in Florida. We will seek to link data from the MMJ registry to some aspects of the OneFlorida Data Trust to develop the MMJ repository MEMORY.
- HealthStreet, CTSI's community engagement program with more than 10,000 members from underrepresented populations. As of 2019, HealthStreet reports a membership of n=5,659 individuals who use marijuana with 94.9% stating that they would be willing to participate in research. HealthStreet also organizes monthly forums "Our Community, Our Health (OCOH)" that address relevant health topics and disseminate research findings. Our group is participating in an upcoming OCOH event related to MMJ (see announcement). These events are streamed nationwide and are interactive using social media.
- CTSI's Translational Drug Development Core, with expertise in the analysis of raw plant material, commercial cannabis products, and clinical pharmacokinetic studies.
- CTSI's Advanced Communication Program in collaboration with UF Health Communications, a division of 80 communication professionals, and the STEM translational communication center, which helps in the translation of complex scientific messages for various audiences.
- CTSI's training program including career development and pilot grant awards program that can provide support for faculty to build a research program in MMJ clinical outcomes research.



**OCOH**  
OUR COMMUNITY, OUR HEALTH

**MEDICAL MARIJUANA  
AND PUBLIC HEALTH**

**May 29, 2019**  
6-7 p.m. EDT  
**In-Person and via Livestream**  
Free & Open to the Public

THIS INTERACTIVE TOWN HALL WILL:

- Discuss up-to-date knowledge of medical marijuana and its uses and consequences with national experts.
- Join the conversation **#OCOH**

RSVP Link: [bit.ly/MedMarijuanaRSVP](https://bit.ly/MedMarijuanaRSVP) | Livestream Link: [bit.ly/OCOHMAY29](https://bit.ly/OCOHMAY29)

Speakers: Shanna Babalonis, PhD; Ruben Baler, Ph.D.; Robert Cook, MD, MPH; Jay Kuchera, MD, FASAM; Patrick Tighe, MD, MS

Logos: HealthStreet, University of Kentucky, NIH, National Institute on Drug Abuse, UF Department of Epidemiology, UF Department of Anesthesiology, UF Department of Psychiatry, UF Clinical and Translational Science Institute

**Center for Drug Evaluation and Safety (CoDES).** The University of Florida Center of Drug Evaluation and Safety (CoDES), directed by Dr. Winterstein, was founded to support research on the safety, effectiveness and value of medication use in real-world populations. CoDES unites a multi-disciplinary group of big data researchers in epidemiology, health economics, health services research and decision-sciences who evaluate drug outcomes to guide regulatory, clinical and personal decision-making. In addition to delivering new actionable evidence, CoDES fosters the development of new methods and analytic tools to enhance drug evaluation and regulatory science. CoDES houses longitudinal data on drug use and clinical outcomes from over 300 million lives. This vast data repository can support assessment of rare side effects or small high-risk populations. CoDES has supported a host of drug safety and drug effectiveness studies, including for example evaluations of the risk for suicide or accidents among patients exposed to certain psychotropic medications, thus demonstrating its capability to develop adequate data sources and methods that can evaluate MMJ outcomes. CoDES, directed by Dr. Winterstein, will facilitate development of MEMORY (see [Research #3](#)). CoDES also

hosts a speaker series with focus on drug evaluations that can be expanded to MMJ, and connects to the graduate program in the department of Pharmaceutical Outcomes and Policy with about 30 PhD students and over 100 MS students who specialize in the use of observational methods to evaluate drug outcomes.

**The SHARC Center for Translational HIV Research (SHARC).** Dr. Cook, proposed associate director for UF MMJ-COR, has served as the director for the Southern HIV Alcohol Research Consortium (SHARC) since 2012. The SHARC Center has several components that will facilitate Consortium activities. For its prospective studies, SHARC has established data use agreements and data sharing procedures with investigators at several collaborating universities. SHARC has a training program that encourages the involvement of trainees in research related to substance use and clinical outcomes. The SHARC infrastructure currently supports Dr. Cook's ongoing, prospective NIH study on marijuana and HIV infection, which involves the collection of blood and urine samples at multiple sites, a shared database using the CTSI's RedCap secure data system, and a single IRB plan that involves collaboration with multiple IRBs across the state, including the Florida Department of Health. With SHARC, we have demonstrated an ability to collaborate and share data across multiple institutions, and to create administrative infrastructure to conduct statewide research activities. Experiences collected with SHARC will greatly inform and support development of the Clinical Research Core within the Consortium.

**The combination of the broad UF research community, the UF CTSI, CoDES and SHARC will support all operational aspects of the Consortium and ensure a rich and thriving state-wide research program that encompasses all clinical areas of MMJ use, and that takes advantage of demonstrated excellence in both retrospective big data analysis and prospective study designs to optimize assessments of MMJ effectiveness and safety.**

## Research

### 1. Prior experience in funded medical marijuana research

*(What experience does the institution have in the area of medical marijuana research? Please provide any examples of grants that the institution has received specific to this type of research.)*

UF is a leading institution in Florida for marijuana research, as evidenced by an expansive portfolio of funded projects that encompass research related to clinical outcomes and mechanistic pathways of marijuana. In this section, we provide specific examples of funded marijuana projects awarded to UF researchers since 2015 (Table 1). The knowledge base developed from the research efforts outlined below will dovetail with the Consortium's agenda for further advancing MMJ research and will be efficiently integrated into the larger UF research portfolio, while fostering statewide collaboration with other Florida universities and institutional partners.

Table 1. Overview of extramurally funded research studies initiated in the past 5 years

Funding Agency	Principal Investigator	Study Title and Collaborations
NIH-NIDA	R. Cook	Health Outcomes and Cognitive Effects of Marijuana Use among Persons Living with HIV/AIDS. <b>Collaboration: University of South Florida, Florida International University, University of Miami, Florida Department of Health</b>
NIH-NIDA	C. Okafor	Impact of Long-Term Marijuana Use on the Neurocognitive Functioning of Individuals Living with HIV/AIDS.
NIH-NIDA	V. Joseph	Patterns of Marijuana Use for HIV Pain: a Mixed Methods Approach.
FL- DoH	P. Carney	Effects of cannabidiol use on the developing brain in medically refractory childhood epilepsy.
Gatorade trust	E. Zimmermann	Safety and efficacy of cannabis in the treatment of Crohn's disease.
UF-CRISP	Y. Wang	Medical marijuana use in older adults with chronic pain: A pilot project to build a prospective cohort. <b>Collaboration: Medical Marijuana Clinic Partners</b>
NIH-NIDA	M. Heaton	Critical Mechanisms underlying the THC Neurotoxicity in developing CNS.
NIH-NIDA	L. Knackstedt & L. Cottler	Identifying Patterns of Human Polysubstance Use to Guide Development of Rodent Model.
NIH-NIDA	B. Setlow & A. Maurer	Development of a Rat Model of Cannabis Smoke Self-Administration.
McKnight Brain Institute	M. Gold	Passive exposure to second-hand marijuana smoke.
UF-Office of Research	B. Setlow	Dissecting Interneuron Function in Addiction (to Marijuana and other Substances) using Optogenetics.

<b>McKnight Brain Institute</b>	L. Colon-Perez	Perinatal cannabis smoke exposure and development of brain network connectivity.
<b>McKnight Brain Institute</b>	M. Gold & B. Setlow	Passive Exposure to Second-hand Marijuana Smoke: Long-term Neuropsychiatric Effects.
<b>NIH-NIDA</b>	L. McMahon	Treatment of cannabinoid withdrawal in Rhesus monkeys.
<b>NIH-NIDA</b>	M. Febo	Preclinical Imaging of Adolescent Cannabidiol in Brain Structure and Functional Connectivity.
<b>NIH-NIDA</b>	A. Brujinzeel & B. Setlow	Lasting behavioral and neuroimaging consequences of adolescent exposure to cannabis smoke.
<b>NIH-NIDA</b>	C. Lopez-Quintero	Drug Use Disparities among Hispanics: Elucidating the Complex Interaction between Socio-cultural, Neurocognitive and Drug Use-related Factors.
<b>NIH-NIDA</b>	A. Yurasek	A Behavioral Economic Intervention to Reduce Marijuana Use in Truant Youth.
<b>NIH-NIDA</b>	L. Cottler & S. Nixon	The Adolescent Brain Cognitive Development (ABCD) Study [for Health and Developmental Outcomes related to Marijuana and other Substances]. <b>Collaboration: Florida International University and 21 other Universities nationwide.</b>

Below, we highlight a selection of funded projects directly relevant to MMJ *Clinical Outcomes* Research.

**Outcomes research related to HIV infection.** HIV infection is one of the current indications for MMJ in Florida, yet little is known about the effects of marijuana on inflammation, pain, and HIV viral control. Dr. Cook is the PI for a 5-year grant entitled, Health outcomes and cognitive effects of marijuana use among persons living with HIV/AIDS, funded by NIH (R01DA042069). This project will track health outcomes in over 450 persons with HIV in Florida for 4 years. This multi-site study includes collaborations across Florida with university partners USF, FIU, UM and the Florida Department of Health. This study assesses outcomes related to marijuana use from both illicit and licit sources. The study conducts detailed cognitive assessments, blood testing for markers of systemic inflammation, and urine toxicology to evaluate different cannabinoid components.

**Outcomes research in Aging and Pain Indications.** Building on the extensive research programs on pain and aging at UF, PI Yan Wang received recently funding from UF-CRISP to assess MMJ and chronic pain in older adults. This study collects data from adults aged >50 years old who seek MMJ to treat chronic pain from three medical marijuana clinics in Jacksonville and Gainesville. This research involves real-time assessments of symptoms such as pain, stress, and anxiety before and after starting MMJ. Following the conclusion of the pilot, an NIH R01 grant will be submitted to evaluate the efficacy and side effects of medical marijuana for treating chronic pain and reducing opioid use in older adults.

**Outcomes research in Neurological Indications.** The Florida Department of Health funded \$1 million in grants to UF investigators to examine outcomes related to cannabidiol treatment for children with drug-resistant epilepsy and other seizure-causing neurological disorders. This study enrolled 50 children and assessed the safety and efficacy of cannabidiol treatment for a 3-year follow-up period. Additionally, the research team led by PI Robert Cook has recently submitted a \$250,000 supplement request to the NIH to extend the MAPLE Study (as described above) to a population of patients at greater risk for Alzheimer's disease. Funding decisions for this supplement will be announced in June of 2019. The goal of this proposed study is to better understand the relationship between marijuana use, the human gut microbiome, and mild cognitive impairment, which is a precursor to Alzheimer's disease. If awarded, the UF research team will lead this multi-site study and collaborate with FIU as an additional study site.

**Outcomes research in Inflammatory Bowel Disease Indications.** Funding was received by PI Ellen Zimmermann to study the effect of THC on inflammation and fibrosis on patients with Crohn's Disease, a type of inflammatory bowel disease. The team has performed translational studies using cell culture and animal models as well as clinical studies of marijuana use among young adults with Crohn's Disease diagnoses. The age group most commonly affected with Crohn's Disease, young adults, are also the population most likely to encounter marijuana socially as well as to seek out MMJ information, so the prior research experience of this group demonstrates excellent capacity to further their studies of marijuana efficacy related to inflammatory bowel disease.

**Ongoing MMJ Research Collaborations to Support Future Work.** In addition to the funded projects and collaborations with Florida institutions as described above, the research teams of Dr. Robert Cook and Dr. Wang have worked with UF to establish nondisclosure agreements, memorandums of understanding, and research partnerships with MMJ treatment providers and other industry partners that will benefit MMJ Consortium members via connection to established shared resources and partnerships. Drs. Cook and Wang have emphasized to all potential industry partners that their goal is to be open to any and all partnerships and to not enter any exclusive arrangements, in order to be unbiased. Neither of them has any existing conflicts of interest with the MMJ industry.

**Prior Research Experience with the Florida MMJ Program.** Also noteworthy is UF's direct experience with the state's MMJ program. The original SB1030 'Compassionate Medical Cannabis Act of 2014' included a mandate for ordering physicians to submit treatment plans to UF for research on the safety and efficacy of low-THC cannabis. UF responded to this unfunded legislative mandate with the development of a secure web-based platform for data collection. In collaboration with the Office of Medical Marijuana Use (OMMU, formerly the Office for Compassionate Use), Dr. Winterstein, who led the UF effort, developed a proposal for a comprehensive MMJ safety surveillance system that would have integrated treatment plans and MMJ dispensing information (now referred to as the MMJ registry) with a host of additional clinical data to track both safety and effectiveness outcomes. Soon after patient certification commenced, SB8A was passed, which established the Coalition for Medical Marijuana Research and Education within the H. Lee Moffitt Cancer Center and Research Institute and which released UF from the requirement to collect treatment plans. Instead the OMMU was charged to integrate physician-provided and dispensing information into the MMJ registry. During its existence, Dr. Winterstein supported the mission of the Coalition for Medical Marijuana Research and Education as Vice Chair of the Coalition's Board and has continued to work with OMMU to establish the regulatory infrastructure to develop the originally proposed repository.

## 2. Integration of the consortium into UF's research portfolio

*(How would the Consortium for Medical Marijuana Clinical Outcomes Research fit into the institution's research portfolio?)*

The UF research portfolio is supported by a robust infrastructure, including more than 150 research centers and institutes embedded across sixteen academic colleges. The following programs are featured to illustrate the breadths of research collaborations on campus. Programs directly applicable to the use of *registry data* for research are discussed under [Research #3](#) below.

**Pain Research.** UF is home to the Pain Research and Intervention Center of Excellence (PRICE), which is a multi-college Center of Excellence that serves as the professional home for scientists, clinicians and trainees dedicated to improved understanding and treatment of pain. PRICE is affiliated with and supported by the UF CTSI and receives strong support from the UF Institute on Aging and the UF Health Cancer Center. PRICE provides member investigators with several resources and services in order to facilitate clinical and translational pain research, including the Pain Clinical Research Unit that facilitates quantitative sensory testing of pain. PRICE can assist MMJ consortium members and applicants with the recruitment of research participants, as it maintains a registry of more than 1,000 potential research participants who have provided permission for future contact regarding pain research. PRICE is currently collaborating on a large translational research center grant proposal focused on the intersection of pain and addiction.

**HIV-Related Research.** UF participates in and leads several statewide initiatives related to HIV research involving substance use, mental health, and stigma. For example, the SHARC Center, directed by Dr. Cook, sponsors the Florida Cohort project, funded by the NIH, which has enrolled over 900 persons with HIV infection from 9 clinic locations across Florida. Participants' answers to survey questions are linked to information from medical records and state surveillance data. Researchers and trainees from 7 different public and private universities in Florida are involved in the Florida Cohort project, and the data have supported papers and PhD dissertations from trainees at UF, FIU, USF, UCF, Larkin University, and the University of Miami. To support the collaborative activity, SHARC has established a "concept system" that allows research collaborators from anywhere in Florida (or the US) to request access to SHARC data, and has an authorship review system to ensure that persons who contribute data are invited to participate as co-authors.

**Geriatrics and Aging.** The UF Institute on Aging (IOA) is the home of faculty members from diverse disciplines who pursue careers focused on research and education on aging, including the full spectrum of research from applying discoveries made in the laboratory and developing trials and studies for humans, to enhancing the adoption of best treatment practices into the medical community. IOA research elucidates the biochemical, genetic, and physiological mechanisms of aging that result in age-related functional (both physical and cognitive) decline in humans and animal models. This includes investigations of the gradual or programmed alterations of structure and function that characterize normal aging and investigations of the adverse changes that accompany age-related disease states. The Division of Clinical Research within IOA provides the infrastructure and resources for conducting clinical research in aging, including both controlled trials and epidemiological studies, which could include assessments of MMJ use in older persons. IOA faculty listed approximately 50 ongoing studies and more than 300 scientific publications in the past year.

**Neurological Conditions.** UF's research portfolio for neurological conditions is supported by the infrastructure of several centers with foci on specific neurological conditions with indications for MMJ. For example, the Center for Movement Disorders and Neurorestoration (CMDNR) is of international prominence, as reflected by multiple Centers of Excellence within, including; a National Parkinson Foundation Center of Excellence, Tyler's Hope Center for a Dystonia Cure, a Huntington's Disease Society of America Center, a Bachmann-Strauss Dystonia Parkinson Center of Excellence, and a Tourette Syndrome Association Center of Excellence. Additionally, the UF Center for Translational Research in Neurodegenerative Diseases has a state of the art, multi-disciplinary research center focused on the discovery, development and evaluation of future treatments and diagnostics for degenerative central nervous system conditions including Parkinson's disease, Alzheimer's disease, Amyotrophic Lateral Sclerosis (ALS), Frontotemporal Lobar Degeneration, and Stroke. The UF Health Norman Fixel Institute for Neurological Diseases is home to scientists and clinicians working on neurological disorders that include Parkinson's, dystonia and other movement disorders, Alzheimer's disease and dementias, concussion, traumatic brain injury, and neuromuscular disorders like amyotrophic lateral sclerosis. The Wilder Center for Epilepsy Research supports interdisciplinary research in epilepsy. Lastly, the research performed at the UF Center for Neuropsychological Studies is directed to increase understanding of the anatomy, physiology, and neurochemistry of normal behaviors mediated by the brain.

**Psychiatric Conditions.** Research related to psychiatric conditions crosses multiple colleges, centers, and institutes. Here, we highlight Centers with particular expertise and infrastructure that will support the MMJ Consortium. The UF Center for OCD, Anxiety, and Related Disorders (COARD) is an interdisciplinary group of researchers and clinicians who conduct clinical and translational research in obsessive compulsive disorder, PTSD, and anxiety disorders. The Center for Cognitive Aging and Memory (CAM) conducts cutting-edge interdisciplinary clinical neuroscience and translational research on age-associated cognitive, behavioral and emotional functioning, factors that contribute to impairments and functional decline, and future avenues for intervention. CAM faculty are currently collaborating with the MAPLE study, described above, to assess marijuana's effects on motivation, apathy, and planning.

**Addiction.** The UF Center for Addiction Research & Education (CARE) is one of the oldest continuing University-wide Centers and CARE investigators have active research programs in highly diverse domains; ranging from molecular neuroscience and drug discovery through epidemiology and clinical trials. One of CARE's core missions is to conduct community and inter-institutional outreach and educational programs, which ensures that diverse scientific and community stakeholders are represented and actively engaged. This successful approach for inter-institutional collaborations has resulted in a CARE membership that includes 44 addiction scientists, collaborating institutions, and a community and external advisory committee to support all outreach activities.

**Smoking.** The UF Behavioral Health and Technology (BHaT) Clinic includes the first ever behavior analysis clinic to provide remote, technology-based treatments for health behaviors related to smoking. Laboratory infrastructure built and operated by BHaT includes devices and mechanisms to assess smoking and smoking behaviors as well as the development of remote technologies that allow for testing for smoke in the home and environment of study subjects. Additionally, BHaT's collaborative research program has contributed to methodological and conceptual frameworks for testing and evaluating technology-based interventions, including mechanisms responsible for treatment-induced changes in addictive behavior. The review of mechanisms of change by BHaT and collaborators was the first publication related to the conceptual and empirical underpinnings of technology-based interventions for substance use disorders. The cross adaptability of BHaT technologies and techniques between tobacco and other substances will be of substantial value for MMJ Consortium members who are investigating clinical outcomes related to marijuana smoking.

**Preclinical Behavior and Neuroimaging.** The Preclinical Behavior and Neuroimaging (PBN) research group, composed of psychiatrists, pharmacodynamics experts, and analytical chemists, has the capacity to evaluate effects of smoked cannabis and cannabis constituents on multiple behavioral and neurobiological outcome variables in animal models, such as; pain, reward, dependence, withdrawal, addiction liability, cognition, brain imaging, and biochemistry. To our knowledge, this capacity is unique in the state of Florida. Hence, PBN could serve as a state-wide resource for preclinical research on smoked cannabis. PBN has a smoke exposure apparatus (Teague Enterprises Smoking Machine) used to expose rodents to smoke from burning cannabis. This is useful for assessing effects of acute or chronic cannabis smoke inhalation on physiology and behavior, as well as for conducting PK/PD studies of cannabis smoke. PBN can address research questions concerning medical cannabis use that are highly translational, such as the effects of exposure to smoke from different cannabis strains or MMJ products on behavioral and functional neuroimaging variables, and PBN

members are active affiliates in several of the Centers and Institutes highlighted elsewhere, such as CARE and CTSI. To date, PBN members have received 5 NIH grants to perform research related to safety, physiological outcomes, and behavior following exposure to cannabis smoke.

**The CTSI Translational Drug Development Core (TTDC).** The TDDC, led by Dr. McCurdy, has expertise in the analysis of raw plant material, commercial cannabis products, and clinical pharmacokinetic samples to bridge the gap that exists between raw plant material, commercial cannabis products, and ultimately the clinical/therapeutic outcomes. The core has ability to do pharmacokinetic/pharmacodynamic modeling derived from clinical data and will therefore, be able to develop dosing standards for various cannabis products based on bioavailability, permeability and dose proportionality studies, that can be then tested in clinical outcomes research. The core has developed a method that can simultaneously quantify multiple cannabinoids in *Cannabis sativa L.* This method can be used to quantify plant material, commercial products, and human biological samples using ultra-performance liquid chromatography-tandem mass spectrometry (UPLC-MS/MS) and has already been used to quantify cannabinoids in commercial *C. sativa* products, in oral and edible forms, as well as plant samples. Additionally, the TDDC has three UPLC-MS/MS, and one ultra-performance liquid chromatography-quantum time of flight (UPLC-QTOF) instruments, which are able to perform both structure elucidation and simultaneous quantification of cannabinoids.

**The UF Center for Pharmacogenomics and Precision Medicine.** Research in the Center for Pharmacogenomics and Precision Medicine spans from mechanistic studies to multi-omic approaches to elucidate genetic contributions to drug response. Center investigators collaborate with investigators across the University of Florida and other institutions, both nationally and internationally, to ensure innovation in this cutting-edge science. The center also supports the UF Health Precision Medicine Program through the translation of pharmacogenomic research findings into patient care and examining outcomes with genotype-guided therapies. Sixteen center faculty can expand existing research programs to evaluate person-level differences in MMJ metabolism and potential drug-drug or drug-disease interactions highly relevant to MMJ users with multimorbidity and polypharmacy.

**Institute for Food and Agriculture Science (IFAS).** IFAS is conducting one of the two industrial hemp pilot projects in the state of Florida aimed at providing horticultural advice on ideal growth conditions. The results of this project and ongoing research into hemp derived cannabinoids will directly benefit the Consortium for Medical Marijuana Clinical Outcomes Research. Collaborations could be fostered throughout the state with both industrial hemp and marijuana growers. The consortium can serve as the central testing point for growers, manufactures, and consumers by linking product composition, dosing recommendations and clinical outcomes.

**Integrative Medicine.** As a clinical and not a research program, the UF Health's Integrative Medicine Clinical Program represents a highly-relevant cross-section of patients who might consider MMJ and has indicated strong interest in participating in MMJ research. The program currently provides education on cannabis use for symptom and pain reduction in patients with chronic neuropathic and musculoskeletal pain, inflammatory bowel diseases and cancer. These patients often have several co-morbidities that include anxiety, depression, PTSD, arthritis, and present with complex treatment regimen. For example, patients seen in this practice with chronic pain use high-dose opioids and are interested to reduce doses due to opioid side-effects and reduced opioid access; elderly patients with arthritis and musculoskeletal pain who are not candidates for surgery seek effective pain control; and patients with IBD or cancer are looking to use MMJ in addition to, or in lieu of, standard drug therapy to maintain remission, each requiring different considerations regarding optimal THC:CBD ratios and dosing regimen.

**In summary, clinical outcomes research on dosing, safety and effectiveness of MMJ integrates logically into a number of established and well-funded research programs. We envision collaborative research that integrates the full translational spectrum of sciences to understand mechanisms and clinical effects of MMJ products considering both patient and product characteristics that might effectively alter the risk-benefit of MMJ.**

### 3. Integration of medical marijuana registry data into UF's research portfolio and plans for data use

*(Pursuant to section 1004.4351, the Florida Department of Health is required to provide data to the Consortium that includes, for each patient registered in the medical marijuana use registry, the patient's qualifying medical condition and the daily dose amount, routes of administration, and forms of marijuana certified for the patient. How does this aspect of the Consortium fit into the institution's research portfolio and how would the institution use the data?)*

The following proposal for MMJ registry data use is closely aligned with UF's experiences and efforts in collaboration with OMMU over the past four years to develop a surveillance system that ensures the safety of MMJ and facilitate clinical outcomes studies. It is informed through UF's close relationship with the FDA with specific emphasis on building data repositories that allow post-approval assessments of treatment safety and effectiveness in real-world populations, realized through FDA's National Medical Product Monitoring System, [Sentinel](#). Dr. Winterstein serves as one of the academic partners for Sentinel. The proposal builds on UF's capacity in the use of big data in the evaluation of medications post-approval, which, in terms of comprehensiveness and output, is unique in the state.

Central to this research is the **Center for Drug Evaluation and Safety (CoDES)**, which connects UF researchers who specialize in the post-marketing evaluation of drugs and their use in real-world populations; and **the Clinical and Translational Science Institute (CTSI)**, a NIH-funded catalytic research hub, with the core mission to accelerate translation of scientific discoveries and the implementation of evidence-based practices. Two additional centers are relevant in understanding the variability of drug effects in patients, the **Center for Pharmacometrics and Systems Pharmacology (CPSP)** and the **Center for Pharmacogenomics and Precision Medicine (CPGx)**.

**CoDES** houses vast data repositories of over 300 million lives to support the evaluation of drug effectiveness and safety, including the evaluation of drug-drug and drug-disease interactions. The backbone of those data are clinical encounter billing records ("claims data") from patients in public (Medicaid and Medicare) and private insurance, which provide detail on diagnosis and procedures associated with billed medical encounters and pharmacy dispensing records, thus allowing longitudinal studies of drug exposure and outcomes. CoDES has further enhanced those data with extensive linkages to other data sets that provide more granular access to specific risk factors or health outcomes, including for example (a) birth certificates for research on drug effects on pregnancy and childhood, (b) death certificates for detail on cause of death in the evaluation of drug risks on suicide or sudden cardiac death or overdose, (c) car crash data for the evaluation of drug effects on driving, and (d) the minimal data set (MDS) with detail on cognitive function, pain and other health outcomes among nursing home residents. In collaboration with the UF Institute on Aging, CoDES has linked Medicare claims data to clinical trial data which offer a wealth of validated measurements of mobility, frailty, cognitive performance and other outcomes oftentimes not formally assessed in routine care. CoDES support offered to researchers also includes a host of methodological tools including a SAS program library that facilitates cohort building, validated algorithms to measure specific health outcomes, conventions for exposure assignment in complex real-world scenarios of frequently changing drug regimen, and advanced pharmacoepidemiologic approaches to address confounding or other biases. CoDES faculty, located in 4 health colleges, have published new evidence of drug effects in top clinical journals, including for example JAMA and BMJ. Examples of ongoing research conducted by CoDES faculty relevant to MMJ research include: an evaluation of the effects of gadolinium-enhanced MRI on birth defects funded by the FDA (Winterstein PI); effects of types, duration and dose of opioid-benzodiazepine combinations on overdose deaths funded by NIDA; and an evaluation of pain management among patients with Alzheimer's disease funded by NIA. CoDES, directed by Dr. Winterstein, will support the development of the MMJ Clinical Outcomes Research Repository MEMORY.

**CTSI** (described previously) is home to the **OneFlorida Data Trust**, which founded by UF in 2011, combines electronic health records from a network of health systems that provide care for approximately 10M or 40% of all Floridians with a catchment area covering all 67 Florida counties. OneFlorida is used by CoDES faculty and other outcomes researchers for a number of observational studies, including for example an evaluation of factors that determine patient response to antihypertensives. In year 1 of the Consortium, we propose to link OMMU registry data to Medicaid claims records, followed by extracts of OneFlorida EHR data in the following years.

**CPSP and CPGx** contribute to the understanding of drug action on the mechanistic level by explaining variability of drug effects based on differences in drug formulations or patient characteristics. For example, differences in patient characteristics such as genetic variation or combinations with other drugs that affect each other's metabolism can result in drug over- or underdoses. Thus, both centers can contribute to our understanding of drug-drug or drug-disease interactions, which can then be evaluated in real-world settings. CoDES and CPSP and CPGx faculty collaborate closely in the evaluation of drugs and are prepared to expand this collaboration toward the evaluation of MMJ as single substance or in combination with other medications.

UF's research infrastructure supporting the use of these extensive data sets (for example, CoDES houses more than 20 Tb of data) also comprises [super-computing facilities](#) with the capability to store and analyze highly sensitive data including SSN and relevant bioinformatics support to effectively manage such data.

Following these descriptions, the extension of this vast clinical outcomes research enterprise is intuitive. Like pharmacy dispensing records allow detailed measurement of exposure to types, doses and routes of medications, the DoH medical marijuana registry can provide the same detailed information about the initiation, frequency, type and route of medical marijuana. Thus, using the same pharmacoepidemiologic methods that UF applies in its vast spectrum of extramurally-funded evaluations of drug products, UF will build the infrastructure and implement research studies that evaluate clinical outcomes of medical marijuana use.

Specifically, UF will build the **MMJ Clinical Outcomes Research Repository (MEMORY)**, which links registry marijuana dispensing data with a variety of data sets that allow longitudinal ascertainment of health outcomes, considering MMJ dose and routes, and concomitant medication use and concomitant diseases. Development of MEMORY will follow sequential steps that are implemented over several years, resulting in a consistently expanding wealth of clinical outcomes research data made available to Consortium researchers (Figure 4). To begin, in year one, the MMJ-COR data team under direction of Dr. Winterstein will work with OMMU on the extraction specification and secure transmission of MMJ registry data to UF, which is made available to the Board under Section 1004.4351, Florida Statute. Received data will be initially curated manually and eventually with customized automated algorithms. Data will be then transformed into specific research variables that allow detailed descriptions of MMJ exposure such as product types, dose, route, treatment initiation and duration and other information available in the registry. OMMU has shared detail on the data fields in the MMJ registry with Dr. Winterstein previously, allowing an assessment of the scope of studies the registry can support. Dr. Winterstein has obtained UF IRB approval to build MEMORY including all proposed data linkages.

Registry data is uniquely rich in defining MMJ exposure, including detail about the specific product and THC/CBD content, daily dose, the route as well as the originating plant, but its detail on patient health status, health history, concomitant medication use or use of other treatments, and health outcomes is limited for several reasons: (a) statutory requirements for MMJ providers to enter data into the registry are limited; (2) MMJ providers submit information to the registry in a separate system that does not link to their electronic health record system; (3) MMJ providers are oftentimes not the patient's primary healthcare provider and have limited access to both health history and subsequent health outcomes. Linkage to claims data can overcome these shortfalls by providing data on all healthcare services that were reimbursed by a health plan including for example, ED visits or hospitalizations along with associated diagnoses following initiation of MMJ. Claims data allow furthermore establishment of control populations who share similar indications and health history of MMJ users but have not initiated MMJ yet. Controlled studies, including patients with and without MMJ use can then be used to assess the risk for certain MMJ outcomes (harmful or beneficial) in the context of baseline risk or natural disease progression.

**MEMORY development.** In year 1, UF will link MMJ registry data to Medicaid claims data, which are already provided by AHCA to UF quarterly within the OneFlorida Data Trust. Due to their comprehensive structure covering all healthcare services, claims data can generate millions of study variables. To support researchers, UF will begin development of variables that are anticipated to play important roles in MMJ clinical outcomes research (e.g., psychoses, seizures, opioid overdose) using previously validated algorithms. All final variables will undergo customary validation procedures and are then listed in a data dictionary along with documentation of their source and validation efforts for future use by Consortium researchers. Data will be stored in a secure computing environment that has been approved for storage of sensitive information including SSN. In year 2 and subsequent years, we envision expansion of

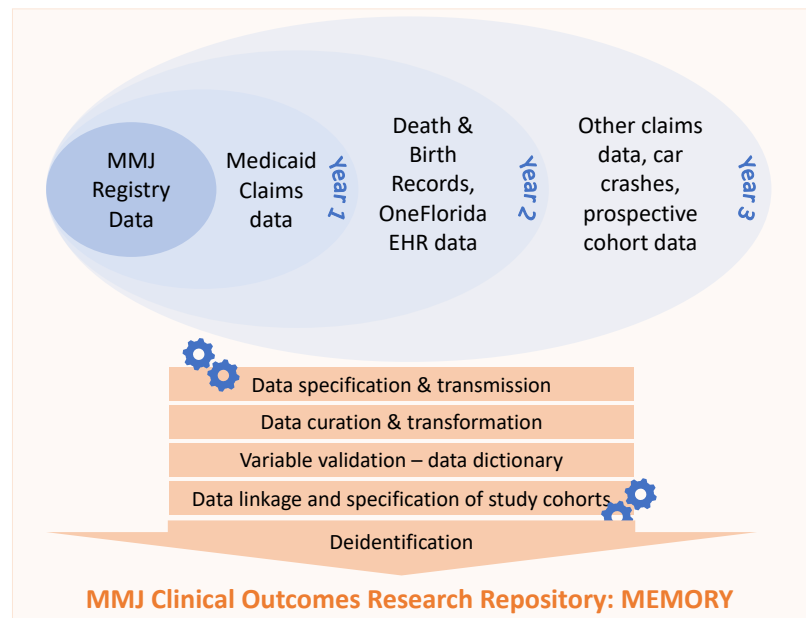


Figure 4. MEMORY Development Process

the data linkage to DoH death and birth certificates and OneFlorida EHR data, and additional datasets managed by the state and others that are relevant to health outcomes (e.g. cancer registry, DMV car crashes).

As the lead institution for the Consortium, UF MMJ-COR will be responsible for (a) sharing information about MEMORY including detail about its variable specifications and capabilities, (b) the process to request access to the data for research, (c) ensuring data security, and (d) communicating this information via the Consortium web site and other means. UF will develop policies and procedures that will facilitate sharing of the data for research purposes, with adequate governance via Data Use Agreements for each individual project. This will include safeguards that ensure the data cannot be used to identify individual persons, unless explicitly needed for patient safety purposes.

**Descriptive MEMORY analyses.** Finally, UF MMJ-COR will provide descriptive analyses of the data that characterize socio-demographic and clinical conditions (indications, comorbidities and co-mediations) of MMJ users throughout the growth of the Florida Medical Marijuana Program to understand utilization pattern and prioritize research needs. This initial study will provide a status quo assessment of MMJ use in the state that will be shared with OMMU and Consortium researchers. For example, researchers with interest in evaluating patients with seizure disorders or who utilized opioids chronically prior to MMJ initiation will be able to refer to data tables that provide sample size estimates. In year 1 of Consortium work, that stage of data linkage will allow *general* descriptions of all registry enrollees and *detailed* assessments of disease and medication use history of registry enrollees who are also enrolled in Medicaid. Later years will allow expansions of these assessments via linkage to other claims data and OneFlorida EHR records.

**Outlook.** In the future, individual researchers may propose to do research directly with the MEMORY repository (for example, to study emergency room visits before and after starting MMJ), or to link individual participant research data to MEMORY. For example, patients in the MMJ program in Florida might consent to enroll in a statewide longitudinal cohort study to participate in ongoing surveys, to provide clinical samples, or to provide direct data (including real-time data on symptoms and side effects, fit-bit data monitoring for outcomes like sleep), and this information could be linked securely to the data in MEMORY. Also, MEMORY could be linked to provider-collected data to capture additional detail about clinical assessments. Planned extramurally-funded research using MEMORY is provided under [Research #4](#) below.

#### 4. Plans for federal / external funding

*(Does the institution have any plans to use the Consortium to apply for federal and/or external grant opportunities to support this research? If so, please provide details of any plans.)*

Our institution has plans to use the Consortium to apply for medical marijuana-related research funding and to support investigators interested in this research area. The long trajectory of biomedical research at the University of Florida is highlighted by a record high of \$560.6 million in *federal* research funding in Fiscal Year 2018 – a nearly 23 percent increase over last year - and a total of over \$860 million.

In collaborations promoted and initiated by the Consortium for MMJ Clinical Outcomes Research, our institution will prioritize applications to current funding mechanisms from the National Institutes of Health. A list of NIH funding announcements explicit to marijuana is provided below, and many additional announcements incorporate aspects of clinical outcomes research pertinent to MMJ. Of note, the research infrastructure provided for the Consortium will also help investigators at other participating universities to compete for funding from the same funding mechanisms.

- Public Policy Effects on Alcohol-, Marijuana-, and Other Substance-Related Behaviors and Outcomes (PA-17-132; PA-17-134; PA-17-135)
- Marijuana, Prescription Opioid, or Prescription Benzodiazepine Drug Use Among Older Adults (PA-18-079; PA-18-080; PA-18-061)
- Developing the Therapeutic Potential of the Endocannabinoid System for Pain Treatment (PA-18-917)
- Notice of Intent to Publish a Funding Opportunity Announcement for Exploring the Mechanisms Underlying Analgesic Properties of Minor Cannabinoids and Terpenes (NOT-AT-19-009)
- Mechanism for Time-Sensitive Drug Abuse Research (PAR-19-064)
- Limited Competition for Adolescent Brain Cognitive Development (ABCD) Study - Coordinating Center (RFA-DA-20-004)

In the following we will highlight two research programs that will be closely integrated into the UF MMJ-COR: Dr. Winterstein's program in collaboration with CoDES faculty and Dr. Cook's research program within SHARC. Drs. Winterstein and Cook have collaborated on several projects and have co-mentored research trainees and junior faculty.

**Dr. Winterstein's research program** focuses on the evaluation of drug effectiveness and safety and specializes in retrospective analysis of drug effects in large real-world populations. She has published safety studies on the risk of psychotropic medications on suicidal and cardiovascular risk, risk factors for the development of opioid use disorder and the effects of various drugs on pregnancy outcomes, all areas that can be easily expanded to the assessment of MMJ outcomes. In her previous work with OMMU aimed at developing a MMJ clinical outcomes research program using registry data, she proposed a variety of high-priority research studies, which she will pursue with the development of MEMORY. Of note, MEMORY will be to-date the only data repository nationwide that allows granular longitudinal detail on MMJ use and similarly granular detail on disease history and clinical outcomes. This uniquely rich data environment with more than 200,000 persons, paired with the increasing pressure to expeditiously enhance evidence on MMJ use outcomes and to find safe and effectively approaches to combat the national opioid crisis will strongly enhance chances for federal funding. *Planned applications for federal funding using MEMORY include:*

**Evaluation of the safety and effectiveness of medical marijuana in subpopulations with specific indications considering comorbidities and concomitant medication use:**

- Prescription opioid use, manifestation of substance use disorder (SUD) and opioid overdoses (OD): this is a high-priority area for clinical care, public health and NIH, because of the unresolved challenges involving uncontrolled chronic pain, related mental comorbidities and detrimental trajectories to SUD and OD. The role of MMJ – whether a viable alternative or supplement to standard pain management strategies or contributor to SUD and ODs – is not understood and likely the highest priority for research.
- Risk for car crashes and driving citations, falls, fracture and other traumatic injury: these questions don't only address regulatory needs but also important safety concerns, especially in high-risk populations. For example, evaluation of the impact of MMJ on falls and fractures is particularly important in elderly patients, the age group with the strongest growth in opioid ODs in recent years. Fractures are strongly linked to mortality in elderly patients and quantification of fracture risk is therefore critical for risk benefit considerations.
- Changes in hospitalizations for seizures (in patients with epilepsy), severe anxiety (in patients with post-traumatic stress disorder) and other potential benefits of medical marijuana in defined subpopulations (especially pediatric populations); evidence on MMJ effectiveness lags behind its rapidly growing uptake, which calls for rigorous evaluations. Using control populations with similar disease history, these studies can evaluate improvements in clinical outcomes attributable to MMJ.
- Pregnancy complications and adverse pregnancy outcomes: one recent cross-sectional study in Colorado, which relied on mothers' self-report of marijuana use has raised concerns about effects on fetal growth. MEMORY can enhance such assessments with more granular exposure data to MMJ and superior capture of disease history of user and non-user groups to isolate effects of MMJ (and MMJ types) on the fetus and related pregnancy outcomes.
- Risk for severe psychosis, cognitive problems and other potential side effects of MMJ overall and among vulnerable populations such as children and elderly: this set of studies will follow up on previous case reports or small controlled studies on side effects, including assessments of patients' predisposition and other risk factors. Regarding smoking, short-term studies can assess risk for persistent cough or deterioration of symptoms among patients with asthma or COPD, while longer-term studies will address associations with cancer. This will allow development of recommendations for conditions where MMJ is contraindicated or used with caution, similar to FDA's drug labelling.

**Evaluation of mechanisms and variation in outcomes related to MMJ product, dose, route, and interactions with other drugs or patient characteristics (e.g., genomics, comorbidities).**

- This set of studies will join clinical outcomes researchers with faculty in pharmacology and chemistry to help characterize the variation in both beneficial and harmful MMJ outcomes. For example, active ingredients can vary tremendously across plant species, horticultural conditions, product manufacturing, dose, and route and their clinical effects can be further modified by patient characteristics and comedications. Established relationships between CoDES and CPSP and CPGx faculty as well as collaboration with the CTSI TDDC will allow targeted comparisons of MMJ effectiveness by a variety of product, use and patient characteristics.

- A set of studies that evaluate the mechanistic and clinical effects of marijuana's role in the interaction between pain and addiction. These studies will take advantage of a new research collaboration that has formed around a large NIDA center grant proposal and is currently jumpstarted by a grant of \$600,000 through UF Moonshot Initiative: the Center for Research to Investigate Substance Use and Pain (CRISP). CRISP includes researchers in basic and clinical pharmaceutical sciences with the explicit goal to combine approaches to understand relationships between pain and addiction and to identify optimal treatment approaches that consider both. Dr. Winterstein who co-directs the CRISP Clinical Core co-leads one pilot study that evaluates the interplay between drugs (including marijuana) and patient characteristics among patients who present with opioid overdoses in the ED.

**Dr. Cook's research program** is characterized by prospective approaches to assess drug effects, including multi-site randomized clinical trials and prospective cohort studies. Ongoing projects related to marijuana and health outcomes are described above. Together with Dr. Wang, Dr. Cook is currently working on one new NIH grant application and will welcome involvement from other investigators across the state. Specifically, he proposes a large, 5-year study to understand whether or not MMJ improves outcomes related to chronic pain in older adults in Florida. In addition to both subjective and objective measures of pain, the research will evaluate the impact of MMJ on overall functioning and quality of life, symptoms of anxiety and insomnia, and cognitive functioning. The team plans to use biomarkers such as telomere length to examine how long-term exposure to MMJ changes stress system function, as an objective measure of effects on overall functioning and aging. Finally, the research will seek to understand whether certain types of MMJ (including smoking) will have more benefits or side effects than others. This proposal is focused on the enhancement of efforts to combat the opioid crisis while ensuring adequate management of pain. Despite the generally accepted promise in the use of MMJ to reduce opioid addiction and alleviate withdrawal symptoms, there is little evidence to support this assumption. Our collaborations with industry partners will also evaluate whether mobile technology can improve outcomes related to opioids.

Another important focus for future research funding will be the assessment and potential improvement of clinical care delivery related to MMJ. Currently, MMJ healthcare is occurring separately from other healthcare in most of Florida, exaggerating concerns about fragmented care. Interventions that provide for more frequent assessments or patient feedback on signs and symptoms, or that help to provide additional information to providers could aid providers in tailoring their assessments and treatment plan to patient characteristics that may alter MMJ effects (as investigated within MEMORY). With engagement of our MMJ provider group, we will seek funding for research that seeks to maximize the health benefits, while minimizing side effects, for those using MMJ in Florida.

**Public-private partnerships.** While we are not aware of current active mechanisms for external funding from the private sector, we will also plan to pursue non-federal grant opportunities to support the Consortium research agenda. Through our proposed framework of collaboration, we will explore the involvement of marijuana trade associations and private organizations interested in investing in clinical research. The University of Florida has experience in these endeavors and has been successful in securing continued funding from public-private partnerships. For instance, HCV-TARGET, co-led by Dr. Nelson at UF, is a prospective cohort of over 12,000 patients treated for hepatitis C. The data repository was created as a partnership between academia, seven industry partners, FDA and the community to improve clinical outcomes information about patients underrepresented in pre-approval clinical trials and facilitate real-world evaluations of treatment safety and effectiveness. HCV-TARGET has generated more than \$60 million in funding, has generated a number of scientific papers that have shaped clinical treatment guidelines and has been awarded the FDA-CDER Civilian Honor Award for Regulatory Science Excellence, recognizing outstanding public-private partnership leveraging real-world evidence to enhance the safety and effectiveness of HCV treatment. The University of Florida has specific resources to help researchers and companies compete jointly for proposals such as the Small Business Innovation Research (SBIR) and Small Business Technology Transfer (STTR) funding programs. The NIH also has a system of supporting academic partnerships with emerging commercial enterprise

## Collaboration

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### 1. Examples of lead functions on state- or nation-wide research consortia

*(Provide any examples of consortiums and/or research groups for which the institution serves as a lead institution.)*

As the State's Flagship University and designated as land-grant university, sea-grant university, and space-grant university, the University of Florida is at the forefront of research innovation in the United States. The following provides examples of consortia where UF and UF Faculty serve as leads for state-wide, national, and international research collaborations across *health-related* research areas. These accolades highlight the prime position of UF as lead institution in research collaborations and as coordinating center for biomedical research.



The [OneFlorida Clinical Research Consortium](#) is a complex and robust research infrastructure to address some of Florida's biggest health challenges. Led by Dr. Shenkman and Dr. Nelson who also direct the UF CTSI, OneFlorida is one of the nation's 13 clinical data research networks supported by the Patient-Centered Outcomes Research Institute (PCORI). Core of OneFlorida is its vast electronic health data repository from 22 hospitals and 1,240 practice/clinic settings throughout the state.



The [Southern HIV & Alcohol Research Consortium \(SHARC\)](#) The Southern HIV and Alcohol Research Consortium (SHARC, Director: Robert Cook) is one of the five NIH-funded national Consortia for HIV/AIDS and Alcohol Research Translation (CHAART). SHARC leads several large research projects (including MAPLE) in Florida in collaboration with several universities (e.g., USF, UCF, FSU, FIU, UM) and public health agencies (e.g., DOH). SHARC also holds annual conference to bring together partners across the state to share research findings and important updates in the area of HIV and substance use.



Led jointly by Dr. David Nelson at the University of Florida and Dr. Michael Fried at the University of North Carolina at Chapel Hill, the [Hepatitis C Therapeutic Registry and Research Network \(HCV-TARGET\)](#) is an international research consortium created to inform the ongoing transformation of hepatitis C treatment and research. HCV-TARGET includes 104 academic and community sites in 31 states, Puerto Rico, Canada and Europe as well as partnerships with multiple industry sponsors, the FDA and patient advocacy groups.



The [Florida Climate Institute](#) (FCI) is a multi-disciplinary network of national and international research and public organizations, scientists, and individuals concerned with achieving a better understanding of climate variability and change. The FCI is led by an executive board consisting of two faculty from each of the ten member universities in Florida. The University of Florida currently serves as the FCI host institution and coordinates the central operational duties. The FCI brings together over 400 individual affiliates.



The [1Florida Alzheimer's Disease Research Center](#) (ADRC) is a National Institutes of Health-funded University of Florida-led consortium of institutions including Mount Sinai Medical Center, the University of Miami, Florida Atlantic University and Florida International University. Over 40 affiliated faculty members work together to conduct research around Alzheimer's disease.



The [Florida Consortium on the Neurobiology of Cognition](#) (FCNC), led by UF faculty, was established in 2016 by researchers from Florida International University, Florida State University and the University of Florida. Consortium members conduct multidisciplinary and state-of-the-art neuroscience research integrating pharmacology, cellular and molecular neuroscience, in vivo neurophysiology, and anatomical and functional magnetic resonance imaging in a variety of model systems.



The [Southeast Regional Center of Excellence in Vector-Borne Disease](#), housed with the [Emerging Pathogens Institute](#) (EPI) at UF, was funded in 2016 by the Centers for Disease Control. UF collaborates with the University of Miami, Florida International University and the University of South Florida on research to address the statewide challenge of Zika and other diseases. Another large UF-led consortium, also based in EPI and partnering with Florida DoH and FDACS is the [NIOSH Southeastern Coastal Center for Agricultural Health and Safety](#), which has collaboration with USF, FAMU, FSU, Emory, and University of the Virgin Islands, with responsibilities that cover FL, MS, AL, GA, NC, and SC – and the U.S. Virgin Islands and Puerto Rico.

## 2. Plans for engagement of SUS and private institutions

*(How does the institution plan to engage other SUS institutions and private institutions in the Consortium?)*

The UF MMJ-COR has developed a comprehensive communication plan that will establish a Consortium website and quarterly newsletters, which will be disseminated to Consortium members and others interested in MMJ Clinical Outcomes Research throughout the state (see [Collaboration #5](#)). Initially, to launch the Consortium, UF will reach out to

the presidents of all public and private universities in the state to invite their participation. The invitation will include a synthesis of UF's proposal to emphasize the resources made available to Consortium members including the proposed grants program, and a copy of Section 1004.4351, Florida Statutes. Per statute, each participating university will select a representative for the MMJ Research Board, who will need to have experience in a medical or scientific field relevant to MMJ clinical outcomes research. Once identified, board members will become an important communication channel between the UF MMJ-COR and Consortium members, which will be defined as all interested researchers within the participating universities.

Consortium members will be engaged through a communication platform that provides relevant and up-to-date information about MMJ research in the state and nationwide and through access to a variety of unique resources:

- MEMORY – the MMJ Clinical Outcomes Research Repository, which will be available to Consortium members
- The MMJ Clinical Research Core, including access to the MMJ Provider Group for patient recruitment, connections to industry partners and research collaborators, and access to research support services provided by the participating CTSIs (UF, UM and FSU).
- The MMJ Expert Group, uniquely assembled to represent recognized experts in a broad area of MMJ research
- The Consortium grant program that awards pilot funding for MMJ clinical outcomes research studies.

We anticipate that especially the grants program, which is proposed to avail \$600,000 in research funding annually, will be attractive to many researchers in the state and enhance their engagement in and contribution to the Consortium.

### 3. Plans for engagement of institutions not permitted to possess, test, transport or lawfully dispose of marijuana for research purposes

*(Please include specific examples of how the institution would engage and collaborate with other institutions that are not permitted to possess, test, transport, and lawfully dispose of marijuana for research purposes (section 381.986(14)(h), Florida Statutes) on their campuses.)*

While the Consortium will build infrastructure for experimental studies, the currently proposed focus of Consortium activities to support research is on the conduct of observational studies, i.e., studies of patients who elect to use MMJ outside of a formal research protocol. Such research is feasible regardless of respective licensure and can be conducted by all Consortium members. This includes use of MEMORY for retrospective observational studies and recruitment of prospective cohorts of MMJ users through our MMJ Provider Group and supported by the Clinical Research Core.

Because one core Consortium activity is to connect researchers in the field, we also anticipate that researchers from universities with less developed research infrastructure will be able to form new collaborations that can greatly enhance their scientific reach and ultimately enhance the state's prominence in the field of MMJ clinical outcomes research. The clinical core will also seek to provide guidance and infrastructure for conduct of clinical trials. In future program years, should UF build a MMJ clinical research facility including relevant regulatory approvals, we will ensure that this facility is available to other consortia members.

### 4. Plans to foster collaboration with teaching nursing homes

*(Describe any plans the institution has to foster collaboration between the Consortium and teaching nursing homes as outlined in section 1004.4351?)*

Per the Florida Agency for Health Care Administration (AHCA) and pursuant to section 430.80, there is currently one institution designated as a teaching nursing home in the state (Morse Life in West Palm Beach). Initial conversations with Morse Life suggest great interest in collaboration and engagement in research. The institution, which currently has more than 300 patients whose care is funded by Medicaid or Medicare, recognizes constraints in use of MMJ based on federal law and is seeking opportunities to help enhance our understanding of MMJ effectiveness and safety in this particularly vulnerable population. The CEO states that many of their patients are using MMJ privately.

UF MMJ-COR will continue communication with Morse Life and other nursing homes in the state to understand research needs specific to their patient population and to explore participation in recruitment efforts for geriatric-focused research studies. Through its outreach efforts, the Consortium will also offer to connect teaching nursing homes with geriatric researchers to support applications for research funding to the Consortium.

## 5. Plans to foster medical marijuana research collaborations in the state

*How could the Consortium foster medical marijuana research collaborations in the State of Florida?*

The Consortium will utilize a comprehensive communication plan that aligns with its goals for research, training, and collaboration and that will focus on outreach to researchers, providers, patients and other stakeholders. Our proposed multipronged communication and dissemination strategy will make use of our institution's proven track record of designing, building, and marketing online educational and research programs. We will create a **website** that will comply with best practices of online content design and navigation. Our website will contain up-to-date information on ongoing projects, training opportunities, dynamically generated and automated listings of relevant publications along with relevant information for patients, embedded social media feed, and relevant links for the State of Florida current regulatory information on MMJ and other relevant resources. Seminars and other presentations will be recorded and shared as well. To foster collaboration, the website will also include a searchable database of research expertise among Consortia members, identify providers willing to participate in research throughout the state, and provide updates on research activity within the state and relevant to the state. To ensure that content is updated and accurate, we will develop Communications Policies in consultation with the Board and analyze website traffic with Google Analytics.

As headquarters for the Consortium, we will share relevant content with Consortium members and interested parties with a **quarterly newsletter**. The newsletter will highlight decisions by the Board, research conducted by consortia members, new information available on the web site, and discuss upcoming events that could be opportunities for researchers to network and form collaborations. For example, as described previously, UF MMJ-COR will represent the Consortium at state-wide or national conferences through exhibit tables, round tables or workshops with an initial plan to participate in the Annual Meeting of the American Medical Marijuana Provider Association in Orlando (scheduled for October 2019).

In order to have an adequate response to emerging issues in the field of MMJ and provide accurate and timely information to the media and stakeholders, UF MMJ-COR will include a communications expert that will implement our comprehensive communications plan. As the consortium grows, we imagine that future years could include an Annual Conference of the Consortium for MMJ Clinical Outcomes Research, which would be open to researchers, providers and patients. Researchers funded through the Consortium would be expected to present their work at the conference, but others would be invited to submit proposals for presentation. Additional program elements may include a keynote speaker representing a prominent researcher in the field and disease-specific roundtables that allow researchers, providers and patients to connect. The goal of the conference would be to promote the consortium to researchers to stimulate collaboration and enhance MMJ research output, and to facilitate close interaction between researchers, providers and patients to unveil pressing research needs.

## Budget

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### 1. Budget justification

We propose a budget that balances development of research infrastructure, outreach activities and direct monetary research support to optimize impact of the Consortium across the state. The following provides relevant budget detail.

**Salaries and benefits.** The budget includes funds for a total of 0.9 FTE (10.8 calendar months) faculty time to lead the UF MMJ-COR. This includes 0.3 FTE (3.6 calendar months) for Dr. Winterstein who will serve as director and assume primary responsibility for all administrative tasks, development of MEMORY and administration of the grants program; 0.2 FTE (2.4 calendar months) for Dr. Cook who will lead the Clinical Research Core, the Expert Group and the Consortium outreach efforts; and 0.2 FTE (2.4 calendar months) each for two additional faculty members trained in epidemiology and big data methods to support development of MEMORY and the Clinical Research Core. They are supported by 3 FTE (36 calendar months) divided across: a program administrator devoted to supporting all board functions and communication, regulatory agreements, development of meeting materials and reports and coordination of MMJ-COR; a communication specialist devoted to development of website content, the quarterly newsletter, conference exhibit materials and other outreach efforts; and a data analyst for MEMORY data curation and cohort development.

**Other personal services.** Budget allocated for other personnel includes two research fellows; one fellow will have clinical and epidemiologic training and will support development and validation of MEMORY variables, draft documentation for

the data dictionary and conduct descriptive analyses; the other fellow will assist with the development and conduct of research infrastructure and writing papers with data from the consortium and related projects. This budget item also includes \$50,000 for the MMJ Expert Group, which may include faculty members from UF and other universities. Expert group members will receive up to \$5,000 honorarium to develop written assessments of research priorities for board consideration and provide expert feedback to the board.

**Grants program.** A total of \$620,000 are reserved for the Consortium grants program with an anticipated \$20,000 for honoraria for out-of-state grants reviewers. Depending on the number of grant applications the allocation for honoraria might require readjustment. Grants will be awarded by the board to Consortium members who have responded to a call for applications.

**Electronic data processing.** Cost for data processing include funds for staff to link registry data to the OneFlorida Data Trust (\$50,000) and \$5,000 for the CoDES computing infrastructure including cost for relevant software licenses, research server support and data recovery.

**Website design and maintenance.** A total of \$15,000 are budgeted for Consortium website development and maintenance.

**Conference travel, exhibits & publications.** A total of \$25,000 are budgeted to support travel and costs for exhibits and exhibit materials at state-wide conferences to promote the Consortium; \$900 are budgeted for 3 trips to Tallahassee to meet with legislators or OMMU staff; additionally \$5,000 are budgeted for open access fees for publications about Consortium work in scientific journals.

**Board meetings.** Cost for 2 annual board meetings in Gainesville include reimbursement of board member travel expenses (\$10,000) and event costs (\$8,000).

**MMJ Provider Survey.** A total of \$20,000 is budgeted for development, administration and data analysis of a survey to MMJ providers. This will involve the creation of an online database, distribution of the survey, data analysis, and writing a manuscript and update for the web site.

**Expenses.** Administrative / operating costs are charged at 12.5% for a total of \$110,000. The base for the calculation of these expenses excludes funds allocated for the grants program in anticipation that a large portion of these funds will be passed on to other universities in the Consortium.

## 2. Organizational and physical location of the Consortium UF staff

UF Program on MMJ Clinical Outcomes Research (MMJ-COR) includes a director (Winterstein), an associate director (Cook), staff members and select faculty to support specific functions. Dr. Winterstein will develop and oversee MEMORY, lead the grants program and all administrative functions, while Dr. Cook will take responsibility for development of the Clinical Research Core, organize the expert group and lead the Consortium's outreach effort.

The UF MMJ-COR will be housed organizationally within the Clinical and Translational Science Institute (CTSI), which offers the broadest reach to health scientists and the most comprehensive set of resources to support the Consortium. The Data Repository MEMORY will be developed and maintained in the Center for Drug Evaluation and Safety (CoDES), taking advantage of its existing infrastructure in development and use of big data sets for the evaluation of medical treatments. The MMJ Clinical Research Core will be housed within the CTSI. CTSI will provide an annual contribution of \$50,000 to be used for personnel to support UF MMJ-COR functions.

Dr. Winterstein is chair and professor in the department of Pharmaceutical Outcomes and Policy within the College of Pharmacy and affiliate faculty in the department of Epidemiology in the Colleges of Medicine and Public Health and Health Professions. She also serves as director for CoDES and as director for Regulatory Sciences within the CTSI. Dr. Cook holds a joint appointment as professor in the department of Epidemiology and the department of Medicine in the College of Medicine and is director of SHARC. Dr. Winterstein's office is located in the HPNP building, while Dr. Cook is located in the CTSI building, both located on the health science campus. Their offices are in 5-minute walking distance. CTSI will provide office space for center staff in close proximity to ensure effective collaboration. It is anticipated that MMJ-COR staff will transition into the new UF Data Science Building once completed.

**Education and General  
Position and Fiscal Summary  
Operating Budget Form II**

**University:**  
**Issue Title:**

**University of Florida**  
**Lead Institution for the Consortium**  
**for Medical Marijuana Clinical Outcomes Research**

	<b>RECURRING</b>	<b>NON-RECURRING</b>	<b>TOTAL</b>
<hr/>			
<u>Positions</u>			
Faculty	0.90		0.90
Other (A&P/USPS)	3.00		3.00
	-----	-----	-----
Total	3.90		3.90
	=====	=====	=====
 <u>Salary Rate (for all positions noted above)</u>			
Faculty	\$167,656	\$0	\$167,656
Other (A&P/USPS)	\$190,000	\$0	\$190,000
	-----	-----	-----
Total	\$357,656	\$0	\$357,656
	=====	=====	=====
Salaries and Benefits	\$467,718	\$0	\$467,718
Other Personal Services	\$162,100	\$0	\$162,100
Grant program	\$620,000	\$0	\$620,000
Operating Capital Outlay	\$0	\$0	\$0
Electronic Data Processing	\$55,000	\$0	\$55,000
Website design & maintenance	\$15,000		\$15,000
Conference travel, exhibits, publications	\$30,900	\$0	\$30,900
Board meetings	\$18,000	\$0	\$18,000
Provider survey	\$20,000		\$20,000
Expenses	\$110,000	\$0	\$110,000
	-----	-----	-----
Total All Categories	\$1,498,718	0	\$1,498,718
	=====	=====	=====



Office of UF Senior Vice President for Health Affairs

May 9, 2019

Almut Winterstein, PhD  
Chair of Pharmaceutical Outcomes & Policy  
University of Florida

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Dear Dr. Winterstein:

UF has been involved in the administration and evaluation of the Florida Medical Marijuana Program since its inception and is well-prepared to leverage its extensive research infrastructure and broad faculty expertise to contribute to the urgently-needed evidence to support the safe and effective use of medical marijuana (MMJ) in the state of Florida. The UF Program on MMJ Clinical Outcomes Research (MMJ-COR) will be organizationally housed in the UF Clinical Translational Science Institute (CTSI), which will provide its full spectrum of services to support researchers in the MMJ Clinical Outcomes Research Consortium. This will include up to \$50,000 salary support and office space for MMJ-COR research personnel. UF CTSI will be joined by the CTSIs at the University of Miami and at Florida State University who have likewise pledged to provide their support infrastructure and services to Consortium researchers.

In line with the goals of your proposal, the CTSI undertakes transformational initiatives and provides services and resources to facilitate health research in any disease area and to advance knowledge across the translational spectrum – from laboratories to health-care settings to the public health and policy arenas. As a catalyst and hub connecting resources, people and ideas, the CTSI expands collaboration and advances science across UF's 16 colleges, the state of Florida and the national Clinical and Translational Science Award consortium. Our CTSIs will provide MMJ researchers with access to their extensive research infrastructure, pilot funding mechanism, and connections to our University's talented research expertise, which is aimed at jump starting research studies for future NIH funding. The CTSI will facilitate rapid activation of research for investigators performing translational research across campuses and provides a range of research services and resources that may be valuable to the implementation of the MMJ-COR pilot studies.

There is an urgent need to conduct research related to the emerging marijuana and cannabis market in Florida. Persons seeking MMJ are suffering from serious health conditions and symptoms, many of which are not responsive to traditional medications. While MMJ could potentially improve health outcomes, there are also significant safety concerns and lingering questions about dosing regimen, differences in marketed products and their interaction with other medications and patient comorbidities.

Patient Care • Research • Education

*UF Health is a collaboration of the University of Florida Health Science Center, Shands hospitals and other health care entities.*

Based on my personal experience in overseeing the development of the OneFlorida Clinical Research Consortium and HCV-Target, both data repositories that facilitate large-scale clinical outcomes research, I am particularly excited about the planned development of MEMORY, the proposed MMJ Clinical Outcomes Research Repository. MEMORY along with the comprehensive research infrastructure and outreach activities put forward by the Consortium will allow answering some of the most pressing questions for personal, clinical and regulatory decision-making surrounding the risk-benefit and appropriate use of MMJ in the state.

This letter reflects the high priority that UF and our statewide CTSI partners place on MMJ clinical research, and the concomitant advantages it will provide to the state of Florida and our respective universities. You have our enthusiastic collective support in pursuit of this important project.

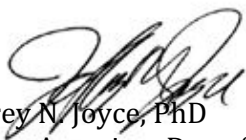
Sincerely,



David Nelson, MD FAASLD FACG  
Senior Vice President for Health Affairs  
President, UF Health  
Director, Clinical and Translational Science Institute  
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Ralph L. Sacco MD MS FAHA FAAN  
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President, American Academy of Neurology 2017-19



Jeffrey N. Joyce, PhD  
Senior Associate Dean for Research and Graduate Programs  
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Florida State University



May 9, 2019

Almut Winterstein, PhD  
Chair of Pharmaceutical Outcomes & Policy  
University of Florida

Dear Dr. Winterstein:

FIU has a long history of research regarding the etiology and consequence of substance abuse, as well as the treatment of addictions. Regarding marijuana, we have various research teams across our Academic Health Center with expertise and a track record of funding from the National Institutes of Health. One such project is the Adolescent Brain Cognitive Development (ABCD) Study, a national study, which seeks to establish how diverse patterns of Substance Abuse impact the structure and function of the developing brain. The ABCDC is a national study with 21 sites, which includes both UF and FIU (Co-Principal Investigators at FIU are Drs. Raul Gonzalez and Angela Laird). Thus, we already have a track record of collaboration in the area of substance abuse.

Two other notable large research programs focusing on marijuana use are an Endowment Grant from the National Institute on Minority Health and Health Disparities (NIMHD), and a Research Center for Minority Institutions (also funded by NIMHD), which focuses on research addressing health disparities associated with substance use.

The research listed above are illustrative of a series of population-based studies that are ongoing and that are engaging and enrolling participants from throughout South Florida. In addition, there are new groups of faculty in our Academic Health Center with research interests in the subject of medical marijuana. These researchers are partnering with potential private sector partners and donors that have interest in disease-specific applications of medical marijuana.

There is an urgent need for the State of Florida to conduct research in the emerging marijuana and cannabis market and its medical applications. We, at FIU, are supportive of your proposal in response to the call from the Florida Board of Governors for the establishment of a Consortium for Medical Marijuana Clinical Outcomes Research. We enthusiastically agree to be a partner in the Consortium, with the expectation of aligning collaboration within the Consortium.

I believe that the establishment of MEMORY, the MMJ Clinical Outcomes Research Repository, will be a catalyst to foster collaborative research in the State of Florida in the area medicinal use of marijuana, and thus benefit the people of the State of Florida.

This letter reflects FIU's enthusiastic support of your proposal to the BOG, and FIU's commitment to be an active partner in the Consortium. I wish you success with the proposal and look forward to the resulting future collaboration.

Sincerely,



Andrés G. Gil, Ph.D.  
Vice President for Research & Economic Development,  
Dean, University Graduate School

## CHAPTER 2019-1

Committee Substitute for Committee Substitute  
for Committee Substitute for Senate Bill No. 182

An act relating to the medical use of marijuana; amending s. 381.986, F.S.; redefining the term “marijuana delivery device” to provide an exception to the requirement that such devices must be purchased from a medical marijuana treatment center for devices that are intended for the medical use of marijuana by smoking; redefining the term “medical use” to include the possession, use, or administration of marijuana in a form for smoking; conforming provisions to changes made by the act; restricting the smoking of marijuana in enclosed indoor workplaces; requiring a patient’s informed consent form to include the negative health risks associated with smoking marijuana; conforming a provision to changes made by the act; requiring a qualified physician to submit specified documentation to the Board of Medicine and the Board of Osteopathic Medicine upon determining that smoking is an appropriate route of administration for a qualified patient, other than a patient diagnosed with a terminal condition; prohibiting a physician from certifying a patient under 18 years of age to smoke marijuana for medical use unless the patient is diagnosed with a terminal condition and the physician makes a certain determination in concurrence with a second physician who is a pediatrician; requiring a qualified physician to obtain the written informed consent of such patient’s parent or legal guardian before certifying the patient to smoke marijuana for medical use; requiring the qualified physician to use a certain informed consent form adopted in rule by the boards; requiring the boards to review specified documentation and adopt certain practice standards by rule by a specified date; establishing a supply limit for a physician certification for marijuana in a form for smoking; authorizing a qualified physician to request an exception to the supply limit and possession limit for marijuana in a form for smoking; authorizing more than one caregiver to assist with a qualified patient’s medical use of marijuana if the patient is participating in a certain research program in a teaching nursing home; authorizing a caregiver to be listed in the medical marijuana use registry as a designated caregiver for qualified patients who are participating in a certain research program in a teaching nursing home; prohibiting a medical marijuana treatment center that produces prerolled marijuana cigarettes from using wrapping paper made with tobacco or hemp; requiring that marijuana in a form for smoking meet certain packaging and labeling requirements; requiring the Department of Health to adopt rules regulating the types, appearance, and labeling of marijuana delivery devices; prohibiting a medical marijuana treatment center from dispensing more than a specified supply limit of marijuana in a form for smoking; revising a provision prohibiting a medical marijuana treatment center from dispensing or selling specified products; establishing possession limits on marijuana in a form for smoking for a qualified patient; allowing marijuana delivery devices to

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be purchased from a vendor other than a medical marijuana treatment center; providing applicability; amending s. 1004.4351, F.S.; renaming the Coalition for Medical Marijuana Research and Education as the Consortium for Medical Marijuana Clinical Outcomes Research; establishing the consortium for a specified purpose; renaming the Medical Marijuana Research and Education Board as the Medical Marijuana Research Board; requiring the board to direct the operations of the consortium; providing membership of the board; providing for the appointment of a consortium director; providing duties of the consortium director; requiring the board to annually adopt a plan for medical marijuana research; requiring the plan to include specified information; providing research requirements for the plan; requiring the board to award funds to members of the consortium; requiring the board to collaborate with and authorizing the board to award funds to teaching nursing homes for certain research; requiring the board to issue an annual report to the Governor and Legislature by a specified date; requiring the department to submit certain data sets to the board; amending s. 381.987, F.S.; conforming provisions to changes made by the act; providing appropriations; providing an effective date.

Be It Enacted by the Legislature of the State of Florida:

Section 1. Paragraphs (g) and (j) of subsection (1), subsection (4), paragraphs (c) and (d) of subsection (6), paragraph (e) of subsection (8), subsection (14), and subsection (15) of section 381.986, Florida Statutes, are amended to read:

381.986 Medical use of marijuana.—

(1) DEFINITIONS.—As used in this section, the term:

(g) “Marijuana delivery device” means an object used, intended for use, or designed for use in preparing, storing, ingesting, inhaling, or otherwise introducing marijuana into the human body, and which is dispensed from a medical marijuana treatment center for medical use by a qualified patient, except that delivery devices intended for the medical use of marijuana by smoking need not be dispensed from a medical marijuana treatment center in order to qualify as marijuana delivery devices.

(j) “Medical use” means the acquisition, possession, use, delivery, transfer, or administration of marijuana authorized by a physician certification. The term does not include:

1. Possession, use, or administration of marijuana that was not purchased or acquired from a medical marijuana treatment center.

2. Possession, use, or administration of marijuana ~~in a form for smoking,~~ in the form of commercially produced food items other than edibles; or of marijuana seeds ~~or flower, except for flower in a sealed, tamper-proof receptacle for vaping.~~

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3. Use or administration of any form or amount of marijuana in a manner that is inconsistent with the qualified physician's directions or physician certification.

4. Transfer of marijuana to a person other than the qualified patient for whom it was authorized or the qualified patient's caregiver on behalf of the qualified patient.

5. Use or administration of marijuana in the following locations:

a. On any form of public transportation, except for low-THC cannabis not in a form for smoking.

b. In any public place, except for low-THC cannabis not in a form for smoking.

c. In a qualified patient's place of employment, except when permitted by his or her employer.

d. In a state correctional institution, as defined in s. 944.02, or a correctional institution, as defined in s. 944.241.

e. On the grounds of a preschool, primary school, or secondary school, except as provided in s. 1006.062.

f. In a school bus, a vehicle, an aircraft, or a motorboat, except for low-THC cannabis not in a form for smoking.

6. The smoking of marijuana in an enclosed indoor workplace as defined in s. 386.203(5).

(4) PHYSICIAN CERTIFICATION.—

(a) A qualified physician may issue a physician certification only if the qualified physician:

1. Conducted a physical examination while physically present in the same room as the patient and a full assessment of the medical history of the patient.

2. Diagnosed the patient with at least one qualifying medical condition.

3. Determined that the medical use of marijuana would likely outweigh the potential health risks for the patient, and such determination must be documented in the patient's medical record. If a patient is younger than 18 years of age, a second physician must concur with this determination, and such concurrence must be documented in the patient's medical record.

4. Determined whether the patient is pregnant and documented such determination in the patient's medical record. A physician may not issue a physician certification, except for low-THC cannabis, to a patient who is pregnant.

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5. Reviewed the patient's controlled drug prescription history in the prescription drug monitoring program database established pursuant to s. 893.055.

6. Reviews the medical marijuana use registry and confirmed that the patient does not have an active physician certification from another qualified physician.

7. Registers as the issuer of the physician certification for the named qualified patient on the medical marijuana use registry in an electronic manner determined by the department, and:

a. Enters into the registry the contents of the physician certification, including the patient's qualifying condition and the dosage not to exceed the daily dose amount determined by the department, the amount and forms of marijuana authorized for the patient, and any types of marijuana delivery devices needed by the patient for the medical use of marijuana.

b. Updates the registry within 7 days after any change is made to the original physician certification to reflect such change.

c. Deactivates the registration of the qualified patient and the patient's caregiver when the physician no longer recommends the medical use of marijuana for the patient.

8. Obtains the voluntary and informed written consent of the patient for medical use of marijuana each time the qualified physician issues a physician certification for the patient, which shall be maintained in the patient's medical record. The patient, or the patient's parent or legal guardian if the patient is a minor, must sign the informed consent acknowledging that the qualified physician has sufficiently explained its content. The qualified physician must use a standardized informed consent form adopted in rule by the Board of Medicine and the Board of Osteopathic Medicine, which must include, at a minimum, information related to:

a. The Federal Government's classification of marijuana as a Schedule I controlled substance.

b. The approval and oversight status of marijuana by the Food and Drug Administration.

c. The current state of research on the efficacy of marijuana to treat the qualifying conditions set forth in this section.

d. The potential for addiction.

e. The potential effect that marijuana may have on a patient's coordination, motor skills, and cognition, including a warning against operating heavy machinery, operating a motor vehicle, or engaging in activities that require a person to be alert or respond quickly.

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f. The potential side effects of marijuana use, including the negative health risks associated with smoking marijuana.

g. The risks, benefits, and drug interactions of marijuana.

h. That the patient's de-identified health information contained in the physician certification and medical marijuana use registry may be used for research purposes.

(b) If a qualified physician issues a physician certification for a qualified patient diagnosed with a qualifying medical condition pursuant to paragraph (2)(k), the physician must submit the following to the applicable board within 14 days after issuing the physician certification:

1. Documentation supporting the qualified physician's opinion that the medical condition is of the same kind or class as the conditions in paragraphs (2)(a)-(j).

2. Documentation that establishes the efficacy of marijuana as treatment for the condition.

3. Documentation supporting the qualified physician's opinion that the benefits of medical use of marijuana would likely outweigh the potential health risks for the patient.

4. Any other documentation as required by board rule.

The department must submit such documentation to the Consortium Coalition for Medical Marijuana Clinical Outcomes Research and Education established pursuant to s. 1004.4351.

(c) If a qualified physician determines that smoking is an appropriate route of administration for a qualified patient, other than a patient diagnosed with a terminal condition, the qualified physician must submit the following documentation to the applicable board:

1. A list of other routes of administration, if any, certified by a qualified physician that the patient has tried, the length of time the patient used such routes of administration, and an assessment of the effectiveness of those routes of administration in treating the qualified patient's qualifying condition.

2. Research documenting the effectiveness of smoking as a route of administration to treat similarly situated patients with the same qualifying condition as the qualified patient.

3. A statement signed by the qualified physician documenting the qualified physician's opinion that the benefits of smoking marijuana for medical use outweigh the risks for the qualified patient.

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(d) A qualified physician may not issue a physician certification for marijuana in a form for smoking to a patient under 18 years of age unless the patient is diagnosed with a terminal condition, the qualified physician determines that smoking is the most effective route of administration for the patient, and a second physician who is a board-certified pediatrician concurs with such determination. Such determination and concurrence must be documented in the patient's medical record and in the medical marijuana use registry. The certifying physician must obtain the written informed consent of such patient's parent or legal guardian before issuing a physician certification to the patient for marijuana in a form for smoking. The qualified physician must use a standardized informed consent form adopted in rule by the Board of Medicine and the Board of Osteopathic Medicine which must include information concerning the negative health effects of smoking marijuana on persons under 18 years of age and an acknowledgement that the qualified physician has sufficiently explained the contents of the form.

(e) The Board of Medicine and the Board of Osteopathic Medicine shall review the documentation submitted pursuant to paragraph (c) and shall each, by July 1, 2021, adopt by rule practice standards for the certification of smoking as a route of administration.

(f)(e) A qualified physician may not issue a physician certification for more than three 70-day supply limits of marijuana or more than six 35-day supply limits of marijuana in a form for smoking. The department shall quantify by rule a daily dose amount with equivalent dose amounts for each allowable form of marijuana dispensed by a medical marijuana treatment center. The department shall use the daily dose amount to calculate a 70-day supply.

1. A qualified physician may request an exception to the daily dose amount limit, the 35-day supply limit of marijuana in a form for smoking, and the 4-ounce possession limit of marijuana in a form for smoking established in paragraph (14)(a). The request shall be made electronically on a form adopted by the department in rule and must include, at a minimum:

- a. The qualified patient's qualifying medical condition.
- b. The dosage and route of administration that was insufficient to provide relief to the qualified patient.
- c. A description of how the patient will benefit from an increased amount.
- d. The minimum daily dose amount of marijuana that would be sufficient for the treatment of the qualified patient's qualifying medical condition.

2. A qualified physician must provide the qualified patient's records upon the request of the department.

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3. The department shall approve or disapprove the request within 14 days after receipt of the complete documentation required by this paragraph. The request shall be deemed approved if the department fails to act within this time period.

~~(g)~~(d) A qualified physician must evaluate an existing qualified patient at least once every 30 weeks before issuing a new physician certification. A physician must:

1. Determine if the patient still meets the requirements to be issued a physician certification under paragraph (a).

2. Identify and document in the qualified patient's medical records whether the qualified patient experienced either of the following related to the medical use of marijuana:

a. An adverse drug interaction with any prescription or nonprescription medication; or

b. A reduction in the use of, or dependence on, other types of controlled substances as defined in s. 893.02.

3. Submit a report with the findings required pursuant to subparagraph 2. to the department. The department shall submit such reports to the Consortium Coalition for Medical Marijuana Clinical Outcomes Research and Education established pursuant to s. 1004.4351.

~~(h)~~(e) An active order for low-THC cannabis or medical cannabis issued pursuant to former s. 381.986, Florida Statutes 2016, and registered with the compassionate use registry before June 23, 2017, is deemed a physician certification, and all patients possessing such orders are deemed qualified patients until the department begins issuing medical marijuana use registry identification cards.

~~(i)~~(f) The department shall monitor physician registration in the medical marijuana use registry and the issuance of physician certifications for practices that could facilitate unlawful diversion or misuse of marijuana or a marijuana delivery device and shall take disciplinary action as appropriate.

~~(j)~~(g) The Board of Medicine and the Board of Osteopathic Medicine shall jointly create a physician certification pattern review panel that shall review all physician certifications submitted to the medical marijuana use registry. The panel shall track and report the number of physician certifications and the qualifying medical conditions, dosage, supply amount, and form of marijuana certified. The panel shall report the data both by individual qualified physician and in the aggregate, by county, and statewide. The physician certification pattern review panel shall, beginning January 1, 2018, submit an annual report of its findings and recommendations to the Governor, the President of the Senate, and the Speaker of the House of Representatives.

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~~(k)~~(h) The department, the Board of Medicine, and the Board of Osteopathic Medicine may adopt rules pursuant to ss. 120.536(1) and 120.54 to implement this subsection.

(6) CAREGIVERS.—

(c) A qualified patient may designate no more than one caregiver to assist with the qualified patient's medical use of marijuana, unless:

1. The qualified patient is a minor and the designated caregivers are parents or legal guardians of the qualified patient;

2. The qualified patient is an adult who has an intellectual or developmental disability that prevents the patient from being able to protect or care for himself or herself without assistance or supervision and the designated caregivers are the parents or legal guardians of the qualified patient; ~~or~~

3. The qualified patient is admitted to a hospice program; or

4. The qualified patient is participating in a research program in a teaching nursing home pursuant to s. 1004.4351.

(d) A caregiver may be registered in the medical marijuana use registry as a designated caregiver for no more than one qualified patient, unless:

1. The caregiver is a parent or legal guardian of more than one minor who is a qualified patient;

2. The caregiver is a parent or legal guardian of more than one adult who is a qualified patient and who has an intellectual or developmental disability that prevents the patient from being able to protect or care for himself or herself without assistance or supervision; ~~or~~

3. All qualified patients the caregiver has agreed to assist are admitted to a hospice program and have requested the assistance of that caregiver with the medical use of marijuana; the caregiver is an employee of the hospice; and the caregiver provides personal care or other services directly to clients of the hospice in the scope of that employment; or

4. All qualified patients the caregiver has agreed to assist are participating in a research program in a teaching nursing home pursuant to s. 1004.4351.

(8) MEDICAL MARIJUANA TREATMENT CENTERS.—

(e) A licensed medical marijuana treatment center shall cultivate, process, transport, and dispense marijuana for medical use. A licensed medical marijuana treatment center may not contract for services directly related to the cultivation, processing, and dispensing of marijuana or marijuana delivery devices, except that a medical marijuana treatment center licensed pursuant to subparagraph (a)1. may contract with a single

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entity for the cultivation, processing, transporting, and dispensing of marijuana and marijuana delivery devices. A licensed medical marijuana treatment center must, at all times, maintain compliance with the criteria demonstrated and representations made in the initial application and the criteria established in this subsection. Upon request, the department may grant a medical marijuana treatment center a variance from the representations made in the initial application. Consideration of such a request shall be based upon the individual facts and circumstances surrounding the request. A variance may not be granted unless the requesting medical marijuana treatment center can demonstrate to the department that it has a proposed alternative to the specific representation made in its application which fulfills the same or a similar purpose as the specific representation in a way that the department can reasonably determine will not be a lower standard than the specific representation in the application. A variance may not be granted from the requirements in subparagraph 2. and subparagraphs (b)1. and 2.

1. A licensed medical marijuana treatment center may transfer ownership to an individual or entity who meets the requirements of this section. A publicly traded corporation or publicly traded company that meets the requirements of this section is not precluded from ownership of a medical marijuana treatment center. To accommodate a change in ownership:

a. The licensed medical marijuana treatment center shall notify the department in writing at least 60 days before the anticipated date of the change of ownership.

b. The individual or entity applying for initial licensure due to a change of ownership must submit an application that must be received by the department at least 60 days before the date of change of ownership.

c. Upon receipt of an application for a license, the department shall examine the application and, within 30 days after receipt, notify the applicant in writing of any apparent errors or omissions and request any additional information required.

d. Requested information omitted from an application for licensure must be filed with the department within 21 days after the department's request for omitted information or the application shall be deemed incomplete and shall be withdrawn from further consideration and the fees shall be forfeited.

Within 30 days after the receipt of a complete application, the department shall approve or deny the application.

2. A medical marijuana treatment center, and any individual or entity who directly or indirectly owns, controls, or holds with power to vote 5 percent or more of the voting shares of a medical marijuana treatment center, may not acquire direct or indirect ownership or control of any voting

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shares or other form of ownership of any other medical marijuana treatment center.

3. A medical marijuana treatment center may not enter into any form of profit-sharing arrangement with the property owner or lessor of any of its facilities where cultivation, processing, storing, or dispensing of marijuana and marijuana delivery devices occurs.

4. All employees of a medical marijuana treatment center must be 21 years of age or older and have passed a background screening pursuant to subsection (9).

5. Each medical marijuana treatment center must adopt and enforce policies and procedures to ensure employees and volunteers receive training on the legal requirements to dispense marijuana to qualified patients.

6. When growing marijuana, a medical marijuana treatment center:

a. May use pesticides determined by the department, after consultation with the Department of Agriculture and Consumer Services, to be safely applied to plants intended for human consumption, but may not use pesticides designated as restricted-use pesticides pursuant to s. 487.042.

b. Must grow marijuana within an enclosed structure and in a room separate from any other plant.

c. Must inspect seeds and growing plants for plant pests that endanger or threaten the horticultural and agricultural interests of the state in accordance with chapter 581 and any rules adopted thereunder.

d. Must perform fumigation or treatment of plants, or remove and destroy infested or infected plants, in accordance with chapter 581 and any rules adopted thereunder.

7. Each medical marijuana treatment center must produce and make available for purchase at least one low-THC cannabis product.

8. A medical marijuana treatment center that produces edibles must hold a permit to operate as a food establishment pursuant to chapter 500, the Florida Food Safety Act, and must comply with all the requirements for food establishments pursuant to chapter 500 and any rules adopted thereunder. Edibles may not contain more than 200 milligrams of tetrahydrocannabinol, and a single serving portion of an edible may not exceed 10 milligrams of tetrahydrocannabinol. Edibles may have a potency variance of no greater than 15 percent. Edibles may not be attractive to children; be manufactured in the shape of humans, cartoons, or animals; be manufactured in a form that bears any reasonable resemblance to products available for consumption as commercially available candy; or contain any color additives. To discourage consumption of edibles by children, the department shall determine by rule any shapes, forms, and ingredients allowed and prohibited for edibles. Medical marijuana treatment centers may not begin processing

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or dispensing edibles until after the effective date of the rule. The department shall also adopt sanitation rules providing the standards and requirements for the storage, display, or dispensing of edibles.

9. Within 12 months after licensure, a medical marijuana treatment center must demonstrate to the department that all of its processing facilities have passed a Food Safety Good Manufacturing Practices, such as Global Food Safety Initiative or equivalent, inspection by a nationally accredited certifying body. A medical marijuana treatment center must immediately stop processing at any facility which fails to pass this inspection until it demonstrates to the department that such facility has met this requirement.

10. A medical marijuana treatment center that produces prerolled marijuana cigarettes may not use wrapping paper made with tobacco or hemp.

~~11.10.~~ When processing marijuana, a medical marijuana treatment center must:

a. Process the marijuana within an enclosed structure and in a room separate from other plants or products.

b. Comply with department rules when processing marijuana with hydrocarbon solvents or other solvents or gases exhibiting potential toxicity to humans. The department shall determine by rule the requirements for medical marijuana treatment centers to use such solvents or gases exhibiting potential toxicity to humans.

c. Comply with federal and state laws and regulations and department rules for solid and liquid wastes. The department shall determine by rule procedures for the storage, handling, transportation, management, and disposal of solid and liquid waste generated during marijuana production and processing. The Department of Environmental Protection shall assist the department in developing such rules.

d. Test the processed marijuana using a medical marijuana testing laboratory before it is dispensed. Results must be verified and signed by two medical marijuana treatment center employees. Before dispensing, the medical marijuana treatment center must determine that the test results indicate that low-THC cannabis meets the definition of low-THC cannabis, the concentration of tetrahydrocannabinol meets the potency requirements of this section, the labeling of the concentration of tetrahydrocannabinol and cannabidiol is accurate, and all marijuana is safe for human consumption and free from contaminants that are unsafe for human consumption. The department shall determine by rule which contaminants must be tested for and the maximum levels of each contaminant which are safe for human consumption. The Department of Agriculture and Consumer Services shall assist the department in developing the testing requirements for contaminants that are unsafe for human consumption in edibles. The department

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shall also determine by rule the procedures for the treatment of marijuana that fails to meet the testing requirements of this section, s. 381.988, or department rule. The department may select a random sample from edibles available for purchase in a dispensing facility which shall be tested by the department to determine that the edible meets the potency requirements of this section, is safe for human consumption, and the labeling of the tetrahydrocannabinol and cannabidiol concentration is accurate. A medical marijuana treatment center may not require payment from the department for the sample. A medical marijuana treatment center must recall edibles, including all edibles made from the same batch of marijuana, which fail to meet the potency requirements of this section, which are unsafe for human consumption, or for which the labeling of the tetrahydrocannabinol and cannabidiol concentration is inaccurate. The medical marijuana treatment center must retain records of all testing and samples of each homogenous batch of marijuana for at least 9 months. The medical marijuana treatment center must contract with a marijuana testing laboratory to perform audits on the medical marijuana treatment center's standard operating procedures, testing records, and samples and provide the results to the department to confirm that the marijuana or low-THC cannabis meets the requirements of this section and that the marijuana or low-THC cannabis is safe for human consumption. A medical marijuana treatment center shall reserve two processed samples from each batch and retain such samples for at least 9 months for the purpose of such audits. A medical marijuana treatment center may use a laboratory that has not been certified by the department under s. 381.988 until such time as at least one laboratory holds the required certification, but in no event later than July 1, 2018.

e. Package the marijuana in compliance with the United States Poison Prevention Packaging Act of 1970, 15 U.S.C. ss. 1471 et seq.

f. Package the marijuana in a receptacle that has a firmly affixed and legible label stating the following information:

(I) The marijuana or low-THC cannabis meets the requirements of subparagraph d.

(II) The name of the medical marijuana treatment center from which the marijuana originates.

(III) The batch number and harvest number from which the marijuana originates and the date dispensed.

(IV) The name of the physician who issued the physician certification.

(V) The name of the patient.

(VI) The product name, if applicable, and dosage form, including concentration of tetrahydrocannabinol and cannabidiol. The product name may not contain wording commonly associated with products marketed by or to children.

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(VII) The recommended dose.

(VIII) A warning that it is illegal to transfer medical marijuana to another person.

(IX) A marijuana universal symbol developed by the department.

~~12.11.~~ The medical marijuana treatment center shall include in each package a patient package insert with information on the specific product dispensed related to:

- a. Clinical pharmacology.
- b. Indications and use.
- c. Dosage and administration.
- d. Dosage forms and strengths.
- e. Contraindications.
- f. Warnings and precautions.
- g. Adverse reactions.

13. In addition to the packaging and labeling requirements specified in subparagraphs 11. and 12., marijuana in a form for smoking must be packaged in a sealed receptacle with a legible and prominent warning to keep away from children and a warning that states marijuana smoke contains carcinogens and may negatively affect health. Such receptacles for marijuana in a form for smoking must be plain, opaque, and white without depictions of the product or images other than the medical marijuana treatment center's department-approved logo and the marijuana universal symbol.

14. The department shall adopt rules to regulate the types, appearance, and labeling of marijuana delivery devices dispensed from a medical marijuana treatment center. The rules must require marijuana delivery devices to have an appearance consistent with medical use.

~~15.12.~~ Each edible shall be individually sealed in plain, opaque wrapping marked only with the marijuana universal symbol. Where practical, each edible shall be marked with the marijuana universal symbol. In addition to the packaging and labeling requirements in subparagraphs ~~11. and 12.~~ 10. and 11., edible receptacles must be plain, opaque, and white without depictions of the product or images other than the medical marijuana treatment center's department-approved logo and the marijuana universal symbol. The receptacle must also include a list all of the edible's ingredients, storage instructions, an expiration date, a legible and prominent warning to keep away from children and pets, and a warning that the edible has not been produced or inspected pursuant to federal food safety laws.

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~~16.13.~~ When dispensing marijuana or a marijuana delivery device, a medical marijuana treatment center:

a. May dispense any active, valid order for low-THC cannabis, medical cannabis and cannabis delivery devices issued pursuant to former s. 381.986, Florida Statutes 2016, which was entered into the medical marijuana use registry before July 1, 2017.

b. May not dispense more than a 70-day supply of marijuana within any 70-day period to a qualified patient or caregiver. May not dispense more than one 35-day supply of marijuana in a form for smoking within any 35-day period to a qualified patient or caregiver. A 35-day supply of marijuana in a form for smoking may not exceed 2.5 ounces unless an exception to this amount is approved by the department pursuant to paragraph (4)(f).

c. Must have the medical marijuana treatment center's employee who dispenses the marijuana or a marijuana delivery device enter into the medical marijuana use registry his or her name or unique employee identifier.

d. Must verify that the qualified patient and the caregiver, if applicable, each have an active registration in the medical marijuana use registry and an active and valid medical marijuana use registry identification card, the amount and type of marijuana dispensed matches the physician certification in the medical marijuana use registry for that qualified patient, and the physician certification has not already been filled.

e. May not dispense marijuana to a qualified patient who is younger than 18 years of age. If the qualified patient is younger than 18 years of age, marijuana may only be dispensed to the qualified patient's caregiver.

f. May not dispense or sell any other type of cannabis, alcohol, or illicit drug-related product, including pipes, ~~bongs~~, or wrapping papers made with tobacco or hemp, other than a marijuana delivery device required for the medical use of marijuana and which is specified in a physician certification.

g. Must, upon dispensing the marijuana or marijuana delivery device, record in the registry the date, time, quantity, and form of marijuana dispensed; the type of marijuana delivery device dispensed; and the name and medical marijuana use registry identification number of the qualified patient or caregiver to whom the marijuana delivery device was dispensed.

h. Must ensure that patient records are not visible to anyone other than the qualified patient, his or her caregiver, and authorized medical marijuana treatment center employees.

(14) EXCEPTIONS TO OTHER LAWS.—

(a) Notwithstanding s. 893.13, s. 893.135, s. 893.147, or any other provision of law, but subject to the requirements of this section, a qualified patient and the qualified patient's caregiver may purchase from a medical

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marijuana treatment center for the patient's medical use a marijuana delivery device and up to the amount of marijuana authorized in the physician certification, but may not possess more than a 70-day supply of marijuana, or the greater of 4 ounces of marijuana in a form for smoking or an amount of marijuana in a form for smoking approved by the department pursuant to paragraph (4)(f), at any given time and all marijuana purchased must remain in its original packaging.

(b) Notwithstanding paragraph (a), s. 893.13, s. 893.135, s. 893.147, or any other provision of law, a qualified patient and the qualified patient's caregiver may purchase and possess a marijuana delivery device intended for the medical use of marijuana by smoking from a vendor other than a medical marijuana treatment center.

(c)(b) Notwithstanding s. 893.13, s. 893.135, s. 893.147, or any other provision of law, but subject to the requirements of this section, an approved medical marijuana treatment center and its owners, managers, and employees may manufacture, possess, sell, deliver, distribute, dispense, and lawfully dispose of marijuana or a marijuana delivery device as provided in this section, s. 381.988, and by department rule. For the purposes of this subsection, the terms "manufacture," "possession," "deliver," "distribute," and "dispense" have the same meanings as provided in s. 893.02.

(d)(e) Notwithstanding s. 893.13, s. 893.135, s. 893.147, or any other provision of law, but subject to the requirements of this section, a certified marijuana testing laboratory, including an employee of a certified marijuana testing laboratory acting within the scope of his or her employment, may acquire, possess, test, transport, and lawfully dispose of marijuana as provided in this section, in s. 381.988, and by department rule.

(e)(d) A licensed medical marijuana treatment center and its owners, managers, and employees are not subject to licensure or regulation under chapter 465 or chapter 499 for manufacturing, possessing, selling, delivering, distributing, dispensing, or lawfully disposing of marijuana or a marijuana delivery device, as provided in this section, in s. 381.988, and by department rule.

(f)(e) This subsection does not exempt a person from prosecution for a criminal offense related to impairment or intoxication resulting from the medical use of marijuana or relieve a person from any requirement under law to submit to a breath, blood, urine, or other test to detect the presence of a controlled substance.

(g)(f) Notwithstanding s. 893.13, s. 893.135, s. 893.147, or any other provision of law, but subject to the requirements of this section and pursuant to policies and procedures established pursuant to s. 1006.62(8), school personnel may possess marijuana that is obtained for medical use pursuant to this section by a student who is a qualified patient.

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(h)(g) Notwithstanding s. 893.13, s. 893.135, s. 893.147, or any other provision of law, but subject to the requirements of this section, a research institute established by a public postsecondary educational institution, such as the H. Lee Moffitt Cancer Center and Research Institute, Inc., established under s. 1004.43, or a state university that has achieved the preeminent state research university designation under s. 1001.7065 may possess, test, transport, and lawfully dispose of marijuana for research purposes as provided by this section.

(15) **APPLICABILITY.—**

(a) This section does not limit the ability of an employer to establish, continue, or enforce a drug-free workplace program or policy.

(b) This section does not require an employer to accommodate the medical use of marijuana in any workplace or any employee working while under the influence of marijuana.

(c) This section does not create a cause of action against an employer for wrongful discharge or discrimination.

(d) This section does not impair the ability of any party to restrict or limit smoking or vaping marijuana on his or her private property.

(e) This section does not prohibit the medical use of marijuana or a caregiver assisting with the medical use of marijuana in a nursing home facility licensed under part II of chapter 400, a hospice facility licensed under part IV of chapter 400, or an assisted living facility licensed under part I of chapter 429, if the medical use of marijuana is not prohibited in the facility's policies.

(f) Marijuana, as defined in this section, is not reimbursable under chapter 440.

Section 2. Section 1004.4351, Florida Statutes, is amended to read:

1004.4351 ~~Medical marijuana research and education.~~—

(1) **SHORT TITLE.**—This section shall be known and may be cited as the “~~Medical Marijuana Research and Education Act.~~”

(2) **LEGISLATIVE FINDINGS.**—The Legislature finds that:

(a) The present state of knowledge concerning the use of marijuana to alleviate pain and treat illnesses is limited because permission to perform clinical studies on marijuana is difficult to obtain, with access to research-grade marijuana so restricted that little or no unbiased studies have been performed.

(b) Under the State Constitution, marijuana is available for the treatment of certain debilitating medical conditions.

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(c) Additional clinical studies are needed to ensure that the residents of this state obtain the correct dosing, formulation, route, modality, frequency, quantity, and quality of marijuana for specific illnesses.

(d) An effective medical marijuana research ~~and education~~ program would mobilize the scientific, ~~educational~~, and medical resources that presently exist in this state to determine the appropriate and best use of marijuana to treat illness.

(3) DEFINITIONS.—As used in this section, the term:

(a) “Board” means the Medical Marijuana Research ~~and Education~~ Board.

(b) “Consortium” ~~“Coalition”~~ means the Consortium Coalition for Medical Marijuana Clinical Outcomes Research ~~and Education~~.

(c) “Marijuana” has the same meaning as provided in s. 29, Art. X of the State Constitution.

(4) CONSORTIUM COALITION FOR MEDICAL MARIJUANA CLINICAL OUTCOMES RESEARCH AND EDUCATION.—

(a) There is established within a state university designated by the Board of Governors ~~the H. Lee Moffitt Cancer Center and Research Institute, Inc.~~, the Consortium Coalition for Medical Marijuana Clinical Outcomes Research which shall consist of public and private universities and Education. The purpose of the consortium coalition is to conduct rigorous scientific research and, ~~provide education~~, disseminate such research, and guide policy for the adoption of a statewide policy on ordering ~~and dosing practices for the medical use of marijuana~~. ~~The coalition shall be physically located at the H. Lee Moffitt Cancer Center and Research Institute, Inc.~~

(b) The Medical Marijuana Research ~~and Education~~ Board is established to direct the operations of the consortium coalition. The board shall be composed of seven members representing each participating university appointed by the president of each participating university ~~the chief executive officer of the H. Lee Moffitt Cancer Center and Research Institute, Inc.~~ Board members must have experience in a variety of scientific and medical fields, including, but not limited to, oncology, neurology, psychology, pediatrics, nutrition, and addiction. Members shall be appointed to 4-year terms and may be reappointed to serve additional terms. The chair shall be elected by the board from among its members to serve a 2-year term. The board shall meet at least semiannually at the call of the chair or, in his or her absence or incapacity, the vice chair. Four members constitute a quorum. A majority vote of the members present is required for all actions of the board. The board may prescribe, amend, and repeal a charter governing the manner in which it conducts its business. A board member shall serve without compensation but is entitled to be reimbursed for travel expenses by the

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consortium ~~coalition~~ or the organization he or she represents in accordance with s. 112.061.

(c) The consortium ~~coalition~~ shall be administered by a ~~coalition~~ director, who shall be appointed by and serve at the pleasure of the board. The ~~coalition~~ director shall, subject to the approval of the board:

1. Propose a budget for the consortium ~~coalition~~.
2. Foster the collaboration of scientists, researchers, and other appropriate personnel in accordance with the consortium's ~~coalition's~~ charter.
3. Engage individuals in public and private university programs relevant to the consortium's work to participate in the consortium.
- ~~4.3.~~ Identify and prioritize the research to be conducted by the consortium ~~coalition~~.
- ~~5.4.~~ Prepare a plan for medical marijuana research the Medical Marijuana Research and Education Plan for submission to the board.
- ~~6.5.~~ Apply for grants to obtain funding for research conducted by the consortium ~~coalition~~.
- ~~7.6.~~ Perform other duties as determined by the board.

~~(d) The board shall advise the Board of Governors, the State Surgeon General, the Governor, and the Legislature with respect to medical marijuana research and education in this state. The board shall explore methods of implementing and enforcing medical marijuana laws in relation to cancer control, research, treatment, and education.~~

~~(d)~~(e) The board shall annually adopt a plan for medical marijuana research. The plan must organize a program of research that contributes to the body of scientific knowledge on the effects of the medical use of marijuana and informs both policy and medical practice related to the treatment of debilitating medical conditions with marijuana. Research must include tracking clinical outcomes, certification standards, dosing standards, routes of administration, efficacy, and side effects. Research must also include the study of the effects of smoking marijuana to treat debilitating medical conditions. The board must award funds to members of the consortium and to perform research consistent with the plan. The board shall collaborate with and may award funds to teaching nursing homes, as defined in s. 430.08, for research on medical use of marijuana to alleviate conditions related to chronic disease and aging, known as the "Medical Marijuana Research and Education Plan," which must be in accordance with state law and coordinate with existing programs in this state. The plan must include recommendations for the coordination and integration of medical, pharmacological, nursing, paramedical, community, and other resources connected with the treatment of debilitating medical

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conditions; research related to the treatment of such medical conditions; and education.

(e)(f) By February 15 of each year, the board shall issue a report to the Governor, the President of the Senate, and the Speaker of the House of Representatives on research projects, research findings, community outreach initiatives, and future plans for the consortium coalition.

(f)(g) Beginning August 1, 2019 ~~January 15, 2018~~, and quarterly thereafter, the Department of Health shall submit to the board a data set that includes, for each patient registered in the medical marijuana use registry, the patient's qualifying medical condition and the daily dose amount, routes of administration, and forms of marijuana certified for the patient. The department shall also provide the board with such data for all patients registered in the medical marijuana use registry before August 1, 2019.

~~(5) RESPONSIBILITIES OF THE H. LEE MOFFITT CANCER CENTER AND RESEARCH INSTITUTE, INC. The H. Lee Moffitt Cancer Center and Research Institute, Inc., shall allocate staff and provide information and assistance, as the coalition's budget permits, to assist the board in fulfilling its responsibilities.~~

Section 3. Paragraph (h) of subsection (2) and paragraph (b) of subsection (3) of section 381.987, Florida Statutes, are amended to read:

381.987 Public records exemption for personal identifying information relating to medical marijuana held by the department.—

(2) The department shall allow access to the confidential and exempt information in the medical marijuana use registry to:

(h) The Consortium Coalition for Medical Marijuana Clinical Outcomes Research and Education established in s. 1004.4351(4).

(3) The department shall allow access to the confidential and exempt information pertaining to the physician certification for marijuana and the dispensing thereof, whether in the registry or otherwise held by the department, to:

(b) The Consortium Coalition for Medical Marijuana Clinical Outcomes Research and Education pursuant to s. 381.986 for the purpose of conducting research regarding the medical use of marijuana.

Section 4. (1) For the 2019-2020 fiscal year, the sum of \$1.5 million in recurring funds is appropriated from the General Revenue Fund to the Board of Governors for the Consortium for Medical Marijuana Clinical Outcomes Research established under s. 1004.4351, Florida Statutes.

(2) For the 2018-2019 fiscal year, the sum of \$391,333 in nonrecurring funds is appropriated from the Grants and Donations Trust Fund to the

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Department of Health for the purpose of implementing the requirements of this act.

(3) For the 2019-2020 fiscal year, the sum of \$705,331 in recurring funds is appropriated from the Grants and Donations Trust Fund to the Department of Health for the purpose of implementing the requirements of this act.

Section 5. This act shall take effect upon becoming a law.

Approved by the Governor March 18, 2019.

Filed in Office Secretary of State March 18, 2019.

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Research Excellence Committee  
June 12, 2019**

**SUBJECT:** University of South Florida Growth in Research

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**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

The University of South Florida (USF) has seen tremendous growth in research activity over the last 25 years. USF researchers have conducted groundbreaking fundamental research, translated that research into practice that has made an impact on the world, and trained leaders who are making similar breakthroughs and impact elsewhere. USF is ranked 25th in the nation among public universities for research expenditures by the National Science Foundation. USF is the nation's fifth leading public university in generating new United States utility patents and ranks 12th among universities worldwide in this key measure of innovation, according to the National Academy of Inventors (NAI) and the Intellectual Property Owners Association (IPO). Its strategic plan for research has focused on key areas such as the brain and spinal cord, data science, the heart, human security, research translation, and water-related research that have fueled this growth.

Dr. Judy Genshaft, President, University of South Florida, and Dr. Paul Sanberg, Senior Vice President for Research, Innovation and Knowledge Enterprise University of South Florida, will deliver the presentation.

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<b>Supporting Documentation Included:</b>	None
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<b>Facilitators/Presenters:</b>	Dr. Judy Genshaft Dr. Paul Sanberg
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STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

**AGENDA**  
**Academic and Student Affairs Committee**  
**Ballroom**  
**Marshall Student Center**  
**University of South Florida**  
**4103 USF Cedar Circle**  
**Tampa, Florida 33620**  
**June 12, 2019**  
**1:00 p.m. – 3:00 p.m.**  
**or**  
**Upon Adjournment of Previous Meetings**

**Chair: Mr. Norman Tripp; Vice Chair: Mr. Brian Lamb**  
**Members: Cerio, Corcoran, Felton, Frost, Johnson, Morton, Scott**

- 1. Call to Order and Opening Remarks** **Governor Norman Tripp**
- 2. Minutes of March 28, 2019, Committee Meeting** **Governor Tripp**
- 3. Vice Chancellor and Chief Academic Officer's Report** **Dr. Christy England**  
*Vice Chancellor for  
Academic and Student Affairs*
- 4. Math Re-Design** **Dr. England**
- 5. Academic Program Items**
  - A. Ph.D. in Engineering and Computing Education,  
CIP 14.9999  
Florida International University** **Dr. Kenneth G. Furton**  
*Provost, Executive Vice President,  
Chief Operating Officer*

B. Doctor of Athletic Training,  
CIP 51.0913  
University of Florida

**Dr. Chris Hass**  
*Associate Provost for  
Academic and Faculty Affairs*

C. Ph.D. in Anatomical Sciences Education,  
CIP 26.0403  
University of Florida

**Dr. Chris Hass**

D. Ed.D. in Instructional Design and Technology,  
CIP 13.0501  
University of West Florida

**Dr. George Ellenberg**  
*Provost and Senior Vice President*

**Dr. William Crawley**  
*Dean of the College of Education  
and Professional Studies*

6. **Articulation Coordinating Committee  
Credit-by-Exam Equivalencies**

**Dr. Traki L. Taylor**  
*Assistant Vice Chancellor, Academic Affairs*

7. **Engineering Programs Credit Hour Review**

**Dr. Ralph Wilcox**  
*Provost and Executive Vice President  
University of South Florida*

8. **Academic and Student Affairs Updates**

A. SUS Council of Academic Vice Presidents (CAVP)

**Dr. Ralph Wilcox**  
*Member, CAVP*

B. SUS Council for Student Affairs (CSA)

**Dr. Corey King**  
*Chair, CSA*

C. Florida Student Association (FSA)

**Ms. Zenani D. Johnson**  
*Chair, FSA*

9. **Concluding Remarks and Adjournment**

**Governor Tripp**

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
June 12, 2019**

**SUBJECT:** Minutes of Committee Meeting held March 28, 2019

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**PROPOSED COMMITTEE ACTION**

Consider approval of the minutes of the Academic and Student Affairs Committee meeting held on March 28, 2019, at Florida Agricultural and Mechanical University

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Committee members will review and consider approval of the minutes of the meeting held on March 28, 2019, at Florida Agricultural and Mechanical University.

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<b>Supporting Documentation Included:</b>	Minutes, March 28, 2019
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<b>Facilitators/Presenters:</b>	Governor Norman Tripp
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MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
ACADEMIC AND STUDENT AFFAIRS COMMITTEE  
FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY  
TALLAHASSEE, FLORIDA  
March 28, 2019

*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 Norman Tripp convened the Academic and Student Affairs meeting at 9:03 AM with Governors Cerio, Felton, Frost (phone), Morton (phone), Valverde, White, and Zachariah (phone) present. A quorum was established.

2. Minutes of Committee Meeting

Chair Tripp asked for a motion to approve the minutes from the January 30, 2019 committee meeting. Governor Frost moved to approve, Governor White, seconded the motion. The motion carried unanimously.

3. Vice Chancellor and Chief Academic Officer's Report

Chair Tripp recognized Vice Chancellor Christy England to report on the activities of the Academic and Student Affairs (ASA) unit. Vice Chancellor England reported:

- On February 7, Ms. Emily Sikes, Dr. Lynn Nelson, and Dr. England met with the SUS Counseling Center Directors during their meeting held at Florida State University (FSU) to provide an update on the progress of the Board's Drug, Alcohol, and Mental Health Task Force.
- On February 8, Dr. R.E. LeMon, Dr. Traki L. Taylor, Dr. Nelson, Ms. Sikes, and Dr. England met with Provost Wilcox and other staff members from the University of South Florida (USF) to discuss accreditation consolidation requirements and the implications of those requirements in light of Board regulations for academic programs.
- On February 13 & 14, Dr. Taylor, Mr. Jeremy Hudak and Ms. Lynda Page attended the Florida Mathematics Re-Design Workgroup Meeting on the campus of Polk State College in Lakeland. They have also participated in numerous webinars since the January Board meeting.
- On February 21, ASA staff met with staff from the Florida Department of Economic Opportunity's (DEO) Bureau of Labor Market Statistics to discuss

workforce issues and current employment projections. Staff from the ASA unit of the Board office meet with DEO staff every quarter to discuss topics of mutual interest regarding Florida's workforce needs.

- On February 22, ASA staff participated in the CAVP Academic Coordination Group meeting to review six academic program pre-proposals.
- On February 25, Ms. Page and Dr. England met with staff from the Florida Virtual Campus to discuss the web-based 2+2 advising toolkit that they have agreed to develop.
- On February 26, Dr. LeMon and Dr. England joined the Chancellor and other Board staff in a meeting with President Genshaft and other USF staff members to review a draft of their accreditation consolidation plan, which was presented to the Strategic Planning Committee at their March 27, 2019 meeting.
- On February 27, the Articulation Coordinating Committee met in Tallahassee. Ms. Page represents the Board on the Committee. Dr. England provided an update on the Board's 2+2 initiatives, and Dr. Taylor also attended the meeting.
- On February 28, Ms. Sikes, Dr. Nelson, and Dr. England met with the SUS Career Center Directors during their meeting held at Florida Agricultural and Mechanical University to discuss the employment-related metrics in the Board's strategic plan and Performance Based Funding model to learn more about how they are working to improve those metrics.
- On March 11, 2019, Dr. Taylor and Dr. Disraelly Cruz met with the Department of Education's Bureau of Educator Recruitment, Development and Retention to discuss planned updates to the public webpage for the Annual Program Performance Report for teacher preparation programs at colleges and universities.
- Also on March 11, Ms. Sikes attended the Higher Education Coordinating Committee (HECC) meeting on behalf of Chancellor Criser.
- On March 13, Ms. Page met with university admission directors to discuss current admissions information and the current legislative session.
- On March 25, Ms. Sikes and Mr. Roger Strickland met with Dr. Jerry D. Parrish, the Chief Economist and the Director of Research for the Florida Chamber Foundation.

Dr. England shared how pleased she was with the work of her staff in the ASA unit of the Board office, and concluded her report to the Committee.

#### 4. Florida College System Chancellor's Update

Chair Tripp recognized Ms. Kathryn Hebda, Chancellor of the Florida College System, to provide an update on the activities and initiatives of the System. Chair Tripp also shared with Chancellor Hebda that the Board is committed to continuing the partnership between the State University System and the Florida College System.

Chancellor Hebda thanked Chair Tripp and shared that she is also committed to continuing the relationship between the two systems. She expressed her excitement to serve as the new Chancellor of the FCS and thanked Commissioner Richard Corcoran for the opportunity. Additionally, Chancellor Hebda thanked Chancellor Criser for his support.

Chancellor Hebda shared that she is excited to continue the work with the two systems on 2+2 articulation. The FCS is working on updating some of the data on 2+2, and Chancellor Hebda indicated they would be happy to share the updated data with the Board. In 2017-2018, she indicated that they are holding steady at awarding between 57,000 and 58,000 Associate in Arts (AA) degrees making Florida among the top states in the nation. Additionally, Chancellor Hebda shared that just under half of the juniors and seniors in the SUS come from FCS institutions. These numbers indicate the strength of the 2+2 partnership. The Department of Education and the FCS are working very hard with the Board of Governors (BOG) to ensure that the 2+2 articulation agreements benefit students. She also indicated that the FCS institutions are continuing to work on developing targeted 2+2 articulation agreements, and she has a conversation scheduled with the University of Florida (UF) to discuss a targeted articulation agreement. She emphasized the importance of the intentional collaboration between the two systems to ensure the strength of the 2+2 partnerships.

She shared that 59% of all public high school graduates enrolled in a Florida postsecondary institution, according to the 2017-2018 data. Of those students, 61.5% enrolled in an FCS institution. The 2+2 statewide articulation agreement allows these students to transition smoothly into a SUS institution.

The FCS is continuing to work with SUS on several areas including curriculum; course sequencing; targeted pathway agreements; The Articulation Coordinating Committee (ACC); and institutional course graduation requirements. Chancellor Hebda shared that the FCS is temporarily providing support to the ACC until a new Director for the Office of Articulation can be hired. She emphasized that this is not holding up any efforts of ACC and the May meeting will occur as scheduled.

Chancellor Hebda indicated that Commissioner Corcoran is very interested in dual enrollment. Dual enrollment has increased significantly over the past few years. Over 70,000 students enroll in at least one dual enrollment course at an FCS institution. Additionally, the number of students who complete their AA while still completing their high school diploma has greatly increased. Chancellor Hebda indicated that an area of focus in dual enrollment is on the student experience for the students who complete their AA while in high school and their transition to a university. The FCS would like to work with the Board on that topic. She shared that dual enrollment is a benefit for students and parents because it is affordable and helps students to move closer to their career.

Chancellor Hebda concluded her update to the Committee and thanked them for allowing her to present. She reinforced the commitment of the FCS to collaborate with the SUS.

Governor Lautenbach inquired about dual enrollment students with a larger number of credits and whether they receive any special counseling or advising because they are so far ahead of many of their peers. He shared that the FCS and the SUS may need to have specialized counseling or advising services for these students to prepare them for their next steps. Chancellor Hebda agreed that this was a very important issue for these students, and one of the reasons the FCS is interested in reviewing dual enrollment programs. Governor Lautenbach shared that counseling and advising these students was an issue that the SUS institutions should review.

Governor Patel shared that he has worked with Chancellor Hebda through the HECC, and the Committee is engaging in very deep discussions regarding how dual enrollment students transition to postsecondary institutions and beyond.

Chair Tripp reemphasized that the BOG views the relationship between the SUS and the FCS as an important partnership and that it is crucial that the two systems to continue to work together.

5. Academic Program Items: Reclassification of the University of Florida's Research and Academic Center at Lake Nona Campus

Chair Tripp introduced Dr. Joseph Glover, Provost and Senior Vice President for Academic Affairs at the University of Florida, to present the request to reclassify the Research and Academic Center at Lake Nona as a Type III campus under Board of Governors Regulation 8.009- Educational Sites.

Provost Glover thanked Chair Tripp for the introduction. Provost Glover indicated that the basis for the request was due to fluctuations in enrollment in the UF's Doctor of Pharmacy program. He attributed some of the enrollment variations to the following factors. The program was previously offered at a campus in St. Petersburg, but that campus was recently closed. There have also been other variations in enrollment in the program coinciding with national trends in the industry. Provost Glover also indicated that the previous site where the program was housed, Lake Apopka, was also closed.

As a result of these changes, the program was reconsolidated at the Gainesville and Lake Nona Campuses. This is causing the enrollment at the Lake Nona campus to fluctuate around 300 full-time equivalency (FTE). According to the Board of Governors Regulation 8.009- Educational Sites, this would constitute a Type III campus, requiring BOG approval for reclassification. The Lake Nona campus was previously classified as a Special Purpose Center.

Governor Lautenbach asked Provost Glover for additional clarification regarding the definition of a Type III campus. Provost Glover explained that Board Regulation 8.009 defines campuses based on enrollment, and enrollment at the Lake Nona campus aligns with the definition of a Type III campus.

Chair Tripp asked Vice Chancellor England to provide further clarification. She shared that the taxonomy of campuses in the regulation is based on several factors, including student FTE enrollment. She explained that UF met all of the requirements of a Type III campus based on a staff analysis.

Chair Tripp asked for a motion to approve the request from UF to reclassify the Research and Academic Center at Lake Nona as a Type III campus under Board of Governors Regulation 8.009- Educational Sites. Governor Frost made the motion, and Governor Cerio seconded the motion. The motion passed unanimously.

#### 6. SUS and FCS Mathematics Re-Design Update

Governor Tripp introduced Dr. England and Dr. Karinda Barrett, Director of Academic Affairs for the Florida College System, to provide an update on the ongoing SUS and FCS Mathematics re-design efforts.

Vice Chancellor England shared that ASA staff have actively participated in the Mathematics Re-Design effort, and she introduced Dr. Barrett to the Committee members to provide an update on the workgroups.

Dr. Barrett thanked the Committee for allowing her to present and thanked Dr. England, Dr. Taylor, Ms. Page, and Mr. Hudak for their participation and involvement. She emphasized that the partnership is very strong.

She began her presentation by providing the Committee with an overview of the Florida Student Success Center, which is supported by a grant the FCS received from the Helios Education Foundation. One of the roles of the center is to support initiatives that improve completion and student success, including the Math Re-Design workgroups.

Dr. Barrett shared that there are over 100 participants involved in three workgroups: one focused on high school math alignment; one focused on FCS math pathways, and the third focused on university math pathways. There is a cross-sector representation on each of the three workgroups. The three workgroups are broken down into four to five huddles focusing on specific issues. The huddles exist within the larger group.

Dr. Barrett shared some examples of issues the huddles are addressing. These include content alignment; professional development for math teachers; advising; improving

fundamental skills; assessing and placing students; sequencing and pathways; overlapping content; prerequisites for math courses; and degree programs that are aligned with mathematics outcomes for the workforce. She shared that the workgroup chairs, huddle leads, and members have done an outstanding job of engaging one another in discussions to identify opportunities for enhancing mathematics pathways in Florida.

At this point, the workgroups have worked to meet milestones. As part of the milestones, the workgroups: defined the challenges; prioritized the challenges; gathered research and information to inform the challenges; linked the challenges to potential solutions; and prioritized the solutions. Dr. Barrett shared that the huddles had recently participated in a webinar to provide an update on their efforts. She indicated that the next step is for the huddles to complete the sixth and final milestone, which is to recommend state and institutional policy recommendations, as well as recommendations for practice. Based on conversations from the webinar, the huddles are discussing recommendations such as: reviewing math pathways, including reviewing alternatives to college algebra; increasing communication within and among education systems; and considering ways to review and enhance statewide mathematics content alignment.

The workgroups will complete this work in May and present their findings and recommendations at the Mathematics Institute in Gainesville, June of this year.

Dr. Barrett thanked the Committee and the Board for their support, and she thanked the university presidents and provosts for supporting the effort by allowing their faculty members to participate. Chair Tripp thanked Dr. Barrett for her presentation.

#### 7. An Update on SUS Engineering Programs Exceeding 120 Credit Hours

Governor Tripp introduced Dr. Sally McRorie, Chair of the Council of Academic Vice Presidents (CAVP), to give a presentation on SUS Engineering programs exceeding 120 credit hours. Mr. Bryan Anderson, an engineering student at Florida Agricultural and Mechanical University, Ms. Anna Mills, an engineering student at Florida State University, and Mr. J.W. Hunter, State President of the Florida Engineering Society joined Dr. McRorie.

Dr. McRorie indicated that the SUS Provosts are working very hard to review the credit hours of undergraduate engineering programs to ensure they are efficient, effective, and preparing students for success. She emphasized the importance of internships for students in engineering programs to prepare them for their careers. She introduced Mr. Anderson and Ms. Mills to discuss their experience with their internships.

Mr. Anderson shared that internships meant everything to his education. They have helped him better define his career path after he graduates. His internship experiences included Florida Power and Light; Northrop Grumman; and Dow Chemical. He shared that the internships have helped him to connect the concepts he learned in the classroom to real-world applications. Mr. Anderson explained that companies are reluctant to hire engineering students without internship experience, but the academic programs have very limited space for students to complete internship experiences. He said that internships have helped him to learn and to become a more competitive candidate when applying for career opportunities.

Ms. Mills reemphasized the importance of internship opportunities for engineering students. She discussed the pressure felt about graduating in four years, which has necessitated her taking a significant number of courses over the summer. She indicated that she felt this slightly reduced her ability to absorb the content of her program fully.

Following Ms. Mills, Dr. McRorie introduced Mr. J.W. Hunter to the Committee. Mr. Hunter thanked the Committee for the opportunity to present. He shared that employers are seeing a decrease in the ability of current students to problem-solve, which, he indicated, is a very important skill in the field. He also shared that employers are noticing that as reliance on technology increases, the ability for independent thinking decreases. Mr. Hunter indicated that there is a need to preserve these skill sets both in the classroom and in the internship experiences. Employers are having to spend more time working with students to bring them up to speed on the skillsets they need to be successful. He shared that the Florida Engineering Society and the American Council of Engineering Companies are working to help strengthen engineering programs throughout the state. Mr. Hunter emphasized the importance of students being competitive when they enter the workforce after graduation.

Mr. Hunter also shared that his group is seeing an increase in the number of companies refusing to hire students without internship experience. He noted the value of an internship is that students gain practical experience and develop additional skills such as independent thinking and problem-solving. Companies are working hard to ensure internship opportunities are available to students. Mr. Hunter shared that some studies show that 50% to 80% of internships lead to full-time job opportunities for students after graduation. He also shared that the field is adapting to the role of technology and its impact on the student experience.

Dr. McRorie shared that Mr. Mahoney was unable to attend the Committee meeting, but he would be in attendance later in the meeting to accept the State University System's Business Champion Award.

Chair Tripp asked Mr. Hunter his thoughts regarding the need for extra hours in undergraduate engineering programs and his thoughts on the possibility of reducing

engineering programs to 120 credit hours. Mr. Hunter shared that when he completed his undergraduate engineering program, it was considered to be a five-year program. He has expressed concerns that reducing the credit hours in the engineering programs may cause students to miss important concepts. Additionally, he expressed that his organization, the Florida Engineering Society, is in opposition to the notion of reducing the number of credit hours required in engineering programs.

Governor Lautenbach inquired if Mr. Hunter could review the courses required in the engineering programs. Mr. Hunter indicated that there might be an opportunity for substitutions to occur in the curriculum. However, he felt that the overall number of credit hours required in the programs was necessary. Governor Lautenbach expressed some concern about the number of courses students are required to complete given the future direction of the field. He encouraged the field to consider content that might be removed to make room for other content. Mr. Hunter expressed concern that removing content might make students less prepared to enter into the workforce. Governor Lautenbach encouraged Mr. Hunter and his group to continue to examine engineering programs and determine if there are opportunities to streamline the program. Mr. Hunter indicated his willingness to engage in this effort and to support the ongoing review of engineering programs. Governor Lautenbach thanked Mr. Hunter.

Chair Tripp inquired if Dr. McRorie had any further updates to provide. Dr. McRorie reiterated that the provosts are continuing to review the credit hours required for the engineering programs, and are very interested in the ongoing Mathematics Re-Design Workgroups. Governor Lautenbach agreed that all students would benefit from the opportunity to participate in internships, further highlighting the importance of identifying ways to incorporate internship opportunities into the curriculum.

#### 8. Two + Two Articulation Update: Florida Virtual Campus (FLVC) Revised Common Prerequisite Manual

Governor Tripp shared that a change, through the decision of Board Chair Lautenbach, occurred in the structure of the Board of Governors resulting in the embedding of the work of the Two + Two Articulation Committee into the Academic and Student Affairs Committee.

Governor Tripp introduced Ms. Nashla Dawahre, Director of Student Services at the Florida Virtual Campus (FLVC), and Mr. Javier Reyna, Director of Enterprise Applications at FLVC to provide an update on the revisions to the Common Prerequisite Manual.

Ms. Dawahre thanked the Committee for the opportunity to present. She explained that the manual currently exists as a compilation of PDF documents on the FLVC website. It is designed to identify the prerequisite requirements for students looking to transition

from an AA degree into a baccalaureate program. The manual also identifies which institutions offer a particular program of interest. She shared that the next iteration of the manual will be an interactive database, which will make the manual more user-friendly and accessible. Additionally, the goal of the project is to integrate the manual with other advising services offered through FLVC.

Ms. Dawahre discussed the process of building the database. The new database will be connected to other systems around the state to ensure the information is accurate and updated. Additionally, a new user interface is being built for the new system. She shared that the current process for making updates to the manual is a paper-driven process. However, the new system will also include the workflow for making changes. She thanked the Board staff, FCS Staff, and Articulation staff for their assistance in the process. The new manual interface will be designed to be mobile friendly. Ms. Dawahre emphasized the importance of collaborating with the SUS, FCS, and the institutions to let students know about the new system.

Following her remarks, Ms. Dawahre and her team demonstrated a test version of the updated manual. She shared that once they have a complete conversion of the current database, they will launch the new system.

Chair Tripp thanked Ms. Dawahre for her presentation.

## 9. Academic and Student Affairs Updates

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

Chair Tripp recognized Dr. McRorie, Chair of CAVP, to provide the update. Dr. McRorie shared the following updates on the activities of the CAVP:

- The provosts are engaged in reviewing the number of credit hours required for undergraduate engineering programs.
- The provosts are working with Dr. Corey King, Chair of CSA, to develop wellness courses for students. All institutions in the system will have the courses available by Fall 2020.
- CAVP is working with Board staff on a resilience project for digital learning and continuity of services in the event of a natural disaster, such as a hurricane.

Dr. McRorie concluded her update.

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

Chair Tripp recognized Dr. Corey King, Chair of CSA, to provide the update. Dr. King shared the following updates on the activities of CSA:

- The CSA had a joint meeting with the SUS Student Health Center Directors and Counseling Center Directors and Governor Fernando Valverde to discuss drugs, alcohol, and mental health in Florida.
- They will move forward with a proposal to the Board's Drugs, Alcohol, and Mental Health Taskforce for a hard waiver insurance form.
- CSA is continuing to work with the Provosts on SLS courses with mental health components.
- CSA worked with the SUS Student Health Center Directors to create a statewide group that will meet regularly to discuss health issues on campuses. The SUS Counseling Center Directors already developed a statewide group.
- All 12 institutions have a mental health mutual aid agreement to provide services in times of crisis as required.
- CSA is planning its annual Hazing Prevention Summit at UCF on May 17.
- CSA is planning its joint summit with the student affairs' academic vice presidents on June 9-10 at USF.

Dr. King concluded his presentation. Chair Tripp called CSA's attention to the letter sent by Commissioner Corcoran to the college and university presidents highlighting the issue of mental health and the effects on students. Chair Tripp thanked Dr. King for his work in this area and the importance of continuing the work across the system.

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

Chair Tripp recognized Governor Jalisa White to provide an update on the activities of the Florida Student Association. Governor White shared the following updates:

- FSA hosted the annual Rally in Tally event and conducted meetings with over 75 state legislators. Governor White thanked the FSA Director of Governmental Relations and Kristin Whitaker for their efforts.
- FSA has been supporting HB 595 and looks forward to supporting it as it progresses through the Senate.

Governor White concluded her remarks.

#### 10. Concluding Remarks and Adjournment

Having no further business, Chair Tripp adjourned the meeting at 10:10 AM.

Norman D. Tripp, Chair

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Jeremy M. Hudak  
Assistant Director for  
Academic Affairs

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
June 12, 2019**

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

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**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

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

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<b>Supporting Documentation Included:</b>	None
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<b>Facilitators/Presenters:</b>	Dr. Christy England
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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
June 12, 2019**

**SUBJECT:** SUS and FCS Mathematics Re-Design Update

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**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Dr. Christy England, Vice Chancellor for Academic and Student Affairs, will provide an update on the State University System and Florida College System Mathematics Re-Design effort.

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<b>Supporting Documentation Included:</b>	None
<b>Facilitators/Presenters:</b>	Dr. Christy England

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
June 12, 2019**

**SUBJECT:** Ph.D. in Engineering and Computing Education, CIP 14.9999, Florida International University

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**PROPOSED COMMITTEE ACTION**

Consider approval of the Ph.D. in Engineering and Computing Education, CIP 14.9999, at Florida International University

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

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

**BACKGROUND INFORMATION**

Florida International University (FIU) is proposing to establish a Ph.D. in Engineering and Computing Education. The program will consist of a total of 75 credit hours, including course work required to pass the qualifying and oral exams, as well as additional course work approved by the dissertation advisor, research credits, and dissertation credit hours. The program will be delivered in-person on the main campus.

The university will charge the institution's current approved graduate rate of tuition of \$379.95 per credit hour for in-state students and \$900.00 per credit hour for out-of-state students. Total fees for residents will be \$75.69 per credit hour while non-residents will be charged \$101.69 per credit hour. The university does not intend to operate this program through continuing education on a cost recovery basis, seek approval for market-rate tuition, or establish differentiated graduate-level tuition.

The purpose of the program is to prepare students to serve as faculty members in engineering or other programs; research scientists in academia, government, and industry; instructional designers at universities or in industry; and more. If approved, this would be the first engineering education Ph.D. degree program in Florida and the first computing education Ph.D. degree in the nation. The program includes a required pedagogical methods course and a teaching practicum course with a substantial teaching assignment. The proposed CIP code is 14.9999. This CIP is an identified Program of Strategic Emphasis under the Science, Technology, Engineering, and Mathematics area.

The FIU Board of Trustees approved the program on March 4, 2019. If approved by the Board of Governors, FIU will implement the program effective Fall 2020.

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**Supporting Documentation Included:**

1. Board Staff Analysis
2. Program proposal available online at [www.flbog.edu](http://www.flbog.edu)

**Facilitators/Presenters:**

Dr. Kenneth G. Furton

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

**Program:** Ph.D. in Engineering and  
Computing Education

**CIP Code:** 14.9999

**Institution:** Florida International  
University

**Proposed Implementation Date:** Fall 2020

**Staffed By:** Lynda Page

**Initial Review Date:** 3/25/2019    **Last Update:** 5/17/2019

**Projected program costs:**

	Total	% & \$ Current Reallocated	% & \$ New Recurring	% & \$ New Non- Recurring	% & \$ C&G	% & \$ Philanthropy & Endowment	Auxiliary Funds	Cost per FTE	SUS 12-13 Average Cost per FTE
Year 1	\$297,282	51% \$151,466	0% \$0	0% \$0	49% \$145,816	0% \$0	\$0	\$15,487	\$21,881 14 CIP
Year 5	\$1,292,101	49% \$635,553	0% \$0	0% \$0	51% \$656,548	0% \$0	\$0	\$14,947	

**Projected FTE and Headcount are:**

	Student Headcount	Student FTE
First Year	12	9.78
Second Year	21	20.63
Third Year	30	29.26
Fourth Year	37	35.89
Fifth Year	44	4253

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

**Proposal Page Numbers:**

INTRODUCTION		ACCOUNTABILITY		READINESS				
Program Description	BOG Goals	Overall	Budget	Mission and Strength	Program Quality	Curriculum	Faculty	Resources
2	4	5	8	12	15	15	23	24

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**A. Program Description:**

Florida International University's College of Engineering and Computing is proposing to offer a Ph.D. in Engineering and Computing Education which, if approved, would be the first such degree program in Florida although the proposal recognizes that other engineering programs in the state have conducted engineering education research. The proposal notes that it would be the first computing education doctoral program in the nation. The program will be offered in a face-to-face format on the main campus (Modesto A. Maidique Campus). The proposed degree program is designed to focus on understanding how people learn engineering and how to improve instruction (p. 2).

The proposed degree program will require 75 credit hours of coursework beyond the baccalaureate degree in engineering, computing, or closely related field. Students entering with a master's degree in engineering or computing may apply some of the master's credit towards the proposed Ph.D. Students will be able to specialize in engineering education, computing education, or both areas. Graduates of the proposed degree program will complete the coursework, qualifying exam, and defense of a dissertation and oral thesis. The proposal notes that graduates of the program will find employment in a variety of areas, including academia, industry, and government while strengthening Florida's efforts in meeting Science, Technology, Engineering, and Mathematics (STEM) and research needs.

The university will charge the institution's current approved graduate rate tuition of \$379.95 per credit hour for in-state students and \$900.00 per credit hour for out-of-state students. Fees will total \$75.69 per credit hour for in-state students and \$101.69 per credit hour for out-of-state students. The university does not intend to operate this program through continuing education on a cost-recovery basis, seek approval for market-rate tuition, or establish differentiated graduate-level tuition. Board staff in the University Budgets Office reviewed the budget section of the proposed program and had no concerns.

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

The proposal provides alignment of the program with the State University System's strategic plan, noting that the proposed Ph.D. program directly supports Excellence, Productivity, and Strategic Priorities in the areas of Teaching & Learning and Scholarship, Research & Innovation. It notes that providing access to engineering and computing degree opportunity while increasing the production of such degrees strengthens the quality and reputation of the teaching of graduate and undergraduate engineering and computer science. The research and educational opportunities within the program should lead to an increase in the diversity of the student population,

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especially understanding Florida International University's unique service as a Hispanic-serving institution. Additionally, the proposal notes that the proposed program will indirectly support the System Goal of Community and Business Engagement through excellence and productivity.

The proposed CIP code, 14.9999, is designated as a Program of Strategic Emphasis in STEM. It notes that the *SUS 2025 System Strategic Plan* states "...it is widely believed that education in Science, Technology, Engineering and Mathematics (STEM) are vital to the future of both the nation and the planet." Additionally, the proposal indicates that Board of Governors' performance metrics may be supported as the graduate students within the program will be able to assist in the instruction of critical courses and assist in retention and graduation of engineering and computing majors.

### **Need for Graduates in the Labor Market**

The proposal notes that in Florida, as well as elsewhere, engineering and computing graduates are in high demand. The engineering and computing fields have expressed their recognition of the need for research and support of engineering and computing science education. With the national trend to link university funding to performance metrics, such as graduation and retention rates, the proposal notes that engineering and computer science have trailed other disciplines in these areas. Seeking talent to improve outcomes has increased. The proposal notes that the American Society for Engineering Education recognizes that two doctoral programs at Purdue University and Virginia Tech supply the most talent in this area and have consistently reported 100% employment of their doctoral students.

Board staff analyzed labor market data, both nationally and locally, and the job outlook for Engineering, General (CIP 14.9999) is rising. Table 1 reflects the most current projections by the Florida Department of Economic Opportunity and the U.S. Bureau of Labor Statistics.

**Table 1: Labor Market Demand, CIP Code 14.9999**

	Employment Change (Percent)		Annual Average Job Openings		Employment Change (Number)		
Occupations	FL, 2018-26	National, 2016-26	FL	National	FL , 2018-26	National, 2016-26	BLS Typical Education Needed for Entry
Architectural and Engineering Managers	10.9	5.5	607	13,600	775	9,900	Bachelor's degree
Engineers, All Other	9.2	6.4	459	9,500	540	8,500	Bachelor's degree
Engineering Teachers, Postsecondary	16.9	14.6	183	4,500	303	6,900	Doctoral or professional degree

Sources:

U.S. Bureau of Labor Statistics – <https://www.bls.gov/ooh>Florida Department of Economic Opportunity - <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

One challenge in determining labor market demand is that there is no specific Classification of Instructional Programs (CIP) classification for “engineering education” or “computing education.” Board staff, however, confirmed that there is at least one other doctoral program at Clemson University in this area that is classified under 14.9999, the desired CIP code for the proposed program at FIU.<sup>1</sup>

As confirmed by Table 1 and noted in the proposal, graduates of the proposed Ph.D. program may find employment as, but not limited to: staff or other administrators in engineering programs or dean’s offices, K-12 teachers (with appropriate additional credentials), non-profit foundation staff, corporate trainers, designers of education-based products in industry, and more. This information is confirmed through alumni job placement for Purdue University engineering education doctoral graduates.<sup>2</sup>

To assess the availability of academic jobs, a search for “engineering education” was conducted on the Chronicle of Education’s job board on March 30, 2019.<sup>3</sup> The search returned 53 academic postings, including ten located in Florida. There were over 2,000 positions nationally and 110 in Florida when searching by “engineering.”

The proposal indicates that announcements from the National Science Foundation (NSF), U.S. Department of Education, U.S. Department of Defense, and others support the need for STEM and engineering and computing research to develop a more competitive workforce. It also recognizes a 2018 House Appropriations bill that “supports [NSF] CISE efforts to work with the Division of Research on Learning in Formal and Informal Settings within Education and Human Resources to build on current efforts to support computer science education in PreK-12 classrooms.”<sup>4</sup>

Additionally, a general search for Florida engineering jobs on Engineering.com found 13,188 jobs advertised on May 12, 2019.<sup>5</sup> It is anticipated that there will continue to be a demand for professionals in the field, and the proposed program should provide graduates who may be available to teach the future students of this field of study.

### **Student Demand for the Program**

Board staff found that the FIU Fact Book shows 843, 882, and 990 undergraduate College of Engineering and Computing students graduated in 2015-16, 2016-17, and

<sup>1</sup> Retrieved from: [http://www.clemson.edu/institutional-effectiveness/documents/Clemson\\_University\\_Program\\_List.pdf](http://www.clemson.edu/institutional-effectiveness/documents/Clemson_University_Program_List.pdf) on March 31, 2019

<sup>2</sup> Retrieved from: <https://indd.adobe.com/view/c0c8ea3c-a5e7-491c-864a-5cd39aeb456b>

<sup>3</sup> Retrieved from: [https://chroniclevitae.com/job\\_search/new?cid=UCHETOPNAV](https://chroniclevitae.com/job_search/new?cid=UCHETOPNAV) on March 30, 2019

<sup>4</sup> Reference <https://www.congress.gov/congressional-report/115th-congress/house-report/231/1?q=%7B%22search%22%3A%5B%22Intelligence%22%5D%7D&r=67>

<sup>5</sup> Retrieved from: <https://www.engineering.com/jobs/florida/>

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2017-18, respectively.<sup>6</sup> An additional 322, 317, and 288, respectively, graduated with an engineering master's degree.

The proposal notes that a survey of FIU undergraduate engineering majors (n=115) found that 80% were interested in learning more about engineering and computing education degrees. More than 70% indicated an interest in getting a Ph.D., and 40% had a desire to teach.

Besides the interest of local students, the proposal notes that other programs nationally are relatively small compared to the demand. For example, Board staff found that 18 students applied to the Virginia Tech engineering education doctoral program in 2018 and eight (8) enrolled.

Additionally, the proposal recognizes the National Science Foundation's support of a National Pilot High School Engineering Course and Database designed for creating a nationwide high school engineering curriculum and Advanced Placement Exam. It notes that this initiative follows a push in the computer science education field, which is anticipated to create a demand for engineering education researchers and faculty.

Table 2 below notes the historical enrollment in engineering master's programs of SUS institutions.

**Table 2: Historical Enrollment Master's Programs (Fall Headcount), CIP Code 14**

Institution	2013	2014	2015	2016	2017
FAMU	9	12	21	32	19
FAU	144	137	148	175	187
FGCU	0	0	0	0	10
FIU	350	369	389	360	309
FL POLY	0	8	14	15	6
FSU	135	137	138	115	104
UCF	496	479	470	515	531
UF	1,646	1,331	1,511	1,455	1,344
UNF	35	31	34	49	43
USF	499	460	507	597	674
<b>Total</b>	<b>3,314</b>	<b>2,964</b>	<b>3,232</b>	<b>3,313</b>	<b>3,227</b>

Source: Board of Governors Interactive University Database for Headcount Enrollment, retrieved May 23, 2019

These programs have graduated over 1,000 students with a master's in engineering in each of the past three years, as reflected in Table 3 below:

<sup>6</sup> Retrieved from: <https://opir.fiu.edu/factbook2016/dash.html> on March 31, 2019

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**Table 3: Historical Master's Degrees Awarded, CIP Code 14**

<b>Institution</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
FAMU	4	9	9
FAU	57	72	94
FIU	243	229	203
FPU		5	3
FSU	113	90	91
UCF	233	220	242
UF	757	797	719
UNF	9	14	19
USF	281	361	394
<b>UWF</b>		<b>2</b>	<b>9</b>
<b>Grand Total</b>	<b>1,697</b>	<b>1,799</b>	<b>1,783</b>

Source: Board ODA analysis of degrees awarded by CIP, retrieved May 23, 2019

Students graduating from the engineering master's programs may be interested in seeking a doctorate, especially since some of the required master's credit may be applied towards the Ph.D.

### **External Consultant's Report**

Dr. Michael C. Loui, Dale and Suzi Gallagher Professor in Engineering Education, Purdue University, provided an external review for the proposed Ph.D. program. He noted that the growth in enrollments in undergraduate engineering and computing programs, plus the demand for such instruction in K-12 education, has created a growing need for teachers of engineering and computing at all levels. He noted that "Doctoral graduates in engineering and computing education would have substantial technical backgrounds and thus could teach undergraduate courses in their technical fields. They would be able to implement research-based instructional strategies, to improve student learning and success."

Dr. Loui indicated that the proposed program would require the hiring of additional tenure-track faculty members, noting that the university should be able to hire junior faculty members who have recently earned Ph.D. degrees from engineering education programs at other universities. Additionally, he indicated that the program should explain how it would accommodate part-time students. Upon this suggestion, the program reviewed anticipated student enrollment and provided accommodation for part-time student interest.

Finally, the consultant indicates two key factors for the program's success: the intention to emphasize diversity, equity, and the inclusion and a close association with the STEM Transformation Institute. Dr. Loui writes that FIU is "particularly well positioned to offer the proposed program."

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## Summary

With FIU's strength in reaching diverse populations, the institution is strategically poised to serve underrepresented students in the field of engineering and computer education. The need for programs and continued research in the areas of engineering and computing education are reinforced through the proposal's example of a NSF program solicitation emphasizing the need in this area that will "create knowledge concerning sustainable change in engineering and computer science education that can be scaled and adopted nationally across a wide variety of academic institutions."<sup>7</sup>

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

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

### **ACCOUNTABILITY**

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

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

YES    NO

- |   |   |
|---|---|
| X | <input type="checkbox"/> The proposal has been approved by the university board of trustees and includes all required signatures.   |
| X | <input type="checkbox"/> The university has provided a proposal written in the standard SUS format which addresses new academic program approval criteria outlined in BOG Regulation 8.011.                 |
| X | <input type="checkbox"/> The pre-proposal was reviewed by the Council of Academic Vice Presidents (CAVP) workgroup and any concerns identified by the group have been listed and addressed in the proposal. |

The proposal noted that the CAVP reviewed the pre-proposal on November 17, 2017. Based on suggestions from the group, the proposal added information recognizing engineering education research in Florida schools

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<sup>7</sup> Reported by: <https://www.nsf.gov/pubs/2017/nsf17501/nsf17501.htm#elig>

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and further documentation of graduates being able to find employment opportunities.

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

The proposed degree program would be the first degree program in the State University System in this CIP code. There is no other stand-alone Ph.D. program in Engineering and Computing Education in our state; however, there is an engineering education track as part of a traditional engineering doctoral program at the University of Florida. Additionally, the proposal indicates that there are no doctoral computing education programs in the nation. The National Center for Education Statistics has yet to establish a standard CIP for engineering education or computing education.

The program was reviewed by the Council of Academic Vice Presidents during their November 17, 2017, meeting. No letters of support or concern from the provosts of other state universities were attached.

- X ☐ **The university has provided complete and accurate projected enrollment, faculty effort, and budget tables that are in alignment with each other.**
- X ☐ **The university has included a statement in the proposal signed by the equity officer as to how this proposal will meet the goals of the university's equity accountability plan.**

The Florida International University Equal Opportunity Officer reviewed and signed the proposal on September 15, 2018. The proposal notes how the program would assist in supporting underrepresented populations in the discipline.

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

The program does not duplicate programs at Florida Agricultural and Mechanical University.

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

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YES NO

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

The University Board of Trustees approved the budget on March 4, 2019.

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

The projected Educational and General (E&G) cost per full-time equivalent (FTE) in year one is \$15,487, and in year five is \$14,947. The projected costs for the program is lower than the calculated average cost per FTE of \$21,880.59 for CIP 14, as provided in the 2017-18 expenditure analysis report.

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

The program will operate as a traditional graduate program.

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

Reallocated funds are from the host College of Engineering and Computing with little impact.

### **READINESS**

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

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

YES NO

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

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The proposal describes a collaborative planning process that involved faculty from the School of Computing and Information Sciences, STEM Transformational Institute, and the School of Education and Human Development in the College of Arts, Sciences & Education. The input was provided by external consultant Dr. Michael C. Loui, the Dale and Suzi Gallagher Professor in Engineering Education at Purdue University. The program continued through the established process for program approval, as noted on page 14 of the proposal.

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

Dr. Loui evaluated the Ph.D. proposal and noted that the institution is well positioned to offer the program as the program would emphasize diversity, equity, and inclusion and would benefit from close association with the STEM Transformation Institution, an institute supporting the interdisciplinary community of discipline-based education researchers at FIU. He noted that the program would be able to teach undergraduate courses in their technical fields and to implement research-based instructional strategies to improve student learning and success. Dr. Loui indicates that the program would be similar to engineering education programs offered at Purdue University, Virginia Tech, Clemson University, Utah State University, and Ohio State University while there are no Ph.D. programs in computing education in the United States. The consultant stressed the need to hire additional tenure-track faculty members and believed that the institution would be able to attract junior faculty members who recently earned Ph.D. engineering education degrees from other universities. He did note that it may be difficult to identify suitable faculty candidates in computing education as there are no current Ph.D. programs in that area. Overall, however, the consultant supports the department's capabilities in implementing the degree program.

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

The proposal recognizes the need for additional faculty support, as noted in the external consultant's report, through the inclusion of four additional tenure-track faculty members to be added by fall 2022. Additionally, the consultant supported the creation of this program as a new degree instead of

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as a track within another degree program. He noted his experience with having students who transfer out of a track-based program. Lacking full department faculty with technical backgrounds who could provide constructive advice on a dissertation in engineering education research was noted as one of the reasons for the transfer.

FIU baccalaureate engineering programs are accredited by the Engineering Accreditation Commission of ABET with the next site review scheduled for 2020. Previously, concerns were raised in spring 2018 related to high student-faculty ratios; however, the college hired 14 new tenure-tracked faculty and several non-tenure track faculty since that time. Internal program reviews performed in 2016-17 of units in the College of Engineering and Computing resulted in recommendations for the college to address graduation rates. The proposal notes that the College formed the School of Universal Computing, Construction, and Engineering Education (SUCCEED) in spring 2018 to address the recommendation and indicates that second-year retention rates in the college have risen to 93%.

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

The proposal indicates that the program is expected to be delivered traditionally on the main campus

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

Licensure is not associated with this degree program.

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

YES NO

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

The proposal includes specific learning outcomes in the area of research and research design; design and assessment of engineering and computing courses and curricula; addressing critical issues facing the discipline area, including diversity and inclusion; and, preparation for professional success (p. 15). The program requires the completion of 75 credit hours beyond the

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appropriate baccalaureate (15 fewer hours for those with an appropriate master's degree). The core coursework common for all students involves engineering and computing education foundations, engineering pedagogy, research methods/statistics, and specialization coursework, plus dissertation credit hours.

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

There is no doctoral accreditation for engineering and computing programs.

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

YES NO

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

According to Appendix A, Table 4, seven current faculty members will participate in the program. Four of the nine are tenured, with the other three on a tenure-track. The appendix shows an additional four tenure-track or tenured faculty to be in place by fall 2022.

Additionally, the proposal recognizes the support of additional Engineering, Computer Science, Non-Engineering/Computer Science STEM Transformation, and Education faculty through service on dissertation committees in the later stages of a student's studies.

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

Appendix A, Table 4, indicates current faculty members having a Ph.D. in Engineering Education or Physics Education.

The proposal notes that the faculty are active in maintaining enrollments and graduates. For example, undergraduate degrees rose from 680 in 2013-14 to 988 in 2017-18 and that the American Society for Engineering

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Education reported that the FIU ratio of baccalaureate recipients-to-faculty ratio (8.8:1) is one of the highest in the nation. Faculty are active in gaining external funding support, including support from the National Science Foundation.

Faculty are recognized nationally. For example, the proposal indicates that Dr. Mark Weiss is a computer science educator who was recognized with the ACM SIGCSE Award for Outstanding Contribution to Computer Science Education and the IEEE Computer Society Taylor L. Booth Education Award.

Although the external consultant from Purdue University recognized the need to hire additional tenure-track faculty members, he did not include it as a concern or suggestion for improvement. Board staff notes that the university anticipates a five-year student headcount of 42.52 with an anticipated faculty total person-year count of 1.94.

- X ☐ **The university has reviewed the evidence provided and found the academic unit(s) associated with this new degree to be productive in teaching, research, and service.**
- X ☐ **If appropriate, the university has committed to hiring additional faculty in later years, based on estimated enrollments.**

The proposal reflects the anticipated addition of additional faculty.

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

YES NO

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

The library director signed the proposal on September 20, 2018, acknowledging that the institution's library collections is able to support the proposed Ph.D. program.

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

The proposal noted that no laboratory space was needed specifically for engineering education and that classrooms and offices are already available. No additional space is needed.

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

There is no specialized equipment needed to implement the program.

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

The proposal shows strong support of graduate assistantships in the program. The majority of the funding of the program, as outlined in Appendix A, Table 2 is anticipated to go towards assistantships.

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

Not Applicable.

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
June 12, 2019**

**SUBJECT:** Doctor of Athletic Training, CIP 51.0913, University of Florida

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**PROPOSED COMMITTEE ACTION**

Consider approval of the post-professional Doctor of Athletic Training, CIP 51.0913, University of Florida

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

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

**BACKGROUND INFORMATION**

The University of Florida (UF) is proposing a Doctor of Athletic Training (DAT), a post-professional clinical program in the Department of Applied Physiology and Kinesiology. The DAT is designed to provide advanced clinical knowledge and skills while engaging in a patient-centered healthcare program. The program will advance clinical practice in student-selected areas of distinction such as orthopedics, manual therapy, sports performance, or teaching and leadership. Graduates of the program will also earn a Certificate of Added Qualification upon completion of an area of distinction. Graduates will be prepared to work in consultation with physicians to improve patient outcomes. Potential employment opportunities also include serving in clinical faculty roles, working in sports medicine clinics, collegiate and professional sports programs, and in non-traditional work settings, and government agencies and corporations.

The proposed Doctor of Athletic Training would be the second post-professional program in the State University System of Florida at the doctoral level. UF intends to seek accreditation from the Commission on Accreditation of Athletic Training Education (CAATE). The program will require the completion of 54 credit hours. UF will charge the institution's current approved graduate rate of tuition of \$448.73 per credit hour for in-state students and \$690.21 per credit hour for out-of-state students. Fees for in-state students are \$81.96 per credit hour, and fees for out-of-states students are \$535.20. The university does not intend to operate this program through continuing education on a cost recovery basis, seek approval for market-rate tuition, or establish differentiated graduate-level tuition.

The UF Board of Trustees approved the program on September 17, 2018. If approved by the Board of Governors, UF will implement the program effective Summer 2020.

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**Supporting Documentation Included:**

1. Board Staff Analysis
2. Program proposal available online at [www.flbog.edu](http://www.flbog.edu)

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**Facilitators/Presenters:**

Dr. Chris Hass

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

**Program:** Doctor of Athletic Training  
**Institution:** University of Florida  
**Staffed By:** Lynn Hunt Nelson

**CIP Code:** 51.0913  
**Proposed Implementation Date:** Summer B 2020  
**Initial Review Date:** 3/6/2019      **Last Update:** 5/22/2019

**Projected program costs:**

	Total	% & \$ Current Reallocated	% & \$ New Recurring	% & \$ New Non- Recurring	% & \$ C&G	% & \$ Philanthropy & Endowment	Auxiliary Funds	Cost per FTE	SUS 17-18 Average Cost per FTE
Year 1	\$332,300	76% \$252,300	0% \$0	0% \$0	0% \$0	24% \$80,000	\$0	\$20,388	\$9,100.32
Year 5	\$584,750	73% \$424,750	0% \$0	0% \$0	0% \$0	27% \$160,000	\$0	\$16,415	51 CIP

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

**Projected FTE and Headcount are:**

	Student Headcount	Student FTE
<b>First Year</b>	11	12.375
<b>Second Year</b>	20	22.5
<b>Third Year</b>	21	23.625
<b>Fourth Year</b>	22	24.75
<b>Fifth Year</b>	23	25.875

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

**Proposal Page Numbers:**

INTRODUCTION		ACCOUNTABILITY		READINESS				
Program Description	Board Goals	Overall	Budget	Mission and Strength	Program Quality	Curriculum	Faculty	Resources
2	4	6	9	13	17	17	25	26

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**A. Program Description:**

The University of Florida's Department of Applied Physiology and Kinesiology is proposing to establish a post-professional doctoral program in athletic training. The proposed Doctor of Athletic Training (DAT) would be offered for athletic trainers previously credentialed through the National Athletic Trainers' Association Board of Certification.

The purpose of the DAT is to provide advanced clinical knowledge and skills while engaging in a patient-centered healthcare program and will advance clinical practice in an area of distinction such as orthopedics, manual therapy, sports performance, and/or teaching and leadership, which is selected by the student during the admission process. To provide added value to the areas of distinction, the proposed program will offer Certificates of Added Qualification (CAQ). The opportunity to earn a CAQ as a component of a DAT program is unique to this proposed program.

The Strategic Alliance for the athletic training profession consists of the Board of Certification, INC. (BOC), the Commission on Accreditation of Athletic Training Education (CAATE), the National Athletic Trainers' Association (NATA), and the National Athletic Trainers' Association Research and Education Foundation (NATA Foundation). The Strategic Alliance has approved a transition of athletic training preparatory programs to the graduate level. Currently, the pre-licensure degree is offered at the bachelor's level. Effective Fall 2022, the pre-licensure degree in athletic training will transition to the master's level. The post-professional degree will then transition from the master's level to the doctoral level.

The University of Florida will no longer offer the pre-licensure program that leads to Board of Certification eligibility. The Bachelor of Science in Athletic Training (BSAT) and the Master of Science in Applied Physiology and Kinesiology with a concentration in athletic training (MS in APK AT) will be terminated. The last cohort of the BSAT students will begin the program on July 1, 2019. The last cohort of the MS in APK (AT) will begin in August 2019. The University of Florida awarded 12 BSAT degrees in 2015-2016, 12 degrees in 2016-2017, and 11 degrees in 2017-2018. According to the Florida Department of Economic Opportunity employment projections, there are 111 annual average job openings in Florida for athletic trainers. Pre-licensure programs offered in the State University System awarded 163 degrees in 2015-2016, 139 degrees in 2016-2017, and 151 degrees in 2017-2018. Therefore, the termination of the pre-licensure program at the University of Florida will minimally impact on meeting the workforce needs in Florida.

Florida International University was approved to offer the DAT at the November 9, 2017 Board of Governors meeting. If approved, this would be the 2<sup>nd</sup> post-professional program in Florida at the doctoral level seeking accreditation from the Commission on

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Accreditation of Athletic Training Education (CAATE). Graduates will be prepared to work in sports medicine clinics, physician's offices, collegiate and professional sports programs, secondary and postsecondary education and as clinical faculty, and in non-traditional work settings (e.g., military and corporations).

This residential DAT will require the completion of 54 credit hours of 7000 level courses over six semesters. The University of Florida will charge the institution's current approved graduate rate tuition and fees of \$530.00 per credit hour for in-state students and \$1,255.00 per credit hour for out-of-state students. The university does not intend to operate this program through continuing education on a cost recovery basis, seek approval for market-rate tuition, or establish differentiated graduate-level tuition. Board staff in the University Budgets Office reviewed the budget section of the proposed program and had no concerns.

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

The proposal provides alignment of the program with the State University System strategic plan. The program will strengthen the quality and reputation of the academic programs and will increase degree productivity, including the number of degrees awarded in STEM. Also, the program will strengthen levels of community and business engagement and support employment retention in Florida.

### **Need for Graduates in the Labor Market**

The current minimum entry point into the profession of athletic training is the baccalaureate level. However it was decided by the Athletic Training Strategic Alliance that the minimum pre-licensure degree level will be a master's degree, a change to be implemented in approximately 2022. Currently, more than 70 percent of athletic trainers hold at least a master's degree.

(Source: <https://www.nata.org/about/athletic-training/education-overview>)

According to the U.S. Bureau of Labor Statistics, the employment of athletic trainers is projected to grow by 23% from 2016 to 2026 (much faster than average for all occupations). The median pay is estimated at \$47,510 per year with the current entry-level education at the bachelor's level.

(Source: <https://www.bls.gov/ooh/healthcare/athletic-trainers.htm>)

Board staff noted that the Florida Department of Economic Opportunity projects statewide employment growth of 22% from 2018-2026 with 295 new jobs and a total of 886 job openings during this time. (Source: <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>).

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An online search by board staff of related employment opportunities on Indeed and Monster returned opportunities requiring a baccalaureate degree and NATA Board of Certification credentials. An online search on Inside Higher Ed and the Chronicle of Higher Education's Vitae returned advertised positions at postsecondary institutions requiring the post-professional master's degree and NATA Board of Certification credentials. One possibility for limited positions advertised requiring or recommending a DAT may be that the master's degree is currently the post-professional degree. With the transition of the entry-level credential to the master's level, the positions requiring or recommending the post-professional degree would transition to the DAT.

### Student Demand for the Program

There is student demand for pre-licensure athletic training programs statewide. Table 1 shows the 5-year SUS enrollment by institution for pre-licensure athletic training programs.

Table 1: Enrollments in Pre-Licensure Athletic Training Programs

	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
<b>FGCU</b>	32	40	33	40	40
<b>FIU*</b>	45	56	50	44	43
<b>FSU</b>	105	91	88	131	178
<b>UCF</b>	170	165	173	186	128
<b>UF</b>	51	51	51	37	43
<b>UNF* (effective Summer 2018)</b>	158	145	133	102	67
<b>USF</b>	98	50	20	-	-
<b>USF*</b>	-	-	6	33	66
<b>UWF</b>	110	116	121	105	86
<b>SUS Total</b>	769	714	675	678	651

Source: Board ODA analysis of enrollment by CIP, retrieved April 2, 2019

\*Denotes Master's-Level Programs

Table 2: Degrees Awarded in Pre-Licensure Athletic Training Programs

	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
<b>FGCU</b>	14	19	20
<b>FIU*</b>	26	21	21
<b>FSU</b>	18	15	11
<b>UCF</b>	24	28	19
<b>UF</b>	12	12	11
<b>UNF* (effective Summer 2018)</b>	30	23	29

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<b>USF</b>	20	-	-
<b>USF*</b>	-	5	24
<b>UWF</b>	19	16	16
<b>SUS Total</b>	163	139	151

Source: Board ODA analysis of degrees awarded by CIP, retrieved April 2, 2019

\*Denotes Master's-Level Programs

At this time, eight of the twelve SUS institutions offer a pre-licensure athletic training program. Florida International University, the University of North Florida, and the University of South Florida currently offer master's-level pre-licensure programs following the CAATE Standards. Florida Gulf Coast University and the University of Central Florida's master's level programs have been approved for implementation Summer 2019. Florida International University's DAT was approved for implementation Fall 2018.

Currently, there are few Doctor of Athletic Training programs across the nation. The Doctor of Athletic Training offered through Indiana State University is the only CAATE accredited DAT program in the nation as indicated by CAATE's program listing (<https://caate.net/find-programs/>). It is offered as a hybrid program (both in person and online components). The DAT is also offered at A.T. Still, Moravian College, Temple University, and the University of Idaho. However, these programs do not currently hold CAATE Accreditation as post-professional DAT programs.

The table below is a comparison of the University of Florida's proposal with the DAT programs around the country.

Table 3: Post-Professional Doctor of Athletic Training Programs

Institution	Tuition & Fees	Credit Hours Required
University of Florida Proposal	<ul style="list-style-type: none"> <li>In-state ~ \$28,620.00</li> <li>Out-of-state ~ \$67,770.00</li> </ul>	54 Total credit hours
Florida International University	\$700.00 Per credit hour ~\$33,600.00	48 Total credit hours
A.T. Still University	\$534.00 Per credit hour ~ \$36,846.00	69 Total credit hours
Indiana State University	<ul style="list-style-type: none"> <li>In-state: \$412.00 Per credit hour ~ \$23,484.00</li> <li>Out-of-state: \$809.00 Per credit hour ~ \$46,113.00</li> </ul>	57 Total credit hours
Moravian College	~\$34,000.00	60 Total credit hours
Temple University	\$975.00 Per credit hour	

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	~ \$35,100.00	36 Total credit hours
University of Idaho	<ul style="list-style-type: none"> <li>• In-state ~ \$20,000.00</li> <li>• Out-of-state ~ \$53,976.00</li> </ul>	66 Total credit hours

The University of Florida's proposed program will offer in-state students the opportunity to obtain a DAT at a lesser cost as compared to other DAT programs offered. The proposed program is consistent with the credits of the other DAT programs.

Per the proposal, the current master's post-professional athletic training program annually receives 80-100 applications and accepts up to 15 students who earn funding support for graduate study (p. 7). The current master's level post-professional program requires 30 semester credits over a two-year period.

### External Consultant's Report

Dr. Mark Merrick, Director of the Division of Athletic Training at the Ohio State University School of Health and Rehabilitation Sciences and Past-President of the Commission on Accreditation of Athletic Training Education, reviewed the University of Florida's proposal for the establishment of the Doctor of Athletic Training. Dr. Merrick noted that the curriculum is well-crafted, and the Certificates of Added Qualification will provide students with the opportunity for specialization that is typically found in non-degree clinical residency training. Dr. Merrick also commented on the partnership with the Anaclerio Learning Center, which will provide medical simulation, as a strength of the program, as well as the existing engagement with community-based health care organizations and clinical practice partnerships.

Dr. Merrick wrote, "the proposed Doctor of Athletic Training degree program is well conceived, appropriately resourced, and promises to offer a novel and valuable program that benefits its students, institution, community, and the residents of the state of Florida" (Appendix D).

### Summary

The proposed program would be the second DAT in the State University System and will be one of few CAATE accredited doctoral programs in the nation. This will be the nation's only fully residential DAT program and will include Certificates of Added Quality in an area of distinction, which is also unique to this program. This program will offer the opportunity for post-professional education accredited by the Commission on Accreditation of Athletic Training Education.

Evidence exists that the number of athletic training job openings are increasing, providing a growing opportunity for graduates of the proposed program to fill

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workforce demands. While the current entry-level degree for licensing as an athletic trainer is the baccalaureate level, the decision has been made by the Athletic Training Strategic Alliance that the minimum pre-licensure degree will be a master's degree with implementation in 2022. Concurrently, the post-professional degree will move from the master's to the doctoral level (Source: <https://atstrategicalliance.org/strategic-alliance-degree-statement>).

Currently, eight of the twelve SUS institutions offer a pre-licensure athletic training program, and the University of South Florida and the University of Florida currently offer the post-professional program at the master's level. Florida International University is the only institution approved to offer the post-professional program at the doctoral level.

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

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

### **ACCOUNTABILITY**

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

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

YES   NO

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

The proposed program was approved by the University of Florida Board of Trustees on September 17, 2018 (p. 1).

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

The new academic program proposal was written in the standard SUS format in accordance with the criteria set forth in the Board Regulation 8.011.

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

The pre-proposal was presented to the CAVP on February 10, 2017. As written in the proposal, there was no formal concern raised (p. 3 and confirmed by Board staff).

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

The proposed degree program will be the second Doctor of Athletic Training

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program in the State University System of Florida. Florida International University (FIU) was approved to implement its program effective Fall 2018. The proposed curriculum differs from the curriculum offered at FIU, with each program having a unique niche. There were no letters of support or concern from provosts. The University of Florida has provided data that supports the need and demand for the proposed DAT program (pp. 6-9).

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

The proposal includes complete and accurate projected enrollment, faculty effort, and budget tables that are in alignment with each other.

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

The proposal includes a statement regarding meeting the goals of the university's equity accountability plan (p. 9). The Equal Opportunity Officer reviewed and signed the proposal on 3/28/18 (Appendix B).

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

A DAT is offered by FIU. The curricular offerings and mode of delivery differentiate the programs. The program proposal notes a consultation with FIU faculty member Dr. Michelle Odai (p. 7). There is no DAT offered by Florida Agricultural and Mechanical University.

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

YES    NO

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

The current budget was approved by the University Board of Trustees on September 17, 2018 (p. 1).

- ☒ ☐ **The university has reviewed the budget for the program to ensure that it is**

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**complete and reasonable, and the budget appears in alignment with expenditures by similar programs at other SUS institutions.**

Students in the post-professional DAT program will pay the standard in-state or out-of-state graduate rate for tuition and fees (p. 10). The proposed program cost is ~\$28,620.00 for in-state students (\$530 per credit hour for 54 credit hours) and ~\$67,770.00 for out-of-state students (\$1255.00 per credit hour for 54 credit hours). The proposal describes the faculty effort as measured in Person-Years increasing from 1.13 in year 1 to 2.41 in year 5 (Appendix A, Table 4).

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

Per the proposal, cost-recovery, market rate or differential tuition is not being sought (p. 10).

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

The proposal describes the termination of the BSAT and the MS in Applied Physiology and Kinesiology with a concentration in Athletic Training and projects that the redirection of resources to support the DAT will have a negligible impact on enrollment (p. 10). Resources currently allocated for the BSAT and MS (Athletic Training concentration) will be utilized within the DAT (p. 10).

### **READINESS**

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

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

**YES    NO**

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

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The proposal describes a collaborative planning process involving faculty, administrators, and an external consultant. A chronological table outlining the collaborative planning process is included in the proposal (pp. 15-17).

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

Dr. Mark Merrick, Director of the Division of Athletic Training at Ohio State University School of Health and Rehabilitation Sciences and Past-President of the Commission on Accreditation of Athletic Training Education, reviewed the University of Florida's proposal for the establishment of the Doctor of Athletic Training (Appendix D). Dr. Merrick noted that this program is a unique, advanced DAT degree that meets the CAATE requirements for post-professional education for advanced athletic training. Unique qualities of the proposed program include the four areas of distinction options which lead to a CAQ and this being the only 100% residential advanced practice DAT program nationally.

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

Per the proposal, the DAT advisory committee used the current and projected post-professional accreditation standards provided by the CAATE and standards of professional practice from the Board of Certification during the development of the proposed program (p. 17). The DAT advisory committee also incorporated the Institutes of Medicine Core Competencies as part of program development (p. 17).

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

This program will be 100% residential, which is unique to DAT programs offered as all others are offered as hybrid or 100% online (p. 14).

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

Not Applicable

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

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YES NO

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

The proposal describes program goals and specific student learning outcomes (p. 18). The proposal identifies the required coursework, portfolio requirements (pp. 18-19), includes a sample, sequenced course of study (p. 20), and describes the incorporation of the Certificate of Added Qualification modules in the curriculum.

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

The University of Florida will seek accreditation from the Commission on Accreditation of Athletic Training Education (CAATE) (p. 23). Accreditation for the post-professional DAT is a voluntary process. Per the proposal, the process will be initiated in Summer 2019 with the application pending program approval by the Board of Governors (p. 23).

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

YES NO

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

According to Appendix A, Table 4, four faculty will be affiliated with the program. Current faculty includes two clinical associate professors, one clinical assistant professor, and one senior lecturer.

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

Table 4 of the proposal identifies the academic discipline for the current clinical associate and assistant professors to be athletic training. The senior

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lecturer's academic discipline is applied physiology and kinesiology. All faculty have a terminal degree. The faculty curriculum vitae show teaching and clinical experience as well as scholarly productivity, including publications and grant activity (Appendix E).

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

The proposal narrative (p. 26) describes the Department of Applied Physiology and Kinesiology's national rankings (4<sup>th</sup> by the National Academy of Kinesiology in 2017 and the top 10 for many years in all available rankings). The department's research portfolio includes greater than \$4 million dollars in research support, and within the last two years, faculty within the department has won the Teacher-Scholar of the Year for the university, the University Teacher of the Year, the University Doctoral Advisor/Mentoring Award, and Advisor of the Year for undergraduate advising (p. 26).

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

Not addressed.

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

YES NO

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

The library director signed Appendix B on March 22, 2018, in support of the proposal. The proposal includes a listing of resources available to faculty, staff, and students within athletic training. Resources include, but are not limited to academic journals, databases, print and e-books, and streaming videos (pp. 26-29). Per the proposal, no additional library resources are required to implement the DAT (p. 29).

- ☒ ☐ **The university has ensured that the physical space necessary for the**

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**proposed program, including classrooms, laboratories and office space, is sufficient to initiate the program.**

According to the proposal, there is sufficient classroom, laboratory, exam, and office space to support this program (p. 29) and no additional space is needed to implement the DAT (p. 30).

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

The DAT program will utilize equipment and instructional resources that are currently available. The proposal includes a chart (pp. 30-34) that aligns required equipment with each course. The DAT program will need to retain access, and use of the Anaclario Learning and Assessment Center currently offered to students in the athletic training program and cadaver storage/access at the Health Science Complex (p. 34).

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

Current funding support, additional projected funding support, and additional projected scholarships are included in the proposal (p. 34). Funding support may also include clinical practice work funded by affiliate contracts and/or other colleges/affiliates across the UF campus.

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

A list of sites for clinical opportunities is included in the proposal (p. 24), which will meet the need to support the required clinical experiences.

**Table 4: Labor Market Demand, CIP Code 51.0913**

	Employment Change (Percent)		Annual Average Job Openings		Employment Change (Number)		
Occupations	FL, 2018- 26	National, 2016- 26	FL	National	FL, 2018- 26	National, 2016- 26	BLS Typical Education Needed for Entry
Athletic Trainers	22.0	22.8	111	2,200	295	6,300	Bachelor's degree

Sources:

U.S. Bureau of Labor Statistics – <https://www.bls.gov/ooh>Florida Department of Economic Opportunity - <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
June 12, 2019**

**SUBJECT:** Ph.D. in Anatomical Sciences Education, CIP 26.0403, University of Florida

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**PROPOSED COMMITTEE ACTION**

Consider approval of the Ph.D. in Anatomical Sciences Education, CIP 26.0403, at the University of Florida

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

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

**BACKGROUND INFORMATION**

The University of Florida's (UF) College of Medicine and College of Education are proposing a Ph.D. in Anatomical Sciences Education. The program will require the completion of 90 plus semester credit hours beyond the bachelor's degree, completion of qualifying and final exams, and completion of a dissertation. For those entering the program with a master's, up to 30 hours may be transferred at the discretion of the program director and the graduate school.

If approved, the program would be the first Ph.D. in Anatomical Sciences Education in CIP 26.0403 in the state of Florida. The program is designed to train individuals to become educators in all anatomical science disciplines and conduct anatomical pedagogy research.

UF will charge the institution's current approved graduate rate of tuition of \$448.73 per credit hour for in-state students and \$690.21 per credit hour for out-of-state students. Fees for in-state students are \$81.96 per credit hour, and fees for out-of-states students are \$535.20. The university does not intend to operate this program through continuing education on a cost recovery basis, seek approval for market-rate tuition, or establish differentiated graduate-level tuition.

The UF Board of Trustees approved the program on December 7, 2018. If approved by the Board of Governors, UF will implement the program effective Fall 2019.

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**Supporting Documentation Included:**

1. Board Staff Analysis
2. Program proposal available online at [www.flbog.edu](http://www.flbog.edu)

**Facilitators/Presenters:**

Dr. Chris Hass

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

**Program:** Ph.D. in Anatomical Sciences  
Education

**CIP Code:** 26.0403

**Institution:** University of Florida

**Proposed Implementation Date:** Spring 2019

**Staffed By:** Disraelly Cruz

**Initial Review Date:** 1/24/19

**Last Update:** 5/21/19

**Projected program costs:**

	Total	% & \$ Current Reallocated	% & \$ New Recurring	% & \$ New Non- Recurring	% & \$ C&G	% & \$ Philanthropy & Endowment	Auxiliary Funds	Cost per FTE	SUS 17-18 Average Cost per FTE
Year 1	\$392,779	100% \$392,779	0% \$0	0% \$0	0% \$0	0% \$0	\$0	\$0	\$13,285.44 26 CIP
Year 5	\$920,475	100% \$920,475	0% \$0	0% \$0	0% \$0	0% \$0	\$0	\$0	

**Projected FTE and Headcount are:**

	Student Headcount	Student FTE
First Year	2	2
Second Year	4	4
Third Year	6	6
Fourth Year	8	8
Fifth Year	10	10

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

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**Proposal Page Numbers:**

INTRODUCTION		ACCOUNTABILITY		READINESS				
Program Description	BOG Goals	Overall	Budget	Mission and Strength	Program Quality	Curriculum	Faculty	Resources
3	6	8	10	13	15	16	24	26

**A. Program Description:**

University of Florida's College of Medicine and College of Education are proposing a joint Doctor of Philosophy of Anatomical Sciences Education. This program is designed to train individuals to become fully qualified educators in all anatomical science disciplines and conduct scholarly research on anatomical pedagogy (p. 2). The joint degree will focus on anatomical knowledge, pedagogical expertise, and assessment skills critical for training students for a career in teaching anatomy at the university level and conducting scholarship in medical education.

The Ph.D. in Anatomical Sciences Education will require completion of a minimum of 90 credit hours beyond the bachelor's degree, completion of qualifying and final exams, and completion of a dissertation. For students who are accepted into the doctoral program with a master's, up to 30 credit hours may be transferred at the discretion of the program director and the graduate school (p. 14).

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

The proposal provides alignment of the program with the State University System's (SUS) strategic plan in the areas of academic and research excellence. The joint doctoral program focuses on anatomical sciences, educational research, and curriculum instruction and design. It is expected that graduates will go on to teach at higher education institutions and produce scholarly research on medical education (p. 2). The production of research in anatomical sciences education is in line with the SUS's strategic goal of increasing research and commercialization activity. Additionally, while not included as a program of strategic emphasis, graduates of the program will engage in STEM education for additional science programs which are included in the areas of strategic emphasis (p. 5).

**Need for Graduates in the Labor Market**

The proposal documents the need for doctorates in anatomical sciences education. Citing a journal article from *Anatomical Sciences Education*, the proposal notes the need for anatomists trained in methodologies of teaching and evaluation (pp. 5-6). One reason for the increase in need is that traditionally-trained anatomists are retiring and

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not being sufficiently replaced. Dr. Brokow, Director of Indiana University's Anatomical Sciences Education Program, notes that "rarely a week goes by where I do not receive at least one phone call or e-mail from a program somewhere seeking to fill a faculty tenure-track teaching position in anatomy" (p. 253). Additionally, there has been an increase in the number of medical schools and physician assistant programs, resulting in a greater need for anatomy instructors. A second reason is that new educational technologies have been developed that supplement cadaver-based anatomy courses, creating complementary and alternative methods of anatomy education (pp. 5-6). Although these new educational technologies are more cost-effective, there is a gap of qualified educators who have the skillset to integrate the emerging technologies into the current established curriculum.

Board staff conducted an independent analysis of labor market data, both nationally and locally, and the job outlook for anatomical sciences (CIP 26.0403) is projected to grow at an above average pace. As noted in Table 1, ten-year growth projections for postsecondary instructors is fifteen percent. Additional opportunities beyond academia are available and also have strong projections, but these opportunities do not require an advanced degree.

A search was conducted on the Chronicle of Education's job board<sup>1</sup> on April 2, 2019, to assess the availability of academic jobs. Between August of 2018 and April 2, 2019, 93 full-time academic job openings were posted. Position requirements ranged from expertise in general biology with the ability to teach human anatomy to position announcements that explicitly sought individuals with expertise in human anatomy. For example, Miami University in Ohio has an opening for a full-time Assistant Teaching Professor of Biology in Human Anatomy and Physiology who will teach courses in human physiology, human anatomy and physiology, human anatomy, and pathophysiology. The Alabama College of Osteopathic Medicine has an opening for an individual with a Ph.D. of Human Anatomy who can teach a cadaver-based clinical course.

Board staff noted that several positions were non-tenure track, teaching positions, or sought faculty members with expertise in specific biomedical sciences. A few job announcements stated research and grant funding expectations. For example, one opening at the University of Central Florida's College of Medicine specifically sought an individual with expertise in pathology to teach courses in neurobiology, musculoskeletal, anatomy, and cadaver autopsy pathology while also conducting research and obtaining external funding.

Graduates of the proposed anatomical sciences education program may tailor their electives to prepare to teach courses in a variety of biomedical sciences; however, as

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<sup>1</sup> Retrieved from [https://chroniclevitae.com/job\\_search/new](https://chroniclevitae.com/job_search/new) on April 2, 2019.

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**Table 1: Labor Market Demand for Anatomy (CIP 26.0403)**

Occupations	Employment Change (Percent)		Annual Average Job Openings		Employment Change (Number)		BLS Typical Education Needed for Entry
	FL, 2018-26	National, 2016-26	FL	National	FL, 2018-26	National, 2016-26	
Natural Sciences Managers	12.4	9.9	104	5,200	130	5,600	Bachelor's degree
Biological Scientists, All Other	9.3	8.0	178	3,700	166	3,100	Bachelor's degree
Medical Scientists, Except Epidemiologists	18.7	13.4	243	12,100	402	16,100	Doctoral or professional degree
Biological Science Teachers, Postsecondary	15.5	15.2	230	6,000	357	9,400	Doctoral or professional degree

Sources:

U.S. Bureau of Labor Statistics - <https://www.bls.gov/ooh>Florida Department of Economic Opportunity - <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

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noted by one of the external consultants “there are few opportunities for external awards that support educational scholarship” (p. 252). While the consultant was focusing on stipends and institutional support for graduates, external funding could be an area of concern for individuals choosing to specialize in anatomical sciences education versus biomedical sciences. The external funding concern may be less of an issue for teaching positions.

The proposed Ph.D. of Anatomical Sciences Education will be one of three in the United States (U.S.), one of four internationally, and only one of two programs in the U.S. that has a joint program with the College of Education. Given the projected headcount of the program, the headcounts of the other four programs, and the headcounts of biomedical sciences doctoral students in the SUS, the job outlook for graduates of the proposed doctoral program appears strong.

### **Student Demand for the Program**

Three surveys were conducted to assess demand for a program in anatomical sciences education. The first survey was conducted in 2017 with students who were enrolled in the Department of Anatomy and Cell Biology’s online certificate in anatomical sciences education. The purpose of this survey was to identify current students’ careers. Seven of the twelve students that responded identified as instructors at community colleges or teachers in secondary education. In another survey conducted in the summer of 2017, six out of eleven respondents identified as teachers or instructors. Eight out of eleven respondents expressed interest in enrolling in an online master’s in anatomical sciences or an on-site doctoral program in anatomical sciences education (p. 6). Another survey, conducted in the fall of 2017, sought to identify students’ interest in pursuing advanced degrees. Of 17 respondents, less than half of the respondents (47.1%) indicated that they would be interested in pursuing a master’s or doctorate in anatomical sciences education, with 2.3% indicating they were possibly interested (p. 7).

Within the State University System, this would be the first doctoral program offered in CIP 26.0403 with a focus on anatomy and anatomy pedagogy. While no other doctoral program in the System is substantially similar, the enrollment and degrees awarded for the System’s doctoral programs in biological and biomedical sciences are included in Tables 2 and 3. The proposal notes that these two programs primarily prepare individuals to enter health-care professions, whereas the proposed program is focused on preparing educators in anatomical sciences (p. 2). The projected headcount is two for the first year and ten by the fifth year. Per the proposal, the primary source of students for this program will be individuals who have previously graduated from the University of Florida (Appendix A, Table 1-B). Given these numbers, there would not be a duplication of programs in the SUS.

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**Table 2: Enrollment, Ph.D. in Biological/Biomedical Sciences (CIP 26.9999)**

<b>Institution</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
UF	190	190	186	182	196
USF	100	89	92	88	78
<b>Grand Total</b>	<b>290</b>	<b>279</b>	<b>278</b>	<b>270</b>	<b>274</b>

Source: Board ODA analysis of enrollment by CIP, retrieved April 2, 2019

**Table 3: Degrees Awarded, Ph.D. in Biological/Biomedical Sciences (CIP 26.9999)**

<b>Institution</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
UF	37	33	37
USF	13	25	15
<b>Grand Total</b>	<b>50</b>	<b>58</b>	<b>52</b>

Source: Board ODA analysis of enrollment by CIP, retrieved April 2, 2019

### External Consultant's Report

Dr. Michael Lehman, Professor and Chair of the Department of Neurobiology and Anatomical Sciences at the University of Mississippi Medical Center; Pawlina Wojciech M.D., Professor and Chair of Anatomy at Mayo Clinic; and Dr. James J. Brokaw, Professor and Vice Chair for Education of the Department of Anatomy and Cell Biology at Indiana University School of Medicine, reviewed the University of Florida's proposal for the Ph.D. in Anatomical Sciences Education. All three consultants provided letters of support.

All three consultants commented on the value and need for anatomical sciences educators. Dr. Lehman noted the shift in the discipline from "wet lab research and teaching to a discipline that centers on the careers of faculty who are master teachers and educator-scholars" (p. 251). Dr. Lehman added that the proposed program would support disciplinary changes towards a more integrated curriculum calling the program "novel and forward thinking, presenting unique opportunities for types of training experiences students can take advantage of" (p. 251). Dr. Brokaw noted the need and demand for qualified anatomy teachers stating "rarely a week goes by where I don't receive at least one phone call or e-mail from a program somewhere seeking to fill a faculty tenure-track teaching position in anatomy" (p. 253).

All three consultants expressed concern over the number and training of faculty members. Both Dr. Lehman and Dr. Brokaw mentioned that while a critical mass is present to start the program, the program should consider investing in future junior faculty lines, especially in the area of anatomical sciences education. Dr. Lehman and Dr. Wojciech discussed the importance of faculty development. Dr. Wojciech suggested additional training for College of Medicine faculty (p. 252). In response to this concern, the proposal provides information regarding medical and dental students success on

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Step-I of the United States Medical Licensing Examination. Additionally, the College of Medicine faculty has regularly received exemplary teaching awards (p. 25).

Lastly, Dr. Lehman and Dr. Wojciech commented on the importance of stable funding for graduate student stipends. Recognizing that traditional biomedical science doctoral programs funding comes from external grants and awards, Dr. Lehman noted that there are fewer opportunities for external research awards that support educational scholarship (p. 251). Dr. Wojciech also noted the value of disseminating students' research and supporting travel to national and international meetings (p. 212).

### **Summary**

The University of Florida is proposing to develop a Ph.D. of Anatomical Sciences Education. This program will be the first doctoral program with the CIP 26.0403 in the SUS. The purpose of the program is to prepare students to teach and conduct research in the anatomical sciences (p. 2). The proposed program requires a minimum of 90 or more credit hours beyond the bachelor's degree and will be offered on the University of Florida main campus beginning fall of 2019.

The proposed program addresses both the growing need for postsecondary educators and the disciplinary changes that have emerged due to new educational technologies. Graduates of this program will not only be trained in both new technologies and cadaveric dissections but will also be conducting scholarship to improving pedagogical approaches to the anatomical sciences.

An assessment was done with students who were enrolled in the online Anatomical Sciences Education Certificate program. These students were asked one global question: "Would you be interested in an online anatomical education master's or on-site Ph.D. program (p. 7)?" As the online anatomical sciences master's and the doctorate in anatomical sciences education are two completely separate proposed programs, it is difficult to assess what a "yes" response is referencing. A targeted question focusing on the on-site Ph.D. program would have been more helpful to ascertain students' interest in the program.

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

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

### **ACCOUNTABILITY**

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

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

YES NO

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

The proposal was approved by the University of Florida's Board of Trustees on December 7, 2018.

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

The new academic program proposal was written in the standard SUS format and in accordance with the criteria set forth in Board Regulation 8.011.

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

The Ph.D. pre-proposals was presented to the CAVP in October of 2017, and no formal concerns were present. However, the CAVP asked about the value the educational component would add to the degree (p. 3). The proposal claims that the value of including the educational component is to produce anatomy educators who can teach all aspects of anatomical disciplines including cell biology, histology, and gross anatomy as well as research pedagogical aspects of teaching the sciences.

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

The proposed degree program would be the first doctoral program in the State University System under this CIP code. While there are other programs under CIP 26.9999, which is Biological/Biomedical Sciences, these other programs are designed to prepare individuals for health-care professions.

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

Appendix A, Tables 1-4 reflect the enrollment growth, faculty effort, and budget.

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

The University of Florida's Equal Opportunity Officer reviewed and signed the proposal on February 6, 2018.

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

The program does not duplicate programs at Florida Agricultural and Mechanical University or Florida International University.

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

YES    NO

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

The current budget was approved by the University Board of Trustees on December 7, 2018.

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

The projected E&G cost per FTE in year one is \$14,547, and in year five is \$15,341. The projected costs for the program corresponds with the calculated average cost per FTE of \$13,285.44 for CIP 26, as provided in the 2016-2017 expenditure analysis report.

- ☐ ☒ **The proposal indicates that the program will follow the cost-recovery or**

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**market-rate funding models. If so, details and timelines for getting approvals for these funding models are included in the proposal.**

The program will operate as a traditional graduate program.

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

Present course offerings will absorb doctorate students. The program is looking for support from the University of Florida Graduate Office, College of Medicine's Dean Education Office, and from the department through a redirection of funding to secure financial support for the Ph.D. students. At the department level, one possible funding source is the currently ongoing certificate and future online master's program.

### **READINESS**

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

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

**YES    NO**

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

The proposal describes a collaborative planning process involving faculty from both colleges, administrators, and external consultants. A chronological table outlining the collaborative planning process is included in the proposal (p. 14).

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

Dr. Michael Lehman, Professor and Chair of the Department of Neurobiology and Anatomical Sciences at the University of Mississippi Medical Center; Pawlina Wojciech M.D., Professor and Chair of Anatomy at Mayo Clinic; and Dr. James J. Brokaw, Professor and Vice Chair for Education of the Department of Anatomy and Cell Biology at Indiana

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University School of Medicine, reviewed the University of Florida's proposal for the Ph.D. in Anatomical Sciences Education. While all three consultants discussed the innovative nature of the program and need for more educators in the anatomical sciences, all three expressed concern regarding faculty and graduate student funding. Dr. Lehman and Dr. Wojciech suggested faculty development for current and new faculty, and Dr. Lehman added that the program should consider adding junior faculty in the future. Lastly, Dr. Lehman and Dr. Wojciech noted the importance of stable graduate student funding for stipends and conference travel. Specifically, Dr. Lehman noted that there are limited external funding sources for an educational scholarship (p. 252).

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

Both Colleges are individually accredited and no additional concerns were expressed.

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

According to the proposal, all courses will be offered on-site.

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

N/A

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

YES   NO

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

The program proposal identifies specific program outcomes in areas of teaching, anatomical sciences research, and educational research (p. 13). The program requires a student to complete a minimum of 90 credit hours including core courses in anatomy and biomedical sciences (24 credit hours),

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curriculum and instruction courses (6 credit hours), educational research courses (7-10 credit hours), dissertation hours (15 credit hours), and additional electives in anatomy and biomedical sciences or education research. Students are also expected to complete written and oral comprehensive exams before continuing to the dissertation.

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

The colleges are accredited separately. The College of Medicine was fully accredited by the Liaison Committee on Medical Education (LCME) in 2015 (p. 19). The next review will be in 2022-2023. The university is accredited through Southern Association of Colleges and Schools Commission on Colleges, and the accreditation was reaffirmed in 2014 (p. 19). It is possible that there is not an accrediting agency specifically for anatomical sciences education. The College of Education has been fully accredited through the Council for the Accreditation of Educator Preparation (CAEP).

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

YES NO

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

According to Appendix A, Table 4, sixteen current faculty members will participate in the doctoral program. The faculty includes nine professors, five associate professors, one assistant professor, and one assistant lecturer. The external consultants noted that the program should consider hiring junior faculty in the future, specifically in the area of Anatomical Sciences Education (p. 252).

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

Appendix A, Table 4 of the proposal identifies the academic discipline for current faculty. Eight faculty members are from the College of Medicine,

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and eight faculty members are from the College of Education. Two of the faculty members from the College of Medicine possess Medical Doctorate degrees.

While members of the faculty have participated in research and teaching, few have researched science pedagogy. One noted exception is Dr. Alyson Adams who has researched educating in professional settings.

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

Faculty in both colleges are active in research, education, and local/national service. Some faculty members are more experienced in aspects than others. There are faculty members from both colleges who have experience leading doctoral committees and dissertations. Faculty teaching in the molecular and Cellular Biology (MCB) concentration in Biomedical Sciences have chaired/directed 59 Ph.D. dissertations (p. 21). Thirteen more dissertations are in progress. Faculty members also serve on committees for graduate students in other concentrations. The proposal primarily focuses on the College of Medicine and Science faculty, but the vitas from the College of Education demonstrate a strong history of publications, research, and teaching.

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

No new faculty members are anticipated.

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

YES NO

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

Per the proposal, no additional databases, journals, or books are needed to support the implementation of the program. It is possible that additional materials (e.g., hard-copy of journals and other collections) will be needed to

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sustain the program through year 5 (p. 23); however, according to Appendix A, Table 2, no funds are budgeted for these expenses. The Library Director signed the proposal on February 4, 2018 (Appendix B of the proposal).

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

According to the proposal, students will be absorbed into already existing courses, so additional facilities, classrooms, laboratories, or office space are not needed at this time (p. 24).

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

Per the proposal, no additional or specialized equipment is needed for the proposed program.

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

Ph.D. students will be offered teaching assistantships.

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

N/A

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
June 12, 2019**

**SUBJECT:** Ed.D. in Instructional Design and Technology, CIP 13.0501, University of West Florida

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**PROPOSED COMMITTEE ACTION**

Consider approval of the Ed.D. in Instructional Design and Technology, CIP 13.0501, at the University of West Florida

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

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

**BACKGROUND INFORMATION**

The University of West Florida (UWF) is proposing to establish a professional doctoral program in Instructional Design and Technology. The purpose of the program is to prepare students to serve in leadership roles for organizational development, performance improvement, technology integration, and workplace learning. The Instructional Design and Technology program will consist of 48 credit hours of formal course work and 18 dissertation hours, for a program total of 66 credit hours. The program will be delivered in an online format; however, students will attend three in-person residencies during the program.

The university will charge the institution's current approved online graduate rate of tuition of \$384.60 per credit hour for in-state students and \$1,044.24 per credit hour for out-of-state students. The tuition amount includes the fees for the proposed program. The university does not intend to operate this program through continuing education on a cost recovery basis, seek approval for market-rate tuition, or establish differentiated graduate-level tuition.

If approved, this would be the first Ed.D. in Instructional Design and Technology under CIP code 13.0501, which is an identified Program of Strategic Emphasis under the Science, Technology, Engineering, and Mathematics area.

The UWF Board of Trustees approved the program on December 5, 2018. If approved by the Board of Governors, UWF will implement the program effective Fall 2020.

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**Supporting Documentation Included:**

1. Board Staff Analysis
2. Program proposal available online at [www.flbog.edu](http://www.flbog.edu)

**Facilitators/Presenters:**

Dr. George Ellenberg

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Dr. William Crawley

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

**Program:** Ed.D. in Instructional Design  
and Technology

**CIP Code:** 13.0501

**Institution:** University of West Florida

**Proposed Implementation Date:** Fall 2020

**Staffed By:** Jeremy M. Hudak

**Initial Review Date:** 3/1/2019

**Last Update:** 5/10/2019

**Projected program costs:**

	Total	% & \$ Current Reallocated	% & \$ New Recurring	% & \$ New Non- Recurring	% & \$ C&G	% & \$ Philanthropy & Endowment	Auxiliary Funds	Cost per FTE	SUS 17-18 Average Cost per FTE
Year 1	\$364,112	100% \$364,112	0% \$0	0% \$0	0% \$0	0% \$0	\$0	\$16,551	\$13,905 13 CIP
Year 5	\$448,875	98% \$438,875	2% \$10,000	0% \$0	0% \$0	0% \$0	\$0	\$5,101	

**Projected FTE and Headcount are:**

	Student Headcount	Student FTE
First Year	30	16.5
Second Year	60	33
Third Year	90	49.5
Fourth Year	120	66
Fifth Year	120	66

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

**Proposal Page Numbers:**

INTRODUCTION		ACCOUNTABILITY		READINESS				
Program Description	BOG Goals	Overall	Budget	Mission and Strength	Program Quality	Curriculum	Faculty	Resources
2	3	5	10	14	16	17	23	29

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**A. Program Description:**

The University of West Florida (UWF) is proposing a Doctorate of Education (Ed.D.) in Instructional Design and Technology (IDT). The proposed IDT program will be a total of 66 credit hours and will be offered as a fully-online degree program. Students will complete 48 credit hours of formal coursework at the 7000 and 8000-level. Students will then complete a "Dissertation in Practice" for the remaining 18 credit hours of the program. The "Dissertation in Practice" will allow students to demonstrate their ability to apply concepts acquired from coursework throughout the program to problems of practice, while simultaneously affecting change within a chosen organization.

The IDT program is currently offered as a specialization in the existing, Board of Governors approved Ed.D. in Curriculum and Instruction under CIP 13.0101. The proposal indicates that one of the factors that support the need for this program is the high enrollment in the existing specialization. Additionally, the proposal states that the workforce demand for program graduates is very high.

In addition to the coursework, students will be required to attend three residencies throughout the program. For these residencies, students will be expected to interact face-to-face with faculty members from the program. The students will complete coursework in preparation for the residencies. The first residency experience will take place during the first year of coursework in the program at the UWF main campus. The second will occur during the second year of the program and will be held at a specific location in conjunction with a professional conference within the state of Florida. The final residency will occur upon completion of coursework and will be held at the UWF main campus.

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

The proposed program aligns very well with the both Board of Governors' Strategic Plan as well as the Strategic Plan of the University of West Florida. Specifically, the proposed program aligns with the following areas in the Boards' Strategic Plan: Strength Quality; Reputation of Academic Programs and Universities; Increase Degree Productivity and Program Efficiency, and Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis.

Table 1 shows the two Standard Occupation Codes (SOC) that are linked to the proposed CIP code for the program. Board staff noted that both occupations have a high percentage growth rate. However, staff did note the low number of projected annual openings for Audio-Visual and Multimedia Collections Specialists. Board staff also noted that the U.S. Bureau of Labor Statistics

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**Table 1: Labor Market Demand for CIP Code 13.0501 (as well as 13.0401 and 52.1001)**

Occupations	Employment Change (Percent)		Annual Average Job Openings		Employment Change (Number)		BLS Typical Education Needed for Entry
	FL, 2018-26	National, 2016-26	FL	National	FL, 2018-26	National, 2016-26	
Audio-Visual and Multimedia Collections Specialists	25.0	8.9	2	1,100	4	1,000	Bachelor's degree
Instructional Coordinators	11.5	10.5	1,177	16,900	1,251	17,200	Master's degree
Training and Development Managers	14.4	10.3	141	3,500	182	3,600	Bachelor's degree
Education Administrators, Postsecondary	11.5	10.1	142	15,700	177	18,200	Master's degree

Sources:

U.S. Bureau of Labor Statistics – <https://www.bls.gov/ooh>Florida Department of Economic Opportunity - <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

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identified the typical education needed for entry for both SOC's linked to this CIP Code is less than a doctorate.

Board staff communicated with UWF regarding the workforce demand for this program and UWF provided clarification. First, UWF explained that the program is designed for individuals looking to advance their career, and students will be required to earn a master's degree before entering the program. Second, UWF identified two additional SOC's that this program is designed to align with Training and Development Managers and Postsecondary Education Administrators. Both occupations have a solid projected growth within the state and nationally. Finally, in their response to Board staff, UWF provided examples of several job postings that would align with the skills students would acquire by completing the proposed program.

While enrollment data on similar programs is limited for the system, the Ph.D. program at Florida State University (FSU), is showing a strong, but declining overall enrollment (See Table 2). However, as shown by Table 3, the degree production has remained relatively consistent. Overall, Board staff find that unnecessary program duplication is not an issue in this case.

**Table 2: Historical Enrollment (Fall Headcount) for CIP Code 13.0501**

<b>Institution</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
FSU	55	56	48	45	34
<b>Grand Total</b>	<b>55</b>	<b>56</b>	<b>48</b>	<b>45</b>	<b>34</b>

Source: Board ODA analysis of enrollment by CIP, retrieved April 2, 2019

**Table 3: Historical Degrees Awarded for CIP Code 13.0501**

<b>Institution</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
FSU	10	7	12
<b>Grand Total</b>	<b>10</b>	<b>7</b>	<b>12</b>

Source: Board ODA analysis of degrees awarded by CIP, retrieved April 2, 2019

UWF plans to charge the institution's approved graduate tuition for this program of \$384.60 per credit hour for in-state students and \$1,044.24 per credit hour for out-of-

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state students. The tuition amounts for the proposed program also includes the fees. Table 4 provides information on UWF's proposed tuition for the program.

**Table 4: Graduate Online Tuition (Reported by University)**

<b>Tuition Type</b>	<b>Cost Per Credit Hour</b>
Florida In-State Online Tuition	\$384.60
Full Out-of-State Online Tuition	\$1,044.24
Active Duty Military Online Tuition (Out-of-State Fees waived)	\$384.60

Source: Page 2 of UWF's response memo to Board of Governors Staff

As mentioned previously, FSU is the only other SUS institution with a program under the same CIP code as the proposed program at UWF. For purposes of comparison, Table 5 provides FSU's graduate tuition as reported to the Board's Budget Office for 2018-2019:

**Table 5: FSU Graduate Tuition**

<b>Tuition Type</b>	<b>Cost Per Credit Hour</b>
In-State Tuition	\$480.99
Out-of-State Tuition	\$1,092.22

Source: "State University System of Florida, Tuition and Required Fees, 2018-19"

[https://www.flbog.edu/board/office/budget/\\_doc/tuition/2018-19-SUS-Tuition-and-Fee-for-New-Students-by-level.pdf](https://www.flbog.edu/board/office/budget/_doc/tuition/2018-19-SUS-Tuition-and-Fee-for-New-Students-by-level.pdf)

Additionally, Board staff in the University Budgets Office reviewed the budget section of the proposed program and had no concerns.

The proposed program aligns with the mission and strengths of UWF. Specifically, the proposed program builds on UWF's mission to: provide high-quality undergraduate and graduate education; conduct teaching and research that serves the body of knowledge and contributes to the needs of the professions and society. The proposed program will also build on several institutional strengths. It will build on the existing Master of Education in IDT, and provide an outlet for further education and training to those students. The program faculty are positioned to expand the quality of online education due to their involvement in the College of Education and Professional Studies' Office of Academic Excellence in Instructional Strategies (AXIS) at UWF. The AXIS office is also staffed by students in existing IDT programs at the institution.

Overall, Board staff find this program to be a good fit for UWF. The university has existing feeder programs, and experienced faculty, all uniquely positioned to ensure this program is successful if approved by the Board of Governors. The proposed

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program would also be the first Board of Governors approved Professional Doctorate in this CIP which positions UWF well going forward.

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

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

#### **ACCOUNTABILITY**

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

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

**YES    NO**

- ☒    ☐ **The proposal has been approved by the university board of trustees and includes all required signatures.**
- ☒    ☐ **The university has provided a proposal written in the standard SUS format which addresses new academic program approval criteria outlined in BOG Regulation 8.011.**
- ☒    ☐ **The pre-proposal was reviewed by the Council of Academic Vice Presidents (CAVP) workgroup, and any concerns identified by the group have been listed and addressed in the proposal.**

The proposal was reviewed initially in 2012, then presented again on April 6, 2018.

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

There are currently no other existing Ed.D. programs approved by the Board of Governors under this CIP code. However, Florida State University is approved to offer a face-to-face Ph.D. program under this CIP code.

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

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UWF reports that they plan to enroll 15 students each term (Fall and Spring semesters) for a total of 30 students per year. By year 4 of the program, the enrollment is projected to peak at 120 students. This would remain constant beyond year 4 of the program. If the program enrollment matches the projections, UWF reports that they will convert non-tenure faculty to tenure-earning faculty positions by year 4 of the program. UWF will regularly review the number of faculty available for the program to ensure there is an adequate number of faculty available to support students enrolled in the proposed program. Some of the courses in the proposed program are shared with the Ed.D. in Curriculum and Instruction. As a result, faculty teaching those courses will participate in both programs.

Since the program has three semesters per academic year, (Fall, Spring, and Summer) UWF has shared that funding will be available for faculty to teach courses in the program over the summer semester. In year 1 of the program, two courses will be available over the summer, and by year 5 of the program, there are nine courses projected to be offered over the summer.

- ☒ ☐ **The university has included a statement in the proposal signed by the equity officer as to how this proposal will meet the goals of the university's equity accountability plan.**
- ☐ ☒ **The program does not substantially duplicate programs at FAMU or FIU or, if it does, evidence was provided that consultations have occurred with the affected university on the impact of the new program on existing programs.**

The program does not duplicate existing programs, approved by the Board of Governors, at Florida Agricultural and Mechanical University or Florida International University.

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

YES    NO

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

The University of West Florida Board of Trustees approved the most recent budget for this program on December 5, 2018.

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

The projected cost per FTE is comparable to the Board of Governors estimated cost for CIP 13.

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

The program does not intend to operate under a cost recovery or market-rate funding model.

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

The institution has indicated that it believes there will be no impact on existing programs. In their response to Board staff, UWF provided enrollment numbers for the existing Ed.D. in Curriculum and Instruction (C&I), as well as for the Instructional Design and Technology specialization embedded within the existing Ed.D. The program has a strong enrollment history based on the information provided by UWF. Additionally, the faculty for the proposed program will continue to participate in the existing Ed.D. in C&I program until all students currently enrolled in the IDT specialization have completed their required coursework and dissertation. Finally, the resources allocated to the proposed program are those that were used to support the IDT specialization within the current Ed.D. in C&I, and they only represent a portion of the overall allocation for the program. UWF will continue to ensure the existing Ed.D. in C&I retains the balance of funding and resources historically allocated to the program.

### **READINESS**

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

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

**YES    NO**

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

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

The external consultant for this proposal was Dr. Daniel Surry, Associate Dean for Curriculum and Assessment in the Harrison School of Pharmacy at Auburn University.

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

Among the recommendations from the most recent program review for the Ed.D. in Curriculum and Instruction (C&I) was a recommendation to advance the Specialization in Instructional Design and Technology to a stand-alone degree program. Additional recommendations included having faculty review distance learning offerings, and examining the mission of each specialization embedded with the Ed.D. in C&I to build a more focused "core" curriculum within each specialization.

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

With the exception of three required residencies, this is intended to be a fully online program.

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

Not Applicable for this program

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

YES NO

- ☒ ☐ **The university has reviewed the curriculum and found that the course of study presented is appropriate to meet specific learning outcomes and**

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**industry driven competencies discussed in the proposal.**

UWF incorporated industry competencies from the International Board of Standards for Training, Performance, and Instruction (IBSTPI) to inform the development of this program proposal.

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

The proposal does not identify accreditation bodies for the program. However, it does indicate that all courses in the program align with the Quality Matters standards, and all new courses will obtain Quality Matters Certification before being offered. Additionally, UWF is a member of the Carnegie Project for the Education Doctorate (CPED).

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

YES NO

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

According to UWF's response to the Board office, the faculty primarily teaching in this program are existing faculty currently teaching in the IDT specialization embedded within the existing Ed.D. in Curriculum and Instruction. Some faculty will continue to support both programs because there are several courses shared between the programs.

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

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

The university provided multiple examples of productivity for the academic unit associated with the proposed degree program including FTE Productivity; Student Headcounts; Research Productivity; Community

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Engagement; and University Service.

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

Evidence for this is not presented in the proposal or Table 4-Appendix. However, UWF shared that, if the program enrollments match the projections in the proposal, the university will convert existing non-tenured earning faculty to tenure-earning faculty by year four of the program. Additionally, the university will conduct regular reviews of the faculty available to support the program to ensure program quality and sufficient support for students enrolled in the program.

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

YES NO

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

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

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

The University of West Florida will utilize the Learning Management System, Canvas, to deliver the program.

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

The proposal indicates that the university intends to offer 15-18 assistantships/fellowships valued at \$3,500-\$5,000 per student in year 1 of the program. The number of recipients will increase to 25 students by year 5 of the program.

- ☐ ☒ **If applicable, the university has ensured that the department has arranged**

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**a suitable number of clinical and internship sites.**

The proposal states that internships are not included in this program.

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
June 12, 2019**

**SUBJECT: Articulation Coordinating Committee Credit-By-Exam Equivalencies**

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**PROPOSED COMMITTEE ACTION**

Consider approval of the Articulation Coordinating Committee's recommended Credit-By-Exam Equivalencies, effective June 12, 2019

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Section 1007.27(2), Florida Statutes, requires the Articulation Coordinating Committee (ACC) to establish passing scores as well as course and credit equivalents for Advanced Placement, Advanced International Certificate of Education Program, International Baccalaureate, DSST (DANTES), Defense Language Proficiency Test, UExcel, and College-Level Examination Program (CLEP). Board of Governors Regulation 6.006, Acceleration Mechanisms, recognizes the use of the ACC equivalencies for determining satisfactory performance for the purpose of awarding equivalent course credit to be applied towards degree requirements. State University System (SUS) and Florida College System (FCS) institutions are required to award the minimum recommended credit as designated to ensure consistent application of credit by institutions in both systems.

The ACC, which has SUS representation within its membership, approved revisions to the equivalencies at its February 27, 2019 meeting. These revisions are being brought forward to both the Board of Governors and the State Board of Education for consideration and approval. The approval will allow for credit by examination to be processed identically for both SUS and FCS institutions.

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<b>Supporting Documentation Included:</b>	ACC Credit-By-Exam Equivalencies
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<b>Facilitators/Presenters:</b>	Dr. Traki L. Taylor
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## ARTICULATION COORDINATING COMMITTEE

### CREDIT-BY-EXAM EQUIVALENCIES

Initially Adopted November 14, 2001

Section 1007.27(2), Florida Statutes, requires the Articulation Coordinating Committee (ACC) to establish passing scores and course and credit equivalents for Advanced Placement (AP), Advanced International Certificate of Education Program (AICE), International Baccalaureate (IB), DSST (DANTES), Defense Language Proficiency Test (DLPT), UExcel (Excelsior College Exams), and College-Level Examination Program (CLEP) exams.

Public community colleges and universities in Florida are required to award the minimum recommended credit for AP, AICE, IB, DSST, DLPT, UExcel (Excelsior), and CLEP exams as designated.

The following are guidelines to use in applying the list of credit-by-exam equivalents:

#### AWARDING CREDIT FOR EXAMS

If a student achieves the score listed on an AP, AICE, IB, DSST, DLPT, UExcel (Excelsior), or CLEP exam, state universities and community colleges must award the minimum recommended credit for the course or course numbers listed, **even if they do not offer the course**. Up to 45 total credit-by-exam credits may be awarded for guaranteed transfer. Credits earned through Credit by Exam that exceed 45 semester credit hours may be transferred at the discretion of the receiving institution.

- Institutions must use the course number listed, unless it would be advantageous for the student to award a specific course number with equal credit that satisfies program prerequisites or other requirements.
- Institutions must award the same number of credits that are ordinarily awarded for the course or the minimum listed, whichever is greater.
- Institutions may award more credit than the minimum listed, but may not use additional course numbers that will automatically transfer. Institutions should carefully consider what is required for students' degree plans before awarding additional credit.

- Credit by examination may not duplicate credit previously earned through examination or through postsecondary courses in which a grade of “C” or higher has been earned.
- If no specific course number is listed, but a number of credits is given, institutions must award credit. They may use any appropriate course number in the subject area, or no number.
- If a particular exam is not listed, award of credit is at the discretion of the institution. Institutions may not use course numbers that will automatically transfer. Acceptance of the credit will be at the discretion of the receiving institution.
- Institutions may not award credit for scores below those listed. Nor may they require scores higher than those indicated for the award of credit.
- If students have old scores (taken prior to November, 2001), institutions may either use the new minimum scores and course equivalents, or the institution’s policy in effect when the student took the exam.

## **GENERAL EDUCATION, COMMON PREREQUISITES, AND GORDON RULE**

For purposes of completing the requirements for general education, Gordon Rule, or major prerequisites, credit for specific course numbers awarded by exam should be treated no differently from credit earned in the same courses at the receiving institution.

Courses designed as <sup>core</sup> in this document are also designated as a general education core course pursuant to State Board of Education Rule 6A-14.0303, F.A.C., *General Education Core Course Options* and Board of Governors Regulation 8.005 *General Education Core Course Options*.

## **OTHER EXAM PROGRAMS**

Excelsior College Exams are now administered under the UExcel program and appropriate credit shall be awarded.

Pursuant to State Board of Education Rule 6A-10.024 (adopted via resolution by the Board of Governors in November 2005) institutions **are** required to accept the credit in transfer if another institution has awarded credit based on the list of equivalents.

### ADVANCED PLACEMENT (AP)

Advanced Placement exams are taken after students complete the corresponding Advanced Placement course in high school. Advanced Placement courses are challenging, college-level courses that are designed to parallel typical lower-level undergraduate courses. Exams are developed by committees of college and secondary faculty, and are given to test groups of students in actual college courses to determine appropriate passing scores. More information about Advanced Placement, including descriptions of courses and sample examination questions, is available at <http://apcentral.collegeboard.com/apc/Controller.jpf>. Page 16 of the AP Calculus Course Description, at <http://apcentral.collegeboard.com/apc/public/repository/ap-calculus-course-description.pdf> describes how to award credit for the AP Calculus BC *subscore*.. The subscore description for the Music Theory exam is available in the Course Description booklet online at AP Central, [http://apcentral.collegeboard.com/apc/public/repository/ap08\\_music\\_coursedesc.pdf](http://apcentral.collegeboard.com/apc/public/repository/ap08_music_coursedesc.pdf).

Exam	AP Exam Score of 3	AP Exam Score of 4	AP Exam Score of 5	Comments
<u>2-D Art and Design</u>	<u>ART X201C (min. 3 credit)</u>	<u>Same as 3</u>	<u>Same as 3</u>	<u>Course/exam name change only: previously Studio Art: 2-D Design Portfolio</u>
<u>3-D Art and Design</u>	<u>ART X203C (min. 3 credit)</u>	<u>Same as 2</u>	<u>Same as 3</u>	<u>Course/exam name change only: previously Studio Art: 3-D Design Portfolio</u>
Art History	ARH X000 <sup>core</sup> (min. 3 credits)	ARH X050 and X051 (min. 6 credits)	Same as 4	
Art History	ARH X000 <sup>core</sup> (min. 3 credits)	ARH X000 <sup>core</sup> and ARH X050 or X051 (min. 6 credits)	Same as 4	Effective for exams taken after 5/16/2018
Biology	BSC X005C <sup>core</sup> or BSC X005/X005L <sup>core</sup> (min. 4 credits)	BSC X010C <sup>core</sup> or BSC X010/X010L <sup>core</sup> (min. 4 credits)	BSC X010C <sup>core</sup> or BSC X010/X010L <sup>core</sup> and BSC X011C or BSC X011/X011L (min. 8 credits)	
Calculus AB	MAC X311 <sup>core</sup> (min. 4 credits)	Same as 3	Same as 3	
Calculus BC	MAC X311 <sup>core</sup> (min. 4 credits)	MAC X311 <sup>core</sup> and X312 (min. 8 credits)	Same as 4	The BC exam includes a <i>subscore</i> for the AB portion of the exam for Calculus AB credit. Colleges should regard the subscore on the BC exam the same as an AP Calculus AB Exam score.

Exam	AP Exam Score of 3	AP Exam Score of 4	AP Exam Score of 5	Comments
Capstone Research	IDS XXXX (min 3 credits)	Same as 3	Same as 3	Institutional discretion when applying equivalencies
Capstone Seminar	IDS 1350 (min of 3 credits)	Same as 3	Same as 3	
Chemistry	CHM X020C <sup>core</sup> or CHM X020/X020L <sup>core</sup> (min. 4 credits)	CHM X045C <sup>core</sup> or CHM X045/X045L <sup>core</sup> or CHM X040/X045L (min. 4 credits)	CHM X045C <sup>core</sup> or CHM X045/X045L <sup>core</sup> and CHM X046 or X046/X046L (min. 8 credits)	
Chinese Language and Culture	One semester of intermediate-level language (min. 3 credits)	Two semesters of intermediate-level language (min. 6 credits)	Same as 4	No literature credit
Computer Science A	CGS X075 (min. 3 credits)	Same as 3	Same as 3	CGS X075 is unique to this exam. Exam content changes frequently.
Computer Science AB	CGS X076 (min. 3 credits)	Same as 3	Same as 3	CGS X076 is unique to this exam. Exam content changes frequently. Exam discontinued in 2009
Computer Science Principles	COP X000 (min. 3 credits)	Same as 3	Same as 3	
<u>Drawing</u>	<u>ART X300C (min. 3 credits)</u>	<u>Same as 3</u>	<u>Same as 3</u>	<u>Course/exam name change only; previously Studio Art: Drawing Portfolio</u>
Economics: Macro	ECO X013 <sup>core</sup> (min. 3 credits)	Same as 3	Same as 3	
Economics: Micro	ECO X023 (min. 3 credits)	Same as 3	Same as 3	
English Language and Composition	ENC X101 <sup>core</sup> (min. 3 credits)	ENC X101 <sup>core</sup> and X102 (min. 6 credits)	Same as 4	Award min. 3 credits if ENC X101 already satisfied.
English Literature and Composition	ENC X101 <sup>core</sup> or course in AML, ENL, or LIT (min. 3 credits)	ENC X101 <sup>core</sup> and either ENC X102 or LIT X005 (min. 6 credits)	Same as 4	LIT X005 is unique to this exam. Literature content varies widely. Award min. 3 credits if ENC X101 already satisfied.
Environmental Science	ISC X051 (min. 3 credits)	Same as 3	Same as 3	ISC X051 is unique to this exam. Interdisciplinary environmental studies course
European History	EUH X009 (min. 3 credits)	EUH X000 and X001 (min. 6 credits)	Same as 4	EUH X009 is unique to this exam.

Exam	AP Exam Score of 3	AP Exam Score of 4	AP Exam Score of 5	Comments
French Language and Culture	One semester of intermediate-level language (min. 3 credits)	Two semesters of intermediate-level language (min. 6 credits)	Same as 4	No literature credit French Language exam discontinued, combined exams in 2011
French Literature	One semester introductory literature (min. 3 credits)	Two semesters of introductory literature (min. 6 credits)	Same as 4	Exam discontinued in 2011
German Language and Culture	One semester of intermediate-level language (min. 3 credits)	Two semesters of intermediate-level language (min. 6 credits)	Same as 4	No literature credit German Language exam discontinued, combined exams in 2011
Government and Politics: Comparative	CPO X001 or X002 (min. 3 credits)	Same as 3	Same as 3	
Government and Politics: United States	POS X041 <sup>core</sup> (min. 3 credits)	Same as 3	Same as 3	
Human Geography	GEO X400 or GEO X420 (min. 3 credits)	Same as 3	Same as 3	
Italian Language and Culture	One semester of intermediate-level language (min. 3 credits)	Two semesters of intermediate-level language (min. 6 credits)	Same as 4	No literature credit
Japanese Language and Culture	One semester of intermediate-level language (min. 3 credits)	Two semesters of intermediate-level language (min. 6 credits)	Same as 4	No literature credit
Latin: Latin Literature	LNW X700	Same as 3	Same as 3	LNW X700 is a unique number for this exam. Exam includes Catullus and either Horace, Ovid, or Cicero Exam discontinued, combined with Latin in 2012
Latin: Vergil	LNW X321	Same as 3	Same as 3	Exam discontinued, combined with Latin in 2012
Latin	LNW X700 or LNW X321	Same as 3	Same as 3	
Music Theory	MUT X001 if composite score is 3 or higher. MUT X111 and MUT X241 if both aural and non-aural subscores are 3 or higher. (min. 3 credits)	Same as 3	Same as 3	Subscore descriptions are available online at AP Central, <a href="http://apcentral.collegeboard.com/apc/public/repository/ap08_music_coursedescript.pdf">http://apcentral.collegeboard.com/apc/public/repository/ap08_music_coursedescript.pdf</a>

Exam	AP Exam Score of 3	AP Exam Score of 4	AP Exam Score of 5	Comments
Physics 1	PHY X053C <sup>core</sup> or PHY X053/ X053L <sup>core</sup> (min 4 credits)	same as 3	Same as 3	
Physics 2	PHY X054C or PHY X054/ X054L (min 4 credits)	Same as 3	Same as 3	
Physics B	PHY X053C <sup>core</sup> or PHY X053/ X053L <sup>core</sup> (min. 4 credits)	PHY X053C <sup>core</sup> or X053/X053L <sup>core</sup> and PHY X054C or X054/X054L (min. 8 credits)	Same as 4	Exam discontinued in 2014
Physics C: Electricity / Magnetism	PHY X054C or PHY X054/X054L (min. 4 credits)	PHY X049C or PHY X049/X049L (min. 4 credits)	Same as 4	
Physics C: Mechanics	PHY X053C <sup>core</sup> or PHY X053/X053L <sup>core</sup> (min. 4 credits)	PHY X048C <sup>core</sup> or PHY X048/X048L <sup>core</sup> (min. 4 credits)	Same as 4	
Psychology	PSY X012 <sup>core</sup> (min. 3 credits)	Same as 3	Same as 3	
Spanish Language and Culture	One semester of intermediate- level language (min. 3 credits)	Two semesters of intermediate-level language (min. 6 credits)	Same as 4	No literature credit
Spanish Literature	One semester introductory literature (min. 3 credits)	Two semesters of introductory literature (min. 6 credits)	Same as 4	
Statistics	STA X014 or STA X023 <sup>core</sup> (min. 3 credits)	Same as 3	Same as 3	
<del>Studio Art: Drawing Portfolio</del>	<del>ART X300C (min. 3 credits)</del>	<del>Same as 3</del>	<del>Same as 3</del>	<u>Name Change: See Drawing</u>
<del>Studio Art: 2-D Design Portfolio</del>	<del>ART X201C (min. 3 credits)</del>	<del>Same as 3</del>	<del>Same as 3</del>	<u>Name Change: See 2-D Art &amp; Design</u>
<del>Studio Art: 3-D Design Portfolio</del>	<del>ART X203C (min. 3 credits)</del>	<del>Same as 3</del>	<del>Same as 3</del>	<u>Name Change: See 3-D Art and Design</u>
United States History	AMH X000 (min. 3 credits)	AMH X010 and X020 <sup>core</sup> (min. 6 credits)	Same as 4	
World History: <u>Modern</u>	WOH X022 (min. 3 credits)	Same as 3	Same as 3	<u>Course/Exam name change only.</u>

### CAMBRIDGE AICE (British AS-Level and A-Level)

The AICE program is an international, advanced secondary curriculum and assessment program equivalent to the British system of “A-Levels.” AS-Level courses are comprised of curriculum lasting one academic year. A-Level courses encompass all AS-Level curriculum as well as additional topics. A-Level coursework is completed over two academic years. Information about the program, including course syllabi, can be found on-line at <http://www.cie.org.uk/countries/usa>.

Per section 1007.27(8), Florida Statutes, students may be awarded a maximum of 30 semester credit hours for these exams.

Exam	Passing Score of “A”, “B”, “C”, “D”, “E” (grades are not based on the American “A” – “F” grading scale)	Comments
Accounting (AS-Level)	ACG X001 (min. 3 credits)	
Accounting (A-Level)	ACG X001 and ACG XXXX (min. 6 credits)	
Applied ICT –Information, Communication Technology (AS- Level)	CGS X060 or CGS X100 (min. 3 credits)	
Applied ICT- Information, Communication Technology (A- Level)	Institutional discretion/ elective credit (min 6 credits)	
Art and Design (AS-Level)	No number recommendation (min. 3 credits)	
Art and Design (A-Level)	No number recommendation (min. 6 credits)	
Biology (AS-Level)	BSC X005C <sup>core</sup> or BSC X005/X005L <sup>core</sup> (min. 4 credits)	
Biology (A-Level)	BSC X010C <sup>core</sup> or BSC X010/X010L <sup>core</sup> and additional credit at institution’s discretion, based on optional topics studied (min 7 credits)	
Business Studies (AS-Level)	GEB X011 (min. 3 credits)	
Business Studies (A-Level)	GEB X011 and GEB XXXX (min. 6 credits)	
Chemistry (AS-Level)	CHM X020C <sup>core</sup> or CHM X020/020L <sup>core</sup> or CHM X025C or CHM X025/025L (min. 4 credits)	

<b>Exam</b>	<b>Passing Score of “A”, “B”, “C”, “D”, “E” (grades are not based on the American “A” – “F” grading scale)</b>	<b>Comments</b>
Chemistry (A-Level)	CHM X020C <sup>core</sup> or CHM X020/020L <sup>core</sup> or CHM X025C or CHM X025/025L and CHM X045C <sup>core</sup> or CHM X045/045L <sup>core</sup> (min 8 credits)	
Classical Studies (AS-Level)	CLA X010 (min. 3 credits)	
Computing (AS-Level)	CGS X073 (min. 3 credits)	CGS X073 is a unique number for this exam.
Computing (A-Level)	CGS X073 and CGS X074 (min. 6 credits)	CGS X073 and CGS X074 are unique numbers for this exam
Design and Technology (AS-Level)	ETI X482C (min. 3 credits)	
Design and Technology (A-Level)	ETI X482C or ETI X482/482L and ETI XXXX (min. 6 credits)	
Divinity (AS-Level)	REL X210 (min. 3 credits)	
Divinity (A-Level)	REL X210 and REL X240 (min. 6 credits)	
Economics (AS-Level)	ECO X000 (min. 3 credits)	
Economics (A-Level)	ECO X013 <sup>core</sup> and ECO X023 (min. 6 credits)	
English (AS-Level) – English Language or Language & Literature in English	ENC X101 <sup>core</sup> (min. 3 credits)	
English (A Level)	ENC X101 <sup>core</sup> and ENC X102 or LIT X000 <sup>core</sup> (min 6 credits)	If credit already awarded for ENC X101 or ENC X102, may award ENC X121 and ENC X122
English (AS-Level) – Literature in English	ENC X101 <sup>core</sup> or ENC X102 (min. 3 credits)	Award credit for ENC X102 if student has credit for X101.
English (A-Level) – Literature in English	ENC X101 <sup>core</sup> and X102 or ENC X102 and LIT X100 (min. 6 credits)	Award credit for ENC X102/LITX006 if student has credit for ENC X101.
Environmental Management (AS- Level)	EVR X001C <sup>core</sup> or EVR X001/X001L <sup>core</sup> or ISC XXXX (min. 3 credits)	
French Language (AS-Level)	One semester of language credit at Intermediate I level (min. 3 credits)	
French Literature (AS-Level)	One semester of literature survey credit (min. 3 credits)	

<b>Exam</b>	<b>Passing Score of “A”, “B”, “C”, “D”, “E” (grades are not based on the American “A” – “F” grading scale)</b>	<b>Comments</b>
French (A-Level)	Two semesters of language credit at Intermediate II level (min. 6 credits)	
Further Mathematics (A-Level)	MAC X311 <sup>core</sup> and MAC X312 or STA X023 <sup>core</sup> (min of 6 credits)	
General Paper	IDS X110 (min. 3 credits)	
Geography (AS-Level)	GEA X000 (min. 3 credits)	
Geography (A-Level)	GEO X200 and GEO X400 (min. 6 credits)	
German Language (AS-Level)	One semester of language credit at Intermediate I level (min. 3 credits)	
German (A-Level)	Two semesters of language credit at Intermediate II level (min. 6 credits)	
Global Perspectives 1 (AS-Level)	ISS X011 or ISS X013 (3 credits)	
Global Perspectives Pre-U Independent Research II (A-Level)	ISS X011 and ISS X012 (6 credits)	Pre-U Level results are reported on a 9-point scale of grades: Distinction (D) 1, D2, D3, Merit (M) 1, M2, M3, Pass (P) 1, P2, P3 with grade D1 being the highest and grade P3 the lowest. Pre U grade D2 = A Level exam grade A* and a P3 is > A level grade E.
History – The History of the USA, c. 1840-1968	AMH X042 (3 credits)	Exam discontinued in 2014, revised for 2015
History – Modern European History, 1789-1939	EUH X031 or EUH X002 (3 credits)	Exams discontinued in 2014, revised for 2015
History – International History, 1945-1991	HIS X206 or WOH X040 (3 credits)	Exams discontinued in 2014, revised for 2015
History, US History, c.1840-1941 (AS-Level)	AMH X029 (3 credits)	AMH 029 is unique to this exam.
History, US History, c.1840-1990 (A-Level)	AMH X029 and AMH X020 <sup>core</sup> (6 credits)	AMH X029 is unique to this exam.
History, European History, c.1789- 1917 (AS-Level)	EUH X031 (3 credits)	

<b>Exam</b>	<b>Passing Score of “A”, “B”, “C”, “D”, “E” (grades are not based on the American “A” – “F” grading scale)</b>	<b>Comments</b>
History, European History, c.1789-1941 (A-Level)	EUH X031 and EUH XXXX (6 credits)	Institutional discretion when applying equivalencies.
History, International Relations/History, c.1871-1945 (AS-Level)	WOH X040 (3 credits)	
History, International Relations/History, c.1871-1991 (A-Level)	WOH X040 and WOH X043 (6 credits)	
Latin (AS-Level)	At least one semester of language credit up to elementary II level (min. 3 credits)	
Marine Science (AS-Level)	OCE X001 (min. 3 credits)	
Marine Science (A-Level)	OCE X001 and OCB X000 (min. 6 credits)	
Mathematics (AS-Level)	MAC X147 or MAC X140/X114 (min. 4 credits)	MAC X147 is composed of topics in both MAC X114 and MAC X140.
Mathematics (A-Level)	MAC X311 <sup>core</sup> and other Mathematics course (min. 6 credits)	
Media Studies (AS- Level)	DIG X000 (min 3 credits)	
Media Studies (A-Level)	DIG X000 and DIG X001 or DIG X030 (min 6 credits)	
Music (AS-Level)	MUH X001 (min. 3 credits)	
Music (A-Level)	MUH X001 and MUH X011 or MUH X012 (min. 6 credits)	Choice of MUH X011 or MUH X012 dependent on musical selections in Components 3, 4, and 5.
Physics (AS-Level)	PHY X020C <sup>core</sup> or PHY X020/X020L <sup>core</sup> (min. 3 credits)	
Physics (A-Level)	PHY X053C <sup>core</sup> or PHY X053/X053L <sup>core</sup> and PHY X054C or PHY X054/X054L (min 8 credits)	

<b>Exam</b>	<b>Passing Score of “A”, “B”, “C”, “D”, “E” (grades are not based on the American “A” – “F” grading scale)</b>	<b>Comments</b>
Psychology (AS-Level)	PSY X012 <sup>core</sup> (min. 3 credits)	
Psychology (A-Level)	PSY X012 <sup>core</sup> and other Psychology course (min. 6 credits)	
Sociology (AS-Level)	SYG X000 <sup>core</sup> (3 credits)	
Sociology (A-Level)	SYG X000 <sup>core</sup> (min. 3 credits)	
Spanish Language (AS-Level)	One semester of language credit at Intermediate I level (min 3 credits)	
Spanish Literature (AS-Level)	One semester of literature survey credit (min. 3 credits)	
Spanish (A-Level)	Two semesters of language credit at Intermediate II level (min of 6 credits)	
Thinking Skills (AS-Level)	PHI X103 or PHI X401 (min. 3 credits)	
Thinking Skills (A-Level)	PHI X103 or PHI X401 and other Philosophy course (min. 6 credits)	
Travel and Tourism (AS-Level)	HFT X000 or HFT X700 (min. 3 credits)	
Travel and Tourism (A-Level)	HFT X000 or HFT X700 and other Hospitality Management related credit (min. 6 credits)	

### COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

The College-Level Examination Program, unlike Advanced Placement, is not built around a curriculum, but rather is designed to test students' knowledge on a variety of college-level subjects, regardless of where they may have learned the material. CLEP exams are developed by committees of college faculty who design questions based on what is typically covered in lower-level college courses and who set passing standards for the exams (scores are no longer based on studies of student performance in college courses). With the new computer-based tests, new questions are constantly being added, especially in rapidly-changing fields such as Computer Science. The typical passing score on computer-based CLEP exams for general education purposes is 50, although paper and pencil versions will be different. More information about CLEP, including recent test information guides, can be found online at <http://www.collegeboard.com/student/testing/clep/about.html>.

Exam	Scale Score of 50 for Passing	Comments
Accounting, Principles of	ACG X001 (min. 3 credits)	Effective July 1, 2007 this test is no longer administered—replaced by “Financial Accounting” exam
Algebra, College	MAC X105 <sup>core</sup> (min. 3 credits)	
Algebra-Trigonometry, College	MAC X147 (min. 4 credits)	MAC X147 can substitute for MAC X140 and MAC X114. Effective July 1, 2006 this test is no longer administered—replaced by “Precalculus” exam
American Government	POS X041 <sup>core</sup> (min. 3 credits)	
American Literature	AML X000 (min. 3 credits)	
Analyzing and Interpreting Literature	No direct equivalent. Recommend American or English Literature exams instead.	
Biology, General	BSC X005 <sup>core</sup> (min. 3 credits)	No lab credit
Business Law, Introduction to	BUL X241 (min. 3 credits)	
Calculus	MAC X233 (min. 3 credits)	
Chemistry, General	CHM X020 <sup>core</sup> or X025 (min. 3 credits)	No lab credit
College Composition	ENC X101 <sup>core</sup> and ENC X102 (min. 6 credits)	
College Composition Modular	ENC X101 <sup>core</sup> and ENC X102 (min. 6 credits)	No guaranteed credit for College Composition Modular without essay portion
Educational Psychology, Introduction to	EDP X002 (min. 3 credits)	
English Composition with Essay	ENC X101 <sup>core</sup> (min. 3 credits)	Replaced by College Composition
English Literature	ENL X000 (min. 3 credits)	
Financial Accounting	ACG X001 (min. 3 credits)	
French Language	On Level I French Language exam—one semester of Elementary Language I (min. 3 credits)	On Level 2 French Language exam—score of 59 earns a minimum of two semesters of Elementary Language I and II (min. 6 credits). No literature credit. College Board recommended score change from 62 to 59 December 2007.

Exam	Scale Score of 50 for Passing	Comments
Freshman Composition	No direct equivalent. Recommend English Composition with Essay instead.	Replaced by College Composition Modular
German Language	On Level I German Language exam—one semester of Elementary Language I (min. 3 credits)	On Level 2 German Language exam—score of 60 earns a minimum of two semesters of Elementary Language I and II (min. 6 credits). No literature credit. College Board recommended score change from 63 to 60 by August, 2008.
History of the United States I: Early Colonization to 1877	AMH X010 (min. 3 credits)	
History of the United States II: 1865 to Present	AMH X020 <sup>core</sup> (min. 3 credits)	
Human Growth and Development	DEP X004 (min. 3 credits)	
Humanities	HUM X235 or HUM X250 (min. 3 credits)	Interdisciplinary exam: 50% literature and 50% fine arts
Information Systems and Computer Applications	CGS X077 (min. 3 credits)	CGS X077 is unique to this exam. Exam content updated frequently
Macroeconomics, Principles of	ECO X013 <sup>core</sup> (min. 3 credits)	
Management, Principles of	MAN X021 (min. 3 credits)	
Marketing, Principles of	MAR X011 (min. 3 credits)	
Mathematics, College	MGF X106 <sup>core</sup> or MGF X107 <sup>core</sup> (min. 3 credits)	Exam covers sets (10%), Logic (10%), Real Numbers (20%), Functions and Graphs (20%), Probability and Statistics (25%), and additional Algebra topics (15%)
Microeconomics, Principles of	ECO X023 (min. 3 credits)	
Natural Science	No direct equivalent. Recommend specific subject exams instead.	Interdisciplinary exam: 50% Biological Science and 50% Physical Science (incl. Physics, Chemistry, Astronomy, and Geology)
Precalculus	MAC X140 (min. 3 credits)	
Psychology, Introductory	PSY X012 <sup>core</sup> (min. 3 credits)	
Social Science and History	No direct equivalent. Recommend specific subject exams instead.	Interdisciplinary exam: 40% History (U.S., Western, and World) and 60% Social Sciences (Government, Sociology, Economics, Psychology, Geography, and Anthropology)
Sociology, Introductory	SYG X000 <sup>core</sup> (min. 3 credits)	
Spanish Language	On Level I Spanish Language exam—one semester of Elementary Language I (min. 3 credits)	On Level 2 Spanish Language exam—score of 63 earns a minimum of two semesters of Elementary Language I and II (min. 6 credits). No literature credit College Board recommended score change from 66 to 63 in spring, 2007.
Trigonometry	MAC X114 (min. 2 credits)	Effective July 1, 2006 this test is no longer administered—replaced by “Precalculus” exam

<b>Exam</b>	<b>Scale Score of 50 for Passing</b>	<b>Comments</b>
Western Civilization I: Ancient Near East to 1648	EUH X000 (min. 3 credits)	
Western Civilization II: 1648 to Present	EUH X001 (min. 3 credits)	

### INTERNATIONAL BACCALAUREATE (IB)

The International Baccalaureate program is a challenging curriculum offered in high schools around the world that is designed to prepare students for advanced work in many countries' postsecondary systems. Because it is international, the curriculum is not always as closely aligned with courses in American colleges and universities as Advanced Placement courses, and students and teachers often choose topics within a fairly wide range. Students frequently conduct independent projects as part of the curriculum. Many subjects have both Standard Level (SL) and Higher Level (HL) versions, which are taught over two academic years and typically require additional specialized research or independent work. International Baccalaureate assessments are conducted worldwide, so that an American student's work may be evaluated by a teacher in Singapore or vice-versa, and they often include substantial long-answer components or assessment of student research projects or portfolios. It may be helpful for institutions to talk with the student or to review the student's projects in order to assign appropriate credit.

In 2006, the Florida State Board of Education Rule 6A-10.024 and the Board of Governors established that the credit granting recommendations below award equal course credit for diploma and non-diploma holders for passing exam scores. More information about the IB program is available at <http://www.ibo.org/>.

Per section 1007.27(7), Florida Statutes, students may be awarded a maximum of 30 semester credit hours for these exams.

<b>Exam</b>	<b>IB Score of 4</b>  <b>Minimum 3 credits per exam.</b>	<b>IB Score of 5-7</b>  <b>Minimum 6 credits per exam. If courses listed do not equal 6 credits, institutions must give elective credit or assign own numbers</b>	<b>Comments</b>
Biology	BSC X005C <sup>core</sup> or BSC X005/X005L <sup>core</sup>	BSC X005C <sup>core</sup> and BSC X010C <sup>core</sup> or BSC X005/X005L <sup>core</sup> and BSC X010/X010L <sup>core</sup>	
Business and Management	GEB X011 or MAN X604 or MAN X652	GEB X011 or MAN X604 or MAN X652 and General Business or Management course determined by institution	
Chemistry	CHM X020C <sup>core</sup> or CHM X020/X020L <sup>core</sup>	CHM X020C <sup>core</sup> or CHM X20/X020L <sup>core</sup> and CHM X045C <sup>core</sup> or CHM X045/X045L <sup>core</sup>	
Computer Science	CGS X100 (3 credits)	COP X000 and CGS X100 (6 credits)	Exam content updated or changed frequently.

<b>Exam</b>	<b>IB Score of 4</b>  <b>Minimum 3 credits per exam.</b>	<b>IB Score of 5-7</b>  <b>Minimum 6 credits per exam. If courses listed do not equal 6 credits, institutions must give elective credit or assign own numbers</b>	<b>Comments</b>
Design Technology	ETI X410 (3 credits)	ETI X410 and other Engineering Technologies course determined by institution	ETI X410 is unique to this exam. Interdisciplinary engineering technology course.
Economics	ECO X000	ECO X013 <sup>core</sup> and ECO X023	
Ecosystems and Societies	EVR X017 or EVR X018	EVR X017 or EVR X018 and other Interdisciplinary Science or Environmental Studies course determined by institution	
Environmental Systems and Societies (SL)	EVR X001 <sup>core</sup> or EVR X002 (3 credits)	Same as 4	Effective for exams taken after 5/16/2018
English A1	ENC X101 <sup>core</sup>	ENC X101 <sup>core</sup> and ENC X102 or LIT X100 or LIT X110	English A1 is no longer offered, replaced by English Language A: Language and Literature & English Language A: Literature.
English Language A: Language and Literature	ENC X101 <sup>core</sup> (min 3 credits)	ENC X101 <sup>core</sup> and ENC X102 (min 6 credits)	
English Language A: Literature	ENC X141 or LIT X000 (3 credits)	ENC X141 and LIT X000 (6 credits)	
Environmental Systems	ISC X050 (3 credits)	ISC X050 and other Interdisciplinary Science or Environmental Science course determined by institution	ISC X050 is unique to this exam. Interdisciplinary environmental studies course.
Film Studies	FIL X000 or FIL X001	FIL X000 or FIL X001 and FIL X002 or FIL X420	
French: Language B	One semester of language credit at Elementary Language II level (min. 3 credits)	Two semesters of Elementary Language II and Intermediate Language I level (min. 6 credits)	No literature credit
Further Mathematics (Advanced Mathematics)	MHF X202	MHF X202 and MHF X209	MHF X209 is unique number for this exam.
Geography	GEA X000	GEO X200 and GEO X400	
German: Language B	One semester of language credit at Elementary Language II level (min. 3 credits)	Two semesters of Elementary Language II and Intermediate Language I level (min. 6 credits)	No literature credit

<b>Exam</b>	<b>IB Score of 4</b>  <b>Minimum 3 credits per exam.</b>	<b>IB Score of 5-7</b>  <b>Minimum 6 credits per exam. If courses listed do not equal 6 credits, institutions must give elective credit or assign own numbers</b>	<b>Comments</b>
History	WOH X030	WOH X030 and one semester (min. 3 credits) of lower-level History elective depending on student's choice of specialized subject.	All students study 20 <sup>th</sup> -Century World History. Higher Level students also study a 100-year period between 1750 and the present in one of several regions. Standard Level students do a project in any History subject.
History (SL)	WOH X030	Same as 4	Effective for exams taken after 5/16/2018
History (HL): History of Africa and the Middle East	WOH X030	WOH X030 and WOH X031	Effective for exams taken after 5/16/2018
History (HL): History of the Americas	WOH X030	WOH X030 and AMH X010 or AMH X020 <sup>core</sup>	Effective for exams taken after 5/16/2018
History (HL): History of Asia and Oceania	WOH X030	WOH X030 and WOH X031	Effective for exams taken after 5/16/2018
History (HL): History of Europe	WOH X030	WOH X030 and WOH X031	Effective for exams taken after 5/16/2018
Information and Technology for a Global Society	No direct equivalent (min. 3 credits)	No direct equivalent (min. 6 credits)	
Islamic History	No direct equivalent (min. 3 credits)	No direct equivalent (min. 6 credits)	
Italian: Language B	One semester of language credit at Elementary Language II level (min 3 credits)	Two semesters of Elementary Language II and Intermediate Language I level (min 6 credits)	
Latin	LAT X130 or LAT XXXX	LAT X130 and LAT XXXX or LNW XXXX	
Literature and Performance (SL)	THE X300 (min. 3 credits)	Same as 4	
Marine Science	BSC X311C (BSC X311/X311L) or OCB X000C (OCB X000/X000L) or OCB X010C (OCB X010/X010L) (min of 3 credits)	Course selection same as score of 4 (min of 6 credits)	

<b>Exam</b>	<b>IB Score of 4</b>  <b>Minimum 3 credits per exam.</b>	<b>IB Score of 5-7</b>  <b>Minimum 6 credits per exam. If courses listed do not equal 6 credits, institutions must give elective credit or assign own numbers</b>	<b>Comments</b>
Math Methods	MAC X105 <sup>core</sup>	MAC X105 <sup>core</sup> and MAC X140 or MAC X140 and MAC X233	Exam discontinued
Mathematical Studies	MAT X033	MAT X033 and MGF X106 <sup>core</sup>	
Mathematical Studies (SL)	MAC X105 <sup>core</sup>	Same as 4	Effective for exams taken after 5/16/2018
Mathematics	MAC X147	MAC X147 and MAC X233 or MAC X233 and MAC X311 <sup>core</sup>	MAC X147 can substitute for MAC X140 and MAC X114
Music	MUL X010 <sup>core</sup> (3 credits)	MUL X010 <sup>core</sup> and additional course determined by institution (6 credits)	Exam has music theory, history, and literature aspects. Emphasis is on post-Renaissance European music with significant additional coverage of alternating world music topics.
Philosophy	PHI X010 <sup>core</sup> (min. 3 credits)	PHI X010 <sup>core</sup> and additional Philosophy course (min. 6 credits)	
Physics	PHY X020C <sup>core</sup> or PHY X020/X020L <sup>core</sup>	PHY X020C <sup>core</sup> or PHY X020/X020 <sup>core</sup> and PHY X009 or PHY X053C <sup>core</sup> or PHY X053/X053L <sup>core</sup> and PHY X054C or PHY X054/X054L	PHY X009 is a unique number for this exam.
Psychology	PSY X012 <sup>core</sup>	PSY X012 <sup>core</sup> and additional course determined by institution.	
Social and Cultural Anthropology	ANT X410	ANT X410 and additional ANT course determined by institution.	
Spanish: Language B	One semester of language credit at Elementary Language II level (min. 3 credits)	Two semesters of Elementary Language II and Intermediate Language I level (min. 6 credits)	No literature credit

<b>Exam</b>	<b>IB Score of 4</b>  <b>Minimum 3 credits per exam.</b>	<b>IB Score of 5-7</b>  <b>Minimum 6 credits per exam. If courses listed do not equal 6 credits, institutions must give elective credit or assign own numbers</b>	<b>Comments</b>
Theatre Arts	THE X000 <sup>core</sup> or THE X020	THE X000 <sup>core</sup> or THE X020 and one semester (min. 3 credits) credit in theater history, performance, stagecraft, theory or literature depending on student's strengths	All students study core topics in dramatic literature, performance and stagecraft. Higher Level students do an independent project in a Theater Arts subject of their choice.
Theatre (SL)	THE X000 <sup>core</sup> or THE X020	Same as 4	Effective for exams taken after 5/16/2018
Theatre (HL)	THE X000 <sup>core</sup> or THE X020	THE X000 <sup>core</sup> or THE X020 and one semester (min. 3 credits) credit in THE, TPA, or TPP depending on student's strengths	All students study core topics in dramatic literature, performance and stagecraft. Higher Level students do an independent project in a Theater Arts subject of their choice. Effective for exams taken after 5/16/2018
Visual Arts	ART X012 or ART X014 (3 credits)	ART X012 or ART X014 and additional Art course determined by institution.	Content will vary widely for each student. All students do both studio work and research notebooks. Standard Level students choose to emphasize one or the other. Higher Level students emphasize studio work. Courses in ART and/or ARH prefix may be appropriate.
World Religions (SL)	REL X300 (min. 3 credits)	Same as 4	

### DSST EXAMINATION PROGRAM

The DSST exams, unlike Advanced Placement, are not built around curriculum, but rather are designed to test students' knowledge on a variety of college-level subjects, regardless of where they may have learned the material. Exams are developed by committees of college faculty. More information about DSSTs, including descriptions of test content and sample examination questions, is available at <http://www.getcollegecredit.com/>.

Exam	Suggested Course Number (3 credits per exam)	Passing Score	Passing Score 2008 Revised Exams	Comments
A History of the Vietnam War	AMH X059	44	400	
Art of the Western World	ARH X000 <sup>core</sup> or ARH X010	48	400	
Astronomy	AST X002 <sup>core</sup>	48	400	
Business Ethics and Society	GEB X441	400	400	
Business Law II	BUL X242	44		Discontinued 12/31/2014
Business Math	QMB X001	48	400	
Computing and Information Technology	CGS X000 or CGS X060	45	400	
Criminal Justice	CCJ X000 or CCJ X020	49	400	
Drug and Alcohol Abuse	No course or credit recommendation	49		2008: See <i>Substance Abuse</i>
Environment and Humanity	EVR X017 or ISC X003 or ISC X143 or ISC X147	46	400	
Environmental Science (Formerly Environment and Humanity)	EVR X002 or ISC X003	400	N/A	Effective for exams taken after 5/16/2018
Ethics in America	PHI X630	46	400	
Foundations of Education	EDF X002	46	400	
Fundamentals of College Algebra	MAT X033	47	400	
Fundamentals of College Algebra	MAC X105 <sup>core</sup>		400	Effective for exams taken after 5/16/2018
Fundamentals of Counseling	PCO X202	45	400	
Fundamentals of Cyber Security	CIS X350 or CIS X354		400	
General Anthropology	ANT X000 <sup>core</sup>	47	400	
Here's to Your Health	HSC X100 or HSC X101	48	400	
History of the Soviet Union	EUH X066	45	400	
Human Resources Management	MAN X300	46	400	
Human/Cultural Geography	GEO X400	48	400	
Introduction to Business	GEB X001 or GEB X011	46	400	

<b>Exam</b>	<b>Suggested Course Number (3 credits per exam)</b>	<b>Passing Score</b>	<b>Passing Score 2008 Revised Exams</b>	<b>Comments</b>
Introduction to Law Enforcement	CCJ X100 or CJE X000	45	400	
Introduction to the Modern Middle East	ASH X044	47		Discontinued 12/31/2014
Introduction to World Religions	REL X300	48	400	
Lifespan Developmental Psychology	DEP X004	46	400	
Math for Liberal Arts	MGF X106 <sup>core</sup>		400	
Management Information Systems	ISM X000 or ISM X004	46	400	
Money and Banking	BAN X501	48	400	
Organizational Behavior	INP X002	48	400	
Personal Finance	FIN X100	46	400	
Physical Geology	GLY X000	46		Discontinued 12/31/2014
Principles of Advanced English	ENC X101 <sup>core</sup>		400	
Principles of Finance	FIN X000	46	400	
Principles of Financial Accounting	ACG X001	47		Discontinued 12/31/2014
Principles of Physical Science I	PSC X121 or PSC X341	47	400	
Principles of Public Speaking	SPC X600	47	400	
Principles of Statistics	STA X014	48	400	
Principles of Supervision	MAN X124 or MNA X345	46	400	
Substance Abuse	HSC X140 or HSC X150	49	400	
Technical Writing	ENC X210	46	400	
The Civil War and Reconstruction	AMH X056	47	400	
Western Europe Since 1945	No course or credit recommendation	45		Discontinued 12/31/2014

## UEXCEL EXAMINATIONS

UExcel Examinations; Excelsior College Examinations (formerly known as Regents College Exams or the Proficiency Examination Program), are developed by Excelsior College using national committees of faculty consultants and national studies to assess how well the tests measure the performance of students in actual college courses. UExcel (Excelsior College) Examinations are approved by the American Council on Education and Excelsior College itself is accredited by the Middle States Association of Colleges and Schools (MSACS). More detailed information about Excelsior College Examinations can be found on-line at <https://www.excelsior.edu/exams/uexcel-home>, as well as <http://www.uexceltest.com/about-uexcel>.

Exam	Suggested Course Number (3 credits per exam)	Passing Score	Comments
Abnormal Psychology	CLP X140	C	
Calculus	MAC X311 <sup>core</sup> (4 credits)	C	
College Writing	ENC X101 <sup>core</sup>	C	
Contemporary Mathematics	MGF X106 <sup>core</sup>	C	
Earth Science	ESC X000 <sup>core</sup> or GLY X000	C	
Earth Science	ESC X000 <sup>core</sup>	C	Effective for exams taken after 5/16/2018
English Composition	ENC X101 <sup>core</sup> or ENC X102	C	
Ethics: Theory and Practice	PHI X630	C	
<u>General Chemistry I</u>	<u>CHM X020<sup>core</sup></u>	<u>C</u>	<u>No lab credit</u>
Foundations of Gerontology	GEY X000	C	
Human Resources Management	MAN X300	C	
<u>Introduction to Macroeconomics</u>	<u>ECO X013<sup>core</sup></u>	<u>C</u>	
Introduction to Music	MUH X011	C	
<u>Introduction to Music</u>	<u>MUL X010<sup>core</sup></u>	<u>C</u>	<u>Effective for exams taken after XX/XX/2019</u>
Introduction to Philosophy	PHI X010 <sup>core</sup>	C	
<u>Introduction to Sociology</u>	<u>SYG X000<sup>core</sup></u>	<u>C</u>	
Juvenile Delinquency	CCJ X500	C	
Labor Relations	MAN X400	C	
Life Span Developmental Psychology	DEP X004	C	

Exam	Suggested Course Number (3 credits per exam)	Passing Score	Comments
Managerial Accounting	ACG X071	C	
Microbiology	MCB X000 (lecture only)	C	
<u>Physics</u>	<u>PHY X020<sup>core</sup></u>	<u>C</u>	<u>No lab credit</u>
Precalculus Algebra	MAC X105 <sup>core</sup>	C	
Principles of Marketing	MAR X011	C	
Psychology of Adulthood and Aging	DEP X401 or DEP X402	C	
Spanish Language	One semester of language credit at Elementary Language I level (min of 4 credits)	C	
<u>Statistics</u>	<u>STA X023<sup>core</sup></u>	<u>C</u>	
Weather & Climate	MET X010	C	
Workplace Communication with Computers	OST X335	C	
World Conflicts since 1900	WOH X040	C	

### Defense Language Proficiency Test (DLPT)

As part of the Army Training and Doctrine Command, the Defense Language Institute Foreign Language Center provides resident instruction at the Presidio of Monterey in two dozen languages, five days a week, seven hours per day, with two to three hours of homework each night. Courses last from 26 to 64 weeks, depending on the difficulty of the language. DLIFLC is a multi-service school for active and reserve components, foreign military students, and civilian personnel working in the federal government and various law enforcement agencies. To attend DLIFLC one must be a member of the Armed Forces or be sponsored by a government agency. DLIFLC students are taught by approximately 1,800 highly educated instructors, 98 percent of whom are native speakers of the languages they teach. Aside from classroom instruction, faculty also write course materials, design tests called the Defense Language Proficiency Test, and conduct research and analysis.

Exam	Passing Score 3-3+	Passing Score 4-5	Comments
Albanian	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester of intermediate language (min. 9 credits)	
<u>Arabic (Algerian)</u>	<u>Two semesters of elementary language (min. 6 credits)</u>	<u>Two semesters of elementary language and one semester of intermediate language (min. 9 credits)</u>	
Arabic (MSA)	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester of intermediate language (min. 9 credits)	
Arabic (Saudi)	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester of intermediate language (min. 9 credits)	
Arabic (Sudanese)	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester of intermediate language (min. 9 credits)	
Arabic (Yemeni)	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester of intermediate language (min. 9 credits)	
Azerbaijani	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester of intermediate language (min. 9 credits)	
<u>Cantonese</u>	<u>Two semesters of elementary language (min. 6 credits)</u>	<u>Two semesters of elementary language and one semester of intermediate language (min. 9 credits)</u>	
Cebuano	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester of intermediate language (min. 9 credits)	
Chavacano	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester of intermediate language (min. 9 credits)	
Chinese Mandarin	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester of intermediate language (min. 9 credits)	
Dari-Afghan	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester of intermediate language (min. 9 credits)	

French	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester of intermediate language (min. 9 credits)	
<u>German</u>	<u>Two semesters of elementary language (min. 6 credits)</u>	<u>Two semesters of elementary language and one semester of intermediate language (min. 9 credits)</u>	
Greek	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester of intermediate language (min. 9 credits)	
Haitian Creole	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester of intermediate language (min. 9 credits)	
Hebrew	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester of intermediate language (min. 9 credits)	
<u>Hindi</u>	<u>Two semesters of elementary language (min. 6 credits)</u>	<u>Two semesters of elementary language and one semester of intermediate language (min. 9 credits)</u>	
Indonesian	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester of intermediate language (min. 9 credits)	
Japanese	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester of intermediate language (min. 9 credits)	
Korean	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester of intermediate language (min. 9 credits)	
Kurdish (Sorani)	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester of intermediate language (min. 9 credits)	
Norwegian	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester of intermediate language (min. 9 credits)	
Pashto-Afghan	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester of intermediate language (min. 9 credits)	
Persian (Farsi/Urdu)	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester of intermediate language (min. 9 credits)	
Portuguese	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester of intermediate language (min. 9 credits)	
Punjabi	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester of intermediate language (min. 9 credits)	
Russian	One semester elementary and one semester intermediate language (min. 6 credits)	Two semesters of elementary language and one semester of intermediate language (min. 9 credits)	
Serbian/Croatian	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester of intermediate language (min. 9 credits)	
Somali	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester of intermediate language (min. 9 credits)	
Spanish	Two semesters of elementary	Two semesters of elementary language and one semester of intermediate	

	language (min. 6 credits)	language (min. 9 credits)	
<u>Swahili</u>	<u>Two semesters of elementary language (min. 6 credits)</u>	<u>Two semesters of elementary language and one semester of intermediate language (min. 9 credits)</u>	
Tagalog	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester of intermediate language (min. 9 credits)	
Tausug	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester of intermediate language (min. 9 credits)	
Turkish	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester of intermediate language (min. 9 credits)	
Urdu	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester of intermediate language (min. 9 credits)	
Uzbek	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester of intermediate language (min. 9 credits)	
<u>Vietnamese</u>	<u>Two semesters of elementary language (min. 6 credits)</u>	<u>Two semesters of elementary language and one semester of intermediate language (min. 9 credits)</u>	
Yoruba	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester of intermediate language (min. 9 credits)	

## FOR MORE INFORMATION

You can find more information about the different exam programs, including detailed descriptions of exams, current and historical grading scales and score information, at the following web sites:

Advanced Placement Program: <http://apcentral.collegeboard.com/apc/Controller.jpf>

Cambridge AICE: <http://www.cie.org.uk/countries/usa>

College-Level Examination Program: <http://www.collegeboard.com/student/testing/clep/about.html>

DANTES/DSST Examinations: <http://www.getcollegecredit.com/>

International Baccalaureate Program: <http://www.ibo.org/>

UExcel (Excelsior College Examination Program): <http://www.uexceltest.com/exams-and-preparation/exams/>

Defense Language Institute Foreign Language Center: <http://www.dliflc.edu/>

For further information about implementation of the credit-by-exam equivalencies, please contact:

Mr. Todd Clark  
Office of Articulation  
850-245-0764  
[Todd.Clark@fldoe.org](mailto:Todd.Clark@fldoe.org)

Ms. Lynda Page  
Board of Governors  
850-245-9693  
[Lynda.Page@flbog.org](mailto:Lynda.Page@flbog.org)

Mr. Alexander C. Jordan  
Division of Florida Colleges  
850-245-0407  
[Alexander.Jordan@fldoe.org](mailto:Alexander.Jordan@fldoe.org)

*Please address any general questions or comments to:*  
Articulation Coordinating Committee  
Florida Department of Education  
325 West Gaines Street, Suite 1401  
Tallahassee, Florida 32399

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
June 12, 2019**

**SUBJECT: An Update on SUS Engineering Programs Exceeding 120 Credit Hours**

**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Dr. Ralph Wilcox, Provost and Executive Vice President from the University of South Florida, will provide an update on a review of engineering programs in the State University System that require more than 120 credit hours for a baccalaureate degree.

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<b>Supporting Documentation Included:</b>	<b>None</b>
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<b>Facilitators/Presenters:</b>	<b>Dr. Ralph Wilcox</b>
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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
June 12, 2019**

**SUBJECT:** State University System Council of Academic Vice Presidents

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**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Dr. Ralph Wilcox, member of the Council of Academic Vice Presidents, will provide an update on current council activities and issues.

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**Supporting Documentation Included:**

None

**Facilitators/Presenters:**

Dr. Ralph Wilcox

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
June 12, 2019**

**SUBJECT:** State University System Council for Student Affairs

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**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Dr. Corey King, Chair of the State University System Council for Student Affairs, will provide an update on current council activities and issues.

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**Supporting Documentation Included:**

None

**Facilitators/Presenters:**

Dr. Corey King

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
June 12, 2019**

**SUBJECT:** Florida Student Association

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**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Governor Zenani D. Johnson, Chair of the Florida Student Association, will update the Committee on current association activities and issues.

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**Supporting Documentation Included:**

None

**Facilitators / Presenters:**

Governor Zenani D. Johnson



# Our History

## 1976 - FOUNDATION

Founded by Chair Jose Eiriz, then Student Body President of FIU, in order to promote student advocacy & activism.

## 2016 - 30 YEARS OF FSA

FSA has advocated for students for more than 30 years to ensure that legislators in Tallahassee know what students need to succeed.

## 2019 - A NEW ERA

Chair Zenani Johnson, a psychology major from UWF, was elected as the 2019-2020 FSA Chair.

# HISTORIC ACHIEVEMENTS

## **Florida Prepaid Program**

One of the first major achievements of the Association was the State Legislature's adoption of the FPP, allowing parents to easily save for their students' college career.

## **Medical Amnesty**

Last year, FSA pushed the State Legislature to adopt medical amnesty on FSUS campuses, in order to prevent needless overdose, alcohol poisoning, etc.

## **Trustees & Governors**

The FSA successfully campaigned to secure student representation on our 12 University Boards of Trustees and on the Board of Governors.

## **Mental Health Proclamation**

FSA has passed multiple proclamations in various Florida cities, counties, etc., designating Jan. 12 as Mental Health Awareness Day.



### *Food & Housing Insecurity*

Students are at higher risk of food and housing insecurity than many other demographics, and we hope to support programs to fight that insecurity.

### *Mental Health*

Juggling work, school, family, and social obligations is incredibly stressful. College students need support to ensure their health, mental and academic, is secured.

### *Civic Engagement*

We must ensure that students understand how to be good citizens, activists, and leaders, and that they participate actively in local, state, and federal government.

# Our Team

## FSA Executive Board



**JOHN ALOSZKA**

Internal Vice Chair



**ZENANI JOHNSON**

Chair



**ROCHARD MORICETTE**

External Vice Chair

*These leaders were recently elected to their positions by the 12 student body presidents from each Florida public state university.*

# What is Rally in Tally ?

## LEGISLATIVE AGENDA

FSA crafts a legislative agenda each year. Previous examples of legislative agenda items include the Florida Prepaid program, Bright Futures expansion, and so much more.

## DIVERSE STATEWIDE REPRESENTATION

Student Body Presidents delegate students from their university to bring new energy, stories, and diversity to inform our legislators as we face critical issues.

## ONE ON ONE MEETINGS

Individual groups of delegates will meet with all available legislators, from both the State House of Representatives and State Senate, in order to communicate our needs.





**We hope all  
interested  
members of  
the FSUS join  
us to make a  
difference for  
our students.**

## FLORIDA STUDENT ASSOCIATION BOARD OF DIRECTORS

### **John Aloszka**

*Internal Vice Chair, FSA  
Student Body President, UNF*

### **Zenani Johnson**

*Chair, FSA  
Student Body President, UWF*

### **Rochard Moricette**

*External Vice Chair, FSA  
Student Body President, FAMU*

### **Kyler Gray**

*Student Body President, UCF*

### **Britney Deas**

*Student Body President, USF*

### **Sabrina Rosell**

*Student Body President, FIU*

### **Kevin Buchanan**

*Student Body President, FAU*

### **Ryan Perez**

*Student Body President, FPU*

### **Steven Keshishian**

*Student Body President, NCF*

### **Michael Murphy**

*Student Body President, UF*

### **Josh Ballin**

*Student Body President, FGCU*

### **Evan Steinberg**

*Student Body President, FSU*

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**Thank you very much**  
**for your time and for your support.**

Want to get in touch?  
Email ***sgapres@uwf.edu***



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

**AGENDA  
Budget and Finance Committee**

**Ballroom  
Marshall Student Center  
University of South Florida  
4103 USF Cedar Circle  
Tampa, Florida 33620  
June 12, 2019  
3:15 p.m. – 4:00 p.m.**

**or  
Upon Adjournment of Previous Meetings**

**Chair: Mr. Syd Kitson; Vice Chair: Mr. H. Wayne Huizenga, Jr.  
Members: Cerio, Johnson, Lamb, Lautenbach, Scott**

- |           |   |   |
|-----------|---|---|
| <b>1.</b> | <b>Call to Order and Opening Remarks</b>  | <b>Governor Syd Kitson</b>  |
| <b>2.</b> | <b>Minutes of Committee Meeting</b><br>Minutes, March 28, 2019  | <b>Governor Kitson</b>  |
| <b>3.</b> | <b>Performance-Based Funding Allocation</b>   | <b>Mr. Tim Jones</b><br><i>Vice Chancellor for<br/>Finance and Administration</i> |
| <b>4.</b> | <b>Board of Governors Regulations</b> <ul style="list-style-type: none"><li>• Discussion of Regulation 9.006<br/>Remuneration of University Presidents and<br/>Administrative Employees</li><li>• Repeal 9.012 Disclosure of Gifts from Foreign Governments<br/>and Persons</li></ul> | <b>Mr. Jones</b>  |
| <b>5.</b> | <b>Budget Update</b>  | <b>Mr. Jones</b>  |
| <b>6.</b> | <b>Concluding Remarks and Adjournment</b>   | <b>Governor Kitson</b>  |

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Budget and Finance Committee  
June 12, 2019**

**SUBJECT:** Minutes of Committee Meeting held March 28, 2019

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**PROPOSED COMMITTEE ACTION**

Approve the minutes from the meeting held on March 28, 2019.

**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 March 28, 2019, at Florida Agricultural and Mechanical University.

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**Supporting Documentation Included:** Minutes: March 28, 2019

**Facilitators/Presenters:** Governor Syd Kitson

MINUTES

STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
BUDGET AND FINANCE COMMITTEE  
FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY  
TALLAHASSEE, FLORIDA  
MARCH 28, 2019

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

Mr. Syd Kitson, Chair, convened the meeting of the Budget and Finance Committee at 11:19 a.m. Members present for roll call were Tim Cerio, Wayne Huizenga, Ned Lautenbach, Fernando Valverde, and Jalisa White. Other Board members present included Shawn Felton, Pat Frost, Darlene Jordan, Alan Levine, Ed Morton, Jay Patel, Norman Tripp, and Zach Zachariah.

**1. Call to Order**

Mr. Kitson called the meeting to order.

**2. Minutes of Committee Meeting**

Mr. Lautenbach moved that the Committee approve minutes from the January 31, 2019, meeting. Mr. Huizenga seconded the motion, and members of the Committee concurred.

**3. FAMU and UCF Carryforward Plan Update**

Mr. Kitson recapped the discussion from the January meeting in which each university presented their institution's carryforward expenditure plan. During the Florida Agricultural and Mechanical University (FAMU) presentation, Trustee Moore indicated that the university was working on a plan to obligate \$8.9 million that was previously held as a Trustee Reserve.

Trustee Vice Chair Moore presented the FAMU plan.

Mr. Huizenga moved that the Committee approve the FAMU carryforward plan as presented. Ms. White seconded the motion, and members of the Committee concurred.

Mr. Kitson reminded the Committee that, during the January meeting, the Committee approved \$20 million in carryforward for numerous deferred maintenance projects. However, the Committee did not approve \$40 million requested for a scholarship program and \$20.5 million for other educational projects. The university has updated their plan and Trustee Chair Garvey is here to present the information.

The Committee commended UCF Trustees for looking at the plan and providing more detail on the particular uses of carryforward funds.

Mr. Lautenbach moved that the Committee approve the UCF carryforward plan as presented. Ms. Huizenga seconded the motion, and members of the Committee concurred.

Mr. Kitson reminded the universities that the detailed carryforward plans and Trustee scrutiny is exactly what is expected of Boards.

**4. Auxiliary Facilities that have Bond Covenants Requiring Approval of Estimated 2019-2020 Operating Budgets**

Mr. Tim Jones presented the university auxiliary budgets. He noted that additional scrutiny and clarification of inputs have been requested.

Mr. Lautenbach moved that the Committee approve the auxiliary operating budgets as presented. Mr. Huizenga seconded the motion, and members of the Committee concurred.

**5. Legislative Budget Update**

Mr. Jones presented an overview of the House and Senate budget recommendations. He noted that an amendment was filed to delete \$295,000 for Board Office IT projects and move those resources to the University of Florida – Institute of Food and Agricultural Sciences (IFAS).

**6. 2020-2021 Legislative Budget Request Guidelines**

Mr. Kitson noted that no changes have been made to the guidelines that were presented at the January meeting.

Mr. Huizenga moved that the Committee approve the guidelines as presented. Mr. Lautenbach seconded the motion, and members of the Committee concurred.

## **7. Board of Governors Regulations**

Mr. Kitson requested that Mr. Jones present the next two regulations.

Mr. Jones reviewed the change to Regulation 9.014 – Collegiate License Plate Revenues. There is one change to reflect an allocation modification made by the UNF Board of Trustees.

Mr. Huizenga moved that the Committee approve the guidelines as presented. Ms. White seconded the motion, and members of the Committee concurred.

Mr. Jones reviewed Regulation 9.007 – State University Operating Budgets. The proposed changes include requiring Boards of Trustees to approve carryforward budgets and defining repair, maintenance, and renovations. It is expected that more changes may be necessary once the legislative session is over. Staff will revisit this regulation and bring final changes to the Committee in June.

Mr. Kitson stated that these changes are extremely important, especially the requirement that Trustees be more active in reviewing the carryforward budgets. Even though we are not noticing these changes at this time, Mr. Kitson directed each university to implement a process to take the carryforward budget to the Board of Trustees for approval starting with the upcoming 2019-2020 budget cycle.

Mr. Kitson reiterated the importance of Trustees continuing their involvement and fiduciary responsibility when it comes to reviewing the universities' budget.

Mr. Kitson asked the Committee about their thoughts on having the President and CFO certify that funds are being spent according to State Statute and Board of Governors Regulation. The Committee thought it was a good idea.

Governor Tripp recommended that Board of Trustee Chairs sign the certification as well. Members agreed.

Mr. Kitson directed staff to work on a certification form that universities would submit with the operating budget materials.

## **8. Financial Training Update**

Mr. Jones reviewed the financial training materials that have been provided to each university. He noted that FAMU and UNF have already provided the training material to their Trustees. Mr. Jones stated the information is on the Board's website as a resource for all universities.

**9. Concluding Remarks and Adjournment**

Mr. Kitson informed the Committee that a firm has been selected to review university business processes. Crowe LLP, working with Huron Consulting Group, was the selected firm. They will begin work immediately, present an oral report at the August meeting, and a final report at the October meeting.

Having no further business, the meeting was adjourned at 11:55 a.m.

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Tim Jones, Vice Chancellor  
Finance and Administration

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Syd Kitson, Chair

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Budget and Finance Committee  
June 12, 2019**

**SUBJECT:** Performance-Based Funding Allocation

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**PROPOSED COMMITTEE ACTION**

The Committee will consider the allocation of performance funds for the 2019-2020 fiscal year.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 5.001  
Performance-Based Funding

**BACKGROUND INFORMATION**

The 2019 General Appropriations Act includes \$560 million for Performance-Based Incentives. This includes \$265 million in state investments, plus \$295 million in institutional investments to be distributed pursuant to the Board's performance-based funding model.

These funds are allocated pursuant to the Board's model based on the performance points earned on metrics included in the 2019 Accountability Plan.

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**Supporting Documentation Included:** 2019 Performance Funding

**Facilitators/Presenters:** Mr. Tim Jones

# 2019

# PERFORMANCE FUNDING

## METRIC SCORES AND ALLOCATIONS

LAST UPDATED:  
5/21/2019



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



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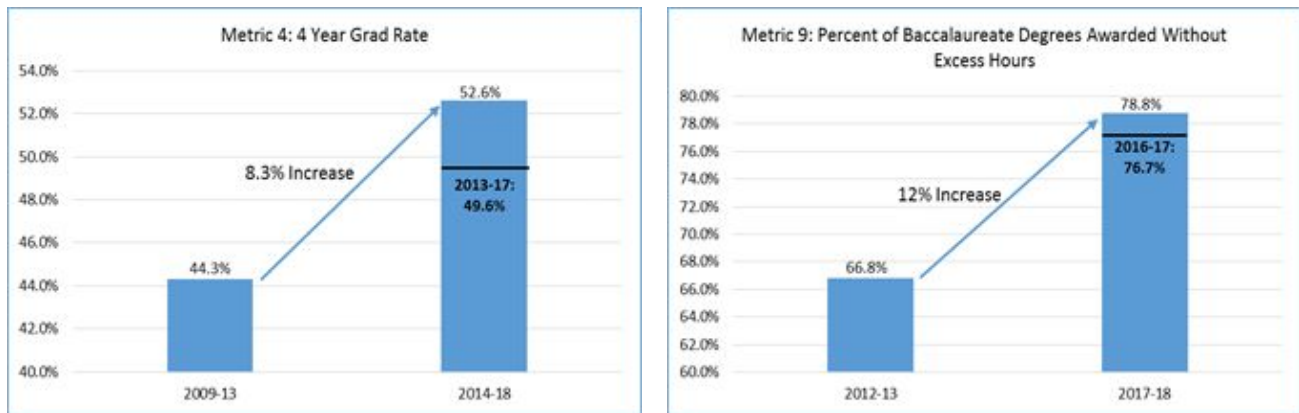
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## Executive Summary

In January 2014, the Board of Governors adopted the Performance-Based Funding Model. Proviso language in the General Appropriations Act directed the Board of Governors to allocate performance funds based on certain metrics. In 2015, Section 1001.92, F.S. related to State University System Performance-Based Incentives was created in the implementing bill and created again in 2016 in House Bill 7029 (Ch. 2016-237, L.O.F.). In September 2016, the Board created Regulation 5.001 Performance-Based Funding. Since the implementation of the model, funding has significantly increased.

Fiscal Year	State Investment	Institutional Investment	Total
2014-15	\$100,000,000	\$100,000,000	\$200,000,000
2015-16	\$150,000,000	\$250,000,000	\$400,000,000
2016-17	\$225,000,000	\$275,000,000	\$500,000,000
2017-18	\$245,000,000	\$275,000,000	\$520,000,000
2018-19	\$265,000,000	\$295,000,000	\$560,000,000
2019-20	\$265,000,000	\$295,000,000	\$560,000,000

Year 6 of the Performance-Based Funding Model shows significant improvements in metric scores as well as overall scores of the institutions. In the six years since the Performance-Based Funding Model was implemented, metrics 1 through 6, 8a, and 9 have shown significant improvements while the University Access Rate Metric remains consistent with Florida's population. Specifically, Metrics 4 and 9 have shown great improvements:



The lowest institutional score for Year 6 is 67 and the highest score for Year 6 is 95. The average score is 84 points, which is an increase of 14 points in the last 4 years. Showing the most significant gains from the previous year, UCF's score increased by 11 points; UNF's score increased by 10 points; UWF's score increased by 8 points; and FGCU and USF's scores increased by 6 points. Six out of the eleven universities scored 10 points in at least half of the metrics (UF: 8 metrics, UWF: 7 metrics, USF: 6 metrics, and FSU, FAU, FGCU: 5 metrics).

While nearly every institution is showing strong improvements in graduation rates, FSU ranks the highest with a 71.5% four-year graduation rate. The overall SUS four-year graduation rate is now 52.6%, reaching the strategic plan goal of 50%. Due to statutory changes to the Bright Futures Scholarship, every university scored 10 points in metric 3, significantly reducing the net tuition and fees per 120 credit hours. More university students in Florida are earning Bachelor's Degrees without excess hours; 7 institutions scored 10 points in this metric (up from 5 institutions in the previous year). The continuous improvements made in metrics 3 and 9 show meaningful reductions in the costs to the university students. The Performance-Based Funding Model has proven to be an effective way to significantly improve goals identified in the Board's 2025 Strategic Plan.

2019 Performance-Based Funding Model Final Metric Score Sheet											
Scores in black are based on Excellence.						Scores in orange are based on Improvement.					
Metric	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF
1	6	7	8	7	7	1	7	9	8	8	10
2	6	9	8	9	9	4	9	10	9	8	8
3	10	10	10	10	10	10	10	10	10	10	10
4	1	10	10	10	10	10	6	10	7	10	10
5	2	3	0	8	10	0	8	10	0	7	10
6	7	9	10	8	7	9	10	10	10	10	10
7	10	10	7	10	6	7	9	6	7	9	9
8.a	8	10	10	8	9		10	10	7	10	7
8.b						6					
9	10	8	8	7	10	10	9	10	10	10	10
10.a	10										
10.b		10	10	10							
10.c					10						
10.d						10					
10.e							10				
10.f								10			
10.g									10		
10.h										10	
10.i											10
Total Score	70	86	81	87	88	67	88	95	78	92	94

Metric 1 - Percent of Bachelor's Graduates Employed and/or Continuing their Education Further 1 Year after Graduation

Metric 2 - Median Average Wages of Undergraduates Employed 1 Year after Graduation

Metric 3 - Net Tuition & Fees per 120 Credit Hours

Metric 4 - Four Year Graduation Rates (Full-time FTIC)

Metric 5 - Academic Progress Rate (2nd Year Retention with GPA above 2.0)

Metric 6 - Bachelor's Degrees Awarded in Areas of Strategic Emphasis (includes STEM)

Metric 7 - University Access Rate (Percent of Undergraduates with a Pell Grant)

Metric 8a - Graduate Degrees Awarded in Areas of Strategic Emphasis (includes STEM)

Metric 8b - Freshmen in Top 10% of Graduating High School Class

Metric 9 - Board of Governors' Choice (Percentage of Bachelor's Degrees Awarded Without Excess Hours)

Metric 10 - Board of Trustees' Choice (see detailed sheets)

		FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF
<b>1. Percent of Bachelor's Graduates Employed and/or Continuing their Education (1 Yr after Graduation)</b>	<b>Excellence</b>	63.9%	68.2%	69.2%	68.2%	66.0%	53.0%	67.4%	71.3%	69.9%	70.4%	69.2%
	<b>Improvement</b>	-2.8%	-0.8%	0.5%	0.3%	-0.6%	-1.2%	-0.5%	0.4%	0.6%	0.1%	5.2%
<b>Excellence Score</b>		6	7	8	7	7	1	7	9	8	8	8
<b>Improvement Score</b>		0	0	1	0	0	0	0	0	1	0	10
<b>Higher Score</b>		6	7	8	7	7	1	7	9	8	8	10
<b>2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation</b>	<b>Excellence</b>	\$31,600	\$38,200	\$38,000	\$38,800	\$37,500	\$25,900	\$38,600	\$42,200	\$38,600	\$38,000	\$36,800
	<b>Improvement</b>	-4.2%	-4.0%	0.0%	-1.3%	4.5%	-3.0%	-0.3%	0.2%	1.6%	1.9%	2.2%
<b>Excellence Score</b>		6	9	8	9	8	4	9	10	9	8	8
<b>Improvement Score</b>		0	0	0	0	9	0	0	0	3	3	4
<b>Higher Score</b>		6	9	8	9	9	4	9	10	9	8	8
<b>3. Net Tuition &amp; Fees per 120 Credit Hours</b>	<b>Excellence</b>	\$ 7,640	\$12,230	\$15,350	\$11,930	\$ 8,680	\$ (1,030)	\$12,070	\$ 2,140	\$12,970	\$ 7,130	\$ 9,920
	<b>Improvement</b>	-19.0%	-16.0%	-13.0%	-24.0%	-37.0%	-117.0%	-22.0%	-79.0%	-21.0%	-41.0%	-23.0%
<b>Excellence Score</b>		10	6	3	7	10	10	6	10	6	10	9
<b>Improvement Score</b>		10	10	10	10	10	10	10	10	10	10	10
<b>Higher Score</b>		10	10	10	10	10	10	10	10	10	10	10
<b>4. Four Year Graduation Rate (Full-Time FTIC)</b>	<b>Excellence</b>	22.5%	33.9%	28.8%	38.9%	71.5%	55.7%	45.7%	67.1%	38.5%	58.6%	31.3%
	<b>Improvement</b>	0.9%	6.4%	5.9%	5.1%	3.1%	2.1%	2.0%	0.4%	3.8%	1.2%	6.1%
<b>Excellence Score</b>		0	0	0	1	10	10	6	10	0	10	0
<b>Improvement Score</b>		1	10	10	10	6	4	4	0	7	2	10
<b>Higher Score</b>		1	10	10	10	10	10	6	10	7	10	10
<b>5. Academic Progress Rate (2nd Year Retention with GPA Above 2.0)</b>	<b>Excellence</b>	71.3%	80.4%	72.4%	88.0%	91.4%	75.9%	88.7%	95.2%	78.6%	86.6%	79.8%
	<b>Improvement</b>	1.3%	1.8%	-2.9%	1.5%	-0.4%	-2.9%	1.1%	0.5%	0.4%	0.4%	5.2%
<b>Excellence Score</b>		0	2	0	8	10	0	8	10	0	7	1
<b>Improvement Score</b>		2	3	0	3	0	0	2	1	0	0	10
<b>Higher Score</b>		2	3	0	8	10	0	8	10	0	7	10

		FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF
6. Bachelor's Degrees Awarded in Areas of Strategic Emphasis	Excellence	43.7%	49.3%	53.1%	46.3%	44.4%	48.0%	51.6%	57.6%	54.3%	61.5%	54.3%
	Improvement	1.1%	-1.5%	0.6%	-2.6%	0.9%	-3.2%	-0.3%	-1.2%	2.6%	0.1%	2.3%
Excellence Score		7	9	10	8	7	9	10	10	10	10	10
Improvement Score		2	0	1	0	1	0	0	0	5	0	4
Higher Score		7	9	10	8	7	9	10	10	10	10	10
7. University Access Rate (Percent of Undergraduates with a Pell Grant)	Excellence	65.6%	42.9%	32.5%	52.0%	28.3%	33.3%	40.6%	28.6%	30.7%	41.7%	39.6%
	Improvement	2.8%	1.8%	1.9%	1.6%	0.3%	3.8%	1.2%	0.9%	0.5%	1.7%	0.4%
Excellence Score		10	10	7	10	6	7	9	6	7	9	9
Improvement Score		5	3	3	3	0	7	2	1	1	3	0
Higher Score		10	10	7	10	6	7	9	6	7	9	9
8a. Graduate Degrees Awarded in Areas of Strategic Emphasis	Excellence	55.2%	64.4%	64.2%	56.2%	59.3%		62.6%	70.6%	52.7%	73.3%	53.1%
	Improvement	-3.7%	1.9%	2.2%	-3.4%	2.4%		0.6%	-0.2%	-1.0%	-1.5%	1.9%
Excellence Score		8	10	10	8	9		10	10	7	10	7
Improvement Score		0	3	4	0	4		1	0	0	0	3
Higher Score		8	10	10	8	9		10	10	7	10	7
8b. Freshman in Top 10% of Graduating High School Class - for NCF only	Excellence						38.0%					
	Improvement						3.0%					
Excellence Score							5					
Improvement Score							6					
Higher Score							6					
9. Percentage of Bachelor's Degrees Awarded Without Excess Hours	Excellence	51.4%	77.1%	76.1%	74.7%	82.1%	82.9%	77.8%	83.6%	83.1%	80.7%	81.1%
	Improvement	9.8%	2.0%	0.4%	2.5%	0.4%	0.2%	1.4%	1.5%	2.8%	2.4%	0.9%
Excellence Score		0	8	8	7	10	10	9	10	10	10	10
Improvement Score		10	4	0	5	0	0	2	3	5	4	1
Higher Score		10	8	8	7	10	10	9	10	10	10	10

		FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF
<b>10a. Percent of R&amp;D Expenditures Funded from External Sources</b>	<b>Excellence</b>	83.7%										
	<b>Improvement</b>	0.3%										
Excellence Score		10										
Improvement Score		0										
Higher Score		<b>10</b>										
<b>10b Bachelor's Degrees Awarded to Minorities</b>	<b>Excellence</b>		47.9%	706	84.5%							
	<b>Improvement</b>		1.2%	16.1%	0.9%							
Excellence Score			10	10	10							
Improvement Score			2	10	1							
Higher Score			<b>10</b>	<b>10</b>	<b>10</b>							
<b>10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News Report</b>	<b>Excellence</b>					145						
	<b>Improvement</b>					11.5%						
Excellence Score						10						
Improvement Score						10						
Higher Score						<b>10</b>						
<b>10d. Percent of Undergraduate Seniors Participating in a Research Course</b>	<b>Excellence</b>						100.0%					
	<b>Improvement</b>						0.0%					
Excellence Score							10					
Improvement Score							0					
Higher Score							<b>10</b>					
<b>10e. Number of Bachelor Degrees Awarded Annually</b>	<b>Excellence</b>							13,342				
	<b>Improvement</b>							2.1%				
Excellence Score								10				
Improvement Score								4				
Higher Score								<b>10</b>				

		FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF
<b>10f. Number of Licenses/Options Executed Annually (Ranking)</b>	<b>Excellence</b>								2			
	<b>Improvement</b>								0.0%			
Excellence Score									10			
Improvement Score									0			
Higher Score									10			
<b>10g. Percent of Undergraduate FTE in Online Courses</b>	<b>Excellence</b>									21.0%		
	<b>Improvement</b>									10.5%		
Excellence Score										10		
Improvement Score										10		
Higher Score										10		
<b>10h. Number of Postdoctoral Appointees</b>	<b>Excellence</b>										281	
	<b>Improvement</b>										3.3%	
Excellence Score											10	
Improvement Score											6	
Higher Score											10	
<b>10i. Number of Adult (Aged 25+) Undergraduates Enrolled (in Fall)</b>	<b>Excellence</b>											33.3%
	<b>Improvement</b>											0.9%
Excellence Score												10
Improvement Score												1
Higher Score												10

Performance-Based Funding Model 2019-20 Benchmarks											
		EXCELLENCE <i>(Achieving System Goals)</i>									
Points		10	9	8	7	6	5	4	3	2	1
Key Metrics Common to All Universities											
1	Percent of Bachelor's Graduates Employed (\$25,000+) and/or Continuing their Education Further 1 Yr after Graduation	72.8%	70.5%	68.3%	66.0%	63.7%	61.4%	59.2%	56.9%	54.6%	52.3%
2	Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation	\$40,700	\$38,200	\$35,700	\$33,200	\$30,700	\$28,200	\$25,700	\$23,200	\$20,700	\$18,200
3	Net Tuition & Fees per 120 Credit Hours	\$9,000	\$10,000	\$11,000	\$12,000	\$13,000	\$14,000	\$15,000	\$16,000	\$17,000	\$18,000
4	Four Year Graduation Rate <i>Full-time FTIC</i>	50%	48.8%	47.5%	46.3%	45%	43.8%	42.5%	41.3%	40%	38.8%
5	Academic Progress Rate <i>2nd Year Retention with GPA Above 2.0</i>	90%	88.8%	87.5%	86.3%	85%	83.8%	82.5%	81.3%	80%	78.8%
6	Bachelor's Degree's Awarded in Areas of Strategic Emphasis <i>(includes STEM)</i>	50%	47.5%	45%	42.5%	40%	37.5%	35%	32.5%	30%	27.5%
7	University Access Rate <i>Percent of Undergraduates with a Pell-grant</i>	42%	38%	34%	30%	26%	22%	18%	14%	10%	6%
8.A.	Graduate Degrees Awarded in Areas of Strategic Emphasis <i>(includes STEM)</i>	60%	57.5%	55%	52.5%	50%	47.5%	45%	42.5%	40%	37.5%
8.B.	Freshman in Top 10% of Graduating High School Class <i>(Alternative metric for NCF only)</i>	50%	47.5%	45%	42.5%	40%	37.5%	35%	32.5%	30%	27.5%
9	Percent of Bachelor's Degrees without Excess Hours	80%	77.5%	75%	72.5%	70%	67.5%	65%	62.5%	60%	57.5%
		IMPROVEMENT									
	% Improvement	5.0%	4.5%	4.0%	3.5%	3.0%	2.5%	2.0%	1.5%	1.0%	0.5%
	Points	10	9	8	7	6	5	4	3	2	1

Note: For Metric 3 only the percentage improvement should be negative in order to receive points.

Performance-Based Funding Model 2018-19 Benchmarks											
		EXCELLENCE (Achieving System Goals)									
Points		10	9	8	7	6	5	4	3	2	1
<b>Metric 10</b>											
10.A.	FAMU - Percent of R&D Expenditures Funded from External Sources	80%	78%	76%	74%	72%	70%	68%	66%	64%	62%
10.B.	FAU - Bachelor's Degrees Awarded to Minorities	40%	38%	36%	34%	32%	30%	28%	26%	24%	22%
10.B.	FGCU - Bachelor's Degrees Awarded to Minorities	452	450	448	446	444	442	440	438	436	434
10.B.	FIU - Bachelor's Degrees Awarded to Minorities	40%	37.5%	35%	32.5%	30%	27.5%	25%	22.5%	20%	17.5%
10.C.	FSU - National Rank Higher than Predicted by the Financial Resources Ranking Based on a US and World News Report	75	67	59	51	43	35	27	19	11	3
10.D.	NCF - Percent of Undergraduate Seniors Participating in a Research Course	100%	99.5%	99%	98.5%	98%	97.5%	97%	96.5%	96%	95.5%
10.E.	UCF - Number of Bachelor's Degrees Awarded Annually	12,300	12,250	12,200	12,150	12,100	12,050	12,000	11,950	11,900	11,850
10.F.	UF - Number of Licenses/Options Executed Annually	1st-10th	11th-20th	21st-30th	31st-40th	41st-50th	51st-60th	61st-70th	71st-80th	81st-90th	91st-100th
10.G.	UNF - Percent of Undergraduate FTE in Online Courses	13%	12%	11%	10%	9%	8%	7%	6%	5%	4%
10.H.	USF - Number of Postdoctoral Appointees	200	190	180	170	160	150	140	130	120	110
10.I.	UWF - Number of Undergraduate Students Aged 25 and Older Enrolled in Fall	25%	24%	23%	22%	21%	20%	19%	18%	17%	16%

Note: 10.H. The USF System revised the benchmark to match the Florida Preeminence criteria and be consistent with PBF Metrics 4 and 5 (excellence threshold is same as Preeminence threshold).

## Performance Funding Model

### Allocation Methodology Changes for 2019:

- ❖ Eliminate the bottom 3 requirement
- ❖ Must have at least 51 points to receive institutional investment.
- ❖ Top 3 (including ties) receive 100% of their allocation of state investment.
- ❖ Universities that increase their score over the last year receive 100% of their allocation of the state investment. The 2018 scores will be the baseline.
- ❖ If a university's score decreases or stays the same for 2 consecutive years, the university may receive up to 100% of their allocation of the state investment after presenting/completing a student success plan:
  - The university must present a student success plan to the Board, if the plan is accepted by the Board, the university may receive up to 50% of their allocation in August/September
  - If goals met, the university may receive up to the balance of their allocation of the state investment 6 months after the student success plan is presented (March)
- ❖ Starting with the 2021-22 appropriation, schools below 70 could receive up to 50% of the state investment after presenting/completing a student success plan:
  - The university must present a student success plan to the Board, if the plan is accepted by the Board, the university may receive up to half of their allocation in August/September
  - If goals are met, the university may receive up to the balance of their allocation of the state investment 6 months after the student success plan is presented (March)
- ❖ Any state investment not allocated shall be distributed to the top three scoring universities (including ties) based on the total number of points of the top three scoring universities.

Florida Board of Governors  
Performance-Based Funding Allocation, 2019-20  
June 12, 2019

	2018 Scores	2019 Scores <sup>1</sup>	Allocation of State Investment	Allocation of Institutional Investment <sup>2</sup>	Total Performance- Based Funding Allocation
FAMU	72	70 ↓	\$13,750,113	\$15,306,730	\$29,056,843
FAU	84	86 ↑	\$20,517,518	\$22,840,256	\$43,357,774
FGCU	75	81 ↑	\$10,895,127	\$12,128,538	\$23,023,665
FIU	90	87 ↓	\$30,459,667	\$33,907,930	\$64,367,597
FSU	86	88 ↑	\$42,084,561	\$46,848,851	\$88,933,412
NCF	75	67 ↓	\$3,945,308	\$4,391,947	\$8,337,255
UCF	77	88 ↑	\$36,760,351	\$40,921,901	\$77,682,252
UF	93	95 ↑	\$47,282,102	\$52,634,792	\$99,916,894
UNF	68	78 ↑	\$12,358,238	\$13,757,283	\$26,115,521
USF	86	92 ↑	\$36,504,867	\$40,637,494	\$77,142,361
UWF	86	94 ↑	\$10,442,148	\$11,624,278	\$22,066,426
<b>Total</b>			<b>\$265,000,000</b>	<b>\$295,000,000</b>	<b>\$560,000,000</b>

## Notes:

<sup>1</sup> If a university's score decreases or stays the same for 2 consecutive years, the university may receive up to 100% of their allocation of the state investment only after presenting/completing a student success plan

<sup>2</sup> Each university contributed a portion of their institutional budget, for a total of \$295 million, to be allocated based on performance. Universities that scored 51 points or higher receive their full institutional funding restored.



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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Budget and Finance Committee  
June 12, 2019**

**SUBJECT:** Board of Governors Regulation 9.006 Remuneration of University  
Presidents and Administrative Employees

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**PROPOSED COMMITTEE ACTION**

Discussion

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

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

**BACKGROUND INFORMATION**

In March 2016, the Board adopted this regulation to define administrative and faculty positions after several universities received audit findings on their definition of administrators and faculty. The Board, using its constitutional authority, developed this regulation to clarify these types of employees.

In November 2016, the Auditor General released its operational audit with a finding of “Notwithstanding BOG regulations, and BOG constitutional authority to establish such regulations, the BOG may not promulgate rules that are contradictory to statutory provisions enacted by the Legislature.”

Board management’s response to the finding states:

The Constitution provides the regulatory authority to the Board to implement system-wide policies that affect the universities, including university personnel. The authority over the personnel programs is recognized in law in section 1001.705(2), Florida Statutes, and in the Governance Agreement between the Board of Governors, the Legislature, and the Executive Office of the Governor. Consequently, the Board of Governors has the authority to promulgate a regulation that affects university personnel. Notably, the reference to “university teaching faculty” in section 1012.976, Florida Statutes, is not defined.

Board management did agree to work on aligning the regulation with Florida Statutes. During the 2018 session, there was language in House Bill 909 that authorized the Board to define faculty and administrative personnel. That bill did not pass. During the 2019 session, similar language was in House Bill 839, but that bill did not pass.

The State Auditor is currently performing an operational audit and will check the status of previous audit findings. Direction is needed from the Committee on whether the regulation should be modified or stay the same.

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**Supporting Documentation Included:** 1. 2016 Operational Audit  
2. Regulation 9.006

**Facilitators/Presenters:** Tim Jones

Report No. 2017-048  
November 2016

# STATE OF FLORIDA AUDITOR GENERAL

## Operational Audit

### STATE UNIVERSITY SYSTEM BOARD OF GOVERNORS



Sherrill F. Norman, CPA  
Auditor General

### **Board of Governors and Chancellor**

During the period July 2014 through May 2016, Marshall Criser, III, served as Chancellor of the Board of Governors and the following individuals served as Members of the Board of Governors:

Morteza "Mori" Hosseini, Chair	Tonnette Graham from 6-1-15 <sup>a</sup>
Thomas G. Kuntz, Vice Chair	H. Wayne Huizenga, Jr.
Ned C. Lautenbach	Ned C. Lautenbach
Richard A. "Dick" Beard, III	Alan M. Levine
Dr. Matthew M. Carter, II	Wendy S. Link
Stefano Cavallaro to 5-31-15 <sup>a</sup>	Edward A. Morton
Manoj Chopra to 8-3-14 <sup>b</sup>	Katherine M. Robinson from 8-4-14 <sup>b</sup>
Dean C. Colson	Pam Stewart <sup>c</sup>
Daniel Doyle, Jr.	Norman D. Tripp
Patricia L. Frost	Elizabeth Webster to 3-19-15 <sup>d</sup>

<sup>a</sup> Chair of the Florida Student Association (equivalent to Florida Student Association President referred to in Article IX, Section 7(d) of the State Constitution).

<sup>b</sup> Chair of the Advisory Council of Faculty Senates.

<sup>c</sup> Commissioner of Education.

<sup>d</sup> Board member resigned on 3-19-15, and position remained vacant through 6-30-15.

The team leader was Cheryl B. Buchanan, CPA, and the audit was supervised by Karen L. Revell, CPA.

Please address inquiries regarding this report to Jaime N. Hoelscher, CPA, Audit Supervisor, by e-mail at [jaimehoelscher@aud.state.fl.us](mailto:jaimehoelscher@aud.state.fl.us) or by telephone at (850) 412-2868.

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**Claude Pepper Building, Suite G74 • 111 West Madison Street • Tallahassee, FL 32399-1450 • (850) 412-2722**

## STATE UNIVERSITY SYSTEM BOARD OF GOVERNORS

### **SUMMARY**

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This operational audit of the Board of Governors (BOG) for the State University System (SUS) focused on selected BOG processes and administrative activities and included a follow-up on findings noted in our report No. 2013-024. Our operational audit disclosed the following:

**Finding 1:** The BOG needs to enhance regulations to help State universities establish uniform standards that conform to statutory requirements. A similar finding was noted in our report No. 2013-024.

### **BACKGROUND**

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Pursuant to Article IX, Section 7(d) of the State Constitution, the Board of Governors (BOG) has the duty to operate, regulate, control, and be fully responsible for the management of the State University System. The BOG is composed of 17 members, including 14 citizen members who are appointed by the Governor, subject to confirmation by the Senate, and serve 7-year staggered terms; 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.

The BOG establishes the powers and duties of the University Boards of Trustees (UBOTs). The UBOTs are responsible for setting university policies, which provide governance in accordance with State law and BOG regulations.

This operational audit focused on selected BOG processes and administrative activities and included a follow-up on findings noted in our report No. 2013-024.

### **FINDING AND RECOMMENDATION**

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#### **Finding 1: Guidance and Oversight Function**

Pursuant to the State Constitution,<sup>1</sup> the Board of Governors (BOG) has the duty to operate, regulate, control, and be fully responsible for the management of the State University System (SUS). State law<sup>2</sup> authorizes the BOG to regulate the SUS and adopt a regulation development procedure for the BOG and the University Boards of Trustees (UBOTs) to use in implementing their constitutional duties and responsibilities. Pursuant to this authority, the BOG adopted regulations to delegate powers and duties to the UBOTs so that they have the powers and duties necessary and appropriate for the direction, operation, management, and accountability of each State university. However, our review disclosed certain regulations related to the remuneration of university presidents and administrative employees, sponsored research, anti-hazing policies, student codes of conduct, and purchasing practices that the

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<sup>1</sup> Article IX, Section 7(d) of the State Constitution.

<sup>2</sup> Section 1001.706, Florida Statutes.

BOG could clarify to help State universities establish uniform standards and, as applicable, conform to statutory requirements.

### **Remuneration of Presidents and Administrative Employees**

State law<sup>3</sup> stipulates that a State university administrative employee may not receive more than \$200,000 in annual remuneration<sup>4</sup> from appropriated State funds. According to State law,<sup>5</sup> this limitation does not apply to university teaching faculty or medical school faculty or staff.

BOG regulations<sup>6</sup> define a university teaching faculty member as an employee who provides direct instructional services to students or provides indirect support in the instruction of students by establishing curriculum and other requirements involved in teaching students, including classroom activities, research laboratories, co-curricular activities or service activities in which students participate. The regulations give specific examples of employees who would be exempt from the statutory remuneration limitation, such as provosts, deans, professors, lecturers, librarians, curators, scholars, and scientists. Notwithstanding BOG regulations, and BOG constitutional authority<sup>7</sup> to establish such regulations, the BOG may not promulgate rules that are contradictory to statutory provisions enacted by the Legislature.

State law<sup>8</sup> specifically states that the requirements for limiting remunerations for university presidents and administrative employees is not subject to any other rule to the contrary, and clearly contemplates that the limitation would not apply to teaching faculty but would otherwise apply to employees other than medical school staff. Because university teaching faculty, as defined by BOG regulations, includes those who provide indirect support in the instruction of students by establishing curriculum and other requirements involved in teaching students, the regulations may undercut the dichotomy between administrators and teaching faculty contemplated by State law and allow universities to use public funds to pay annual remunerations in excess of \$200,000, contrary to State law.

### **Sponsored Research**

State law<sup>9</sup> requires the BOG to develop guidelines related to divisions of sponsored research, pursuant to provisions of State law,<sup>10</sup> to serve the function of administration and promotion of the programs of research. According to State law,<sup>11</sup> each State university shall submit to the BOG a report of activities of each division of sponsored research together with an estimated budget for the next fiscal year. Although BOG regulations<sup>12</sup> require each university to include in the annual budget, among other things, the actual and estimated fiscal year sponsored research revenues, expenditures, and positions for functions that are supported by foundations, various State and Federal agencies, local units of governments,

<sup>3</sup> Section 1012.976(2), Florida Statutes.

<sup>4</sup> Remuneration is defined by Section 1012.976(1)(c), Florida Statutes, as salary, bonuses, and cash-equivalent compensation paid to a State university administrative employee for work performed, excluding health insurance and retirement benefits.

<sup>5</sup> Section 1012.976(3), Florida Statutes.

<sup>6</sup> BOG Regulation 9.006, *Remunerations of Presidents and Administrative Employees*.

<sup>7</sup> Article IX, Section 7(d) of the State Constitution.

<sup>8</sup> Section 1012.976(2), Florida Statutes.

<sup>9</sup> Section 1001.706(3)(b), Florida Statutes.

<sup>10</sup> Section 1004.22, Florida Statutes.

<sup>11</sup> Section 1004.22(6)(a), Florida Statutes.

<sup>12</sup> BOG Regulation 9.007, *State University Operating Budgets*.

businesses, and industries, there is no other policy or procedure guidance or regulations for operating university-sponsored research programs. For the 2014-15 fiscal year, State universities reported approximately \$1.8 billion in sponsored research awards, and \$1.6 billion in expenditures from Federal, State, and other sources.

In response to our inquiries, BOG personnel indicated that BOG regulations<sup>13</sup> and State law<sup>14</sup> authorize the UBOTs to create divisions of sponsored research and to establish policies regulating the administration and operation of the divisions of sponsored research. In addition, BOG personnel indicated that these research programs are considered unique depending on the topic, deliverable, and university and, as such, each individual university should create and develop appropriate policies and procedures within the structure provided by the research program itself. However, absent BOG guidance for sponsored research activities, the BOG has limited assurance that university-sponsored research activities comply with applicable laws, rules, and regulations and are consistent with the mission and long-term plans of the SUS. Such guidance should include, for example, restrictions on the use of research funds; procedures for negotiating, entering into, and executing research contracts; procedures for soliciting and accepting research grants and donations; and procedures over the collection of fees and donations. A similar finding was noted in our report No. 2013-024.

### **Anti-Hazing Policies**

Pursuant to BOG regulations,<sup>15</sup> the BOG delegated to the UBOTs the responsibility for developing anti-hazing policies, penalties, and enforcements. In the fall of 2011, BOG personnel surveyed each of the State universities about the universities' policies and procedures designed to create an environment of respect for all students as well as hazing incident reporting mechanisms and hazing prevention strategies. In March 2012, BOG personnel presented the results of the survey to the BOG Academic and Student Affairs Committee (Committee). In June 2013, BOG personnel updated the survey and the updated survey results showed that all 11 universities had hazing prevention strategies that incorporated reporting systems operating 24 hours a day to receive reported hazing incidents. However, the results also showed that 7 universities<sup>16</sup> hazing prevention strategies excluded professional staff development and training, 3 universities<sup>17</sup> did not have an established anti-hazing Web site, and 2 universities<sup>18</sup> did not have an anti-hazing educational program for student organizations. As of June 2016, the updated survey results had not been presented to the Committee.

BOG personnel indicated that the BOG Assistant Vice Chancellor of Academic and Student Affairs is the BOG liaison with the SUS Council for Student Affairs (Council), which consists of the Vice Presidents of Student Affairs for all universities, and the Council sponsors annual Anti-Hazing Summits, coordinates efforts across the SUS to reinforce the message that the SUS has zero tolerance for hazing activities and

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<sup>13</sup> BOG Regulation 1.001, *University Board of Trustees Powers and Duties*.

<sup>14</sup> Section 1004.22, Florida Statutes.

<sup>15</sup> BOG Regulation 1.001(4)(a)(8), *University Board of Trustees Powers and Duties*.

<sup>16</sup> Five of the 7 universities were in the process of implementing professional staff development and training, or proposed to do so.

<sup>17</sup> Two of the 3 universities were in the process of implementing an anti-hazing Web site, or proposed to do so.

<sup>18</sup> One of the 2 universities was in the process of implementing an anti-hazing educational program for student organizations. Subsequent to our inquiry, in July 2016, the remaining university indicated anti-hazing educational programs had been addressed for student organizations.

to share best practices to prevent hazing, and provides periodic updates to the Committee on anti-hazing initiatives. These anti-hazing initiatives include an online anti-hazing training course to inform students about the signs and symptoms of hazing and how to report hazing. The 2014-15 fiscal year General Appropriations Act<sup>19</sup> required University of Central Florida to procure the online anti-hazing course available to all SUS students and provided State funding for the procurement. At the June 18, 2015, Committee meeting, a Council representative informed the Committee that:

- The online anti-hazing program was piloted in the Spring 2015 semester with 2,861 participating students.
- The program would be fully implemented in the Fall 2015 semester.
- Each university was in the process of identifying populations of students to survey regarding the student's attitude, knowledge, and awareness of hazing and intent to change behavior after participating in the online hazing course. The survey populations would include first year students, new and current members of the Greek system, and band members.

However, although online anti-hazing courses were implemented in the Fall 2015 semester and the Council representative indicated that survey results would be compiled and reported to the Committee, as of October 2016, the results had not been presented to the Committee. In response to our inquiries, the BOG liaison with the Council indicated that survey results will likely be presented at the November 2016 Committee meeting. The 2015-16 fiscal year General Appropriations Act<sup>20</sup> required Florida Polytechnic University (FPU) to procure an online anti-hazing course available to all SUS incoming freshmen and provided State funding for the procurement.

While SUS efforts have been made to recognize, prevent, and report hazing activities, as of June 2016, BOG regulations<sup>21</sup> delegated responsibility for developing anti-hazing policies, penalties, and enforcements to the UBOTs and did not provide for BOG oversight or establish specific guidance for the universities to follow. To further improve student safety and reduce incidents of hazing, BOG regulations could be enhanced by establishing anti-hazing policies as well as the penalties and enforcement actions for universities, faculty and staff, and students found to be participating in or not reporting known hazing activities. In addition, to provide the BOG a means for monitoring hazing activities at the universities, the regulations could require universities to periodically report to the BOG the number of hazing incidents that occurred. A similar finding was noted in our report No. 2013-024.

### **Student Codes of Conduct**

BOG regulations<sup>22</sup> require the UBOTs to develop a student code of conduct that includes, among other things, the rights and responsibilities of students; standards of student conduct expected by the university; a list of violations, appropriate penalties, and sanctions; and procedures for initiating and conducting student disciplinary procedures arising from certain types of misconduct. However, the BOG did not identify the student misconduct expected to be addressed in each university's student code of conduct or describe what the BOG considers appropriate disciplinary action for unacceptable conduct.

<sup>19</sup> Chapter 2014-51, Laws of Florida, Specific Appropriation 143.

<sup>20</sup> Chapter 2015-232, Laws of Florida, Specific Appropriation 138.

<sup>21</sup> BOG Regulation 1.001(4)(a)(8), *University Board of Trustees Powers and Duties*.

<sup>22</sup> BOG Regulation 6.0105, *Student Conduct and Discipline*.

In response to our inquiries, the BOG General Counsel indicated that university codes of conduct outline the misconduct that can lead to disciplinary action at a university, and that the BOG has not tried to replicate the conduct codes because the authority has been delegated to the UBOTs in BOG regulation.<sup>23</sup> Additionally, BOG staff prepared a chart listing 30 types of student misconduct, surveyed the universities in April 2013 to determine if the universities had implemented a policy to address the misconduct, and documented on the chart that most universities had a comprehensive student code of conduct. However, as shown in Table 1, 6 of the 30 types of misconduct included on the chart had not been addressed by each university.

**Table 1**  
**Types of Student Misconduct Not Addressed**  
**in University Student Codes of Conduct**

Type of Misconduct	Number of Universities With Codes That Don't Address
Gambling	4
Unauthorized Commercial Solicitation	4
Arson/Fires	2
Misconduct at Sponsored Events	2
Unauthorized Entry	1
Illegal Alteration or Use of Identification	1

Subsequent to our inquiry, BOG staff provided an updated chart as of July 2016, which showed all types of misconduct had been addressed for each university, except for gambling (4 universities), unauthorized commercial solicitation (2 universities), and arson/fires (1 university). BOG-established guidance identifying student misconduct to be addressed in university student codes of conduct and describing what the BOG considers appropriate disciplinary action for unacceptable conduct would promote consistent student disciplinary procedures throughout the SUS. A similar finding was noted in our report No. 2013-024.

### **Purchasing Practices**

State law<sup>24</sup> and BOG regulations<sup>25</sup> require the UBOTs to adopt purchasing regulations. Effective procurement processes, such as competitive solicitation procedures that help identify and select vendors that provide goods and services at fair, competitive, and reasonable prices consistent with desired quality, serve to increase public confidence in the procurement process. BOG regulations<sup>26</sup> require competitive solicitation procedures for deliverables subject to certain conditions, however, BOG regulations provide waivers from the competitive solicitation process for certain goods and services, such as artistic services, academic reviews, and lectures. Although these waivers appear reasonable given the unique nature of these deliverables, we also noted that BOG regulations waived the use of competitive solicitation

<sup>23</sup> BOG Regulation 1.001(4), *University Board of Trustees Powers and Duties*.

<sup>24</sup> Section 1010.04(2), Florida Statutes.

<sup>25</sup> BOG Regulation 18.001, *Purchasing Regulation*.

<sup>26</sup> BOG Regulation 18.001(4) and (6)(d), *Purchasing Regulation*.

procedures for other goods and services and BOG records did not readily identify the reason for the waivers. For example, BOG regulations provided waivers from the competitive solicitation procedures for:

- Accounting and advertising services, which are generally available from various sources.
- Goods and services acquired through the extension of an existing contract, without specifying a maximum number of contract extensions or a time frame (number of years) for the extensions.
- Purchases of goods for resale.

BOG personnel indicated that, in their opinion, there is often a university need to be more strategic in purchases of services not subject to competitive solicitation and the quality and timeliness of exempted services are more important than obtaining the lowest price. However, utilizing a competitive solicitation process for the procurement of goods and services available from various sources does not compromise the quality and timeliness of the deliverables and may help universities acquire goods and services at lower prices and avoid the appearance of favoritism in vendor selection. A similar finding was noted in our report No. 2013-024.

On September 22, 2016, the BOG approved a public notice of intent to amend BOG regulations<sup>27</sup> to rename the regulation, no longer waive from competitive solicitation goods and services acquired through the extension of an existing contract, and specify the maximum time frame for contract extensions. The amended regulations would also exclude media placement services from the advertising services competitive solicitation waiver because media placement services are general services not directed to a target audience and may be competitively placed.

**Recommendation:** The BOG should review, and revise as appropriate, its current regulations to:

- Ensure definitions of teaching faculty do not conflict with State law.
- For sponsored research activities, provide guidance including, for example, restrictions on the use of research funds; procedures for negotiating, entering into, and executing research contracts; procedures for soliciting and accepting research grants and donations; and procedures over the collection of fees and donations.
- Provide guidance for establishing anti-hazing policies as well as the penalties and enforcement actions and require universities to periodically report to BOG the number of hazing incidents that occurred.
- Provide guidance identifying student misconduct to be addressed in university student codes of conduct and describing the appropriate disciplinary action for unacceptable conduct.

**We also recommend that the BOG continue efforts to document consideration of the appropriateness of waivers from the competitive solicitation process for certain goods and services, such as accounting and advertising services, and purchases for resale.**

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<sup>27</sup> BOG Regulation 18.001, *Procurement Regulation*.

## ***PRIOR AUDIT FOLLOW-UP***

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Except as noted in Finding 1, the Board of Governors had taken corrective actions for findings included in our report No. 2013-024.

## ***OBJECTIVES, SCOPE, AND METHODOLOGY***

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The Auditor General conducts operational audits of governmental entities to provide the Legislature, Florida's citizens, public entity management, and other stakeholders unbiased, timely, and relevant information for use in promoting government accountability and stewardship and improving government operations.

We conducted this operational audit from April 2016 to June 2016 in accordance with generally accepted government auditing standards. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

The objectives of this operational audit were to:

- Evaluate management's performance in establishing and maintaining internal controls, including controls designed to prevent and detect fraud, waste, and abuse, and in administering assigned responsibilities in accordance with applicable laws, rules, regulations, contracts, grant agreements, and other guidelines.
- Examine internal controls designed and placed in operation to promote and encourage the achievement of management's control objectives in the categories of compliance, economic and efficient operations, reliability of records and reports, and safeguarding of assets, and identify weaknesses in those controls.
- Determine whether management had taken corrective actions for findings included in our report No. 2013-024.
- Identify statutory and fiscal changes that may be recommended to the Legislature pursuant to Section 11.45(7)(h), Florida Statutes.

This audit was designed to identify, for those programs, activities, or functions included within the scope of the audit, weaknesses in management's internal controls; instances of noncompliance with applicable laws, rules, regulations, contracts, grant agreements, and other guidelines; and instances of inefficient or ineffective operational policies, procedures, or practices. The focus of this audit was to identify problems so that they may be corrected in such a way as to improve government accountability and efficiency and the stewardship of management. Professional judgment has been used in determining significance and audit risk and in selecting the particular transactions, legal compliance matters, records, and controls considered.

As described in more detail below, for those programs, activities, and functions included within the scope of our audit, our audit work included, but was not limited to, communicating to management and those charged with governance the scope, objectives, timing, overall methodology, and reporting of our audit; obtaining an understanding of the program, activity, or function; exercising professional judgment in considering significance and audit risk in the design and execution of the research, interviews, tests,

analyses, and other procedures included in the audit methodology; obtaining reasonable assurance of the overall sufficiency and appropriateness of the evidence gathered in support of our audit findings and conclusions; and reporting on the results of the audit as required by governing laws and auditing standards.

Our audit included transactions, as well as events and conditions, occurring during the audit period of July 2014 through May 2016, and selected actions taken prior and subsequent thereto. Unless otherwise indicated in this report, these records and transactions were not selected with the intent of statistically projecting the results, although we have presented for perspective, where practicable, information concerning relevant population value or size and quantifications relative to the items selected for examination.

An audit by its nature does not include a review of all records and actions of management, staff, and vendors, and as a consequence, cannot be relied upon to identify all instances of noncompliance, fraud, waste, abuse, or inefficiency.

In conducting our audit we:

- Reviewed the BOG's written information technology (IT) policies and procedures to determine whether the policies and procedures addressed certain important IT control functions, such as security, systems development and maintenance, and disaster recovery.
- Reviewed BOG procedures for maintaining and reviewing access to IT resources. We examined access privileges over the data base applications for 8 of the 72 BOG employees to determine the appropriateness and necessity based on employees' job duties and user account functions and adequacy with regard to preventing the performance of incompatible duties. We also examined administrator account access privileges granted and procedures for oversight of administrator accounts for the network, operating system, database, and application to determine whether these accounts had been appropriately assigned and managed.
- Reviewed BOG procedures designed to prohibit former employees' access to electronic data files. We examined access privileges for the 14 former employees who separated from BOG employment during the audit period to determine whether their access privileges had been timely deactivated.
- Evaluated BOG written security policies and procedures governing the classification, management, and protection of sensitive and confidential information.
- Reviewed operating system, database, network, and application security settings to determine whether authentication controls were configured and enforced in accordance with IT best practices.
- Determined whether a written, comprehensive IT risk assessment had been developed for the audit period to document the BOG's risk management and assessment processes and security controls intended to protect the confidentiality, integrity, and availability of data and IT resources.
- Determined whether a comprehensive IT security awareness and training program was in place for the audit period.
- Evaluated BOG, committee, and advisory board minutes to determine whether BOG approval was obtained for the policies and procedures in effect during the audit period and for evidence of compliance with Sunshine Law requirements (i.e., proper notice of meetings, meetings readily accessible to the public, and properly maintained meeting minutes).
- Examined BOG records to determine whether the BOG had developed an anti-fraud policy and procedures to provide guidance to employees for communicating known or suspected fraud to

appropriate individuals. Also, we examined BOG records to determine whether the BOG had implemented appropriate and sufficient procedures to comply with its anti-fraud policy.

- Examined written policies, procedures, and supporting documentation to determine whether the BOG had developed adequate monitoring and provided timely guidance regarding remunerations of university presidents and administrative employees; operating policies and procedures for university-sponsored research programs; anti-hazing policies; uniform student codes of conduct; and conflicts with vendors that conduct business with a university or give donations to a university's direct-support organization.
- Reviewed approval of tuition differential fees during the audit period to determine whether the BOG approved all tuition differential fees in compliance with Section 1009.24(16)(a), Florida Statutes.
- Determined whether during the audit period the BOG monitored university compliance with Section 1004.085, Florida Statutes, related to textbook affordability.
- From the population of 72 employees compensated a total of \$8,729,396 during the audit period, examined records supporting compensation payments totaling \$1,911,921 to 6 selected employees to determine the accuracy of the rate of pay and whether supervisory personnel reviewed and approved employee reports of time worked.
- For the 12 new hires during the audit period, examined personnel records to determine whether the records evidenced that the employees had the necessary qualifications, degrees, and experience for the position based on the written position descriptions.
- Evaluated BOG policies and procedures for payments of accumulated annual and sick leave (terminal leave pay) to determine whether the policies and procedures promoted compliance with State law and BOG policies. From the population of 6 employees who separated from BOG employment during the audit period, and paid \$48,460 for terminal leave, we selected 3 employees who received terminal payments totaling \$24,593 and examined the supporting records to evaluate the payments for compliance with Section 110.122, Florida Statutes.
- Examined severance pay provisions in the Chancellor's contract to determine whether the provisions complied with Section 215.425(4), Florida Statutes.
- From the population of 72 employees (including the Chancellor) who received compensation totaling \$8,729,396 during the audit period, we selected and examined BOG records related to the Chancellor, who received compensation totaling \$853,033, to determine whether the amounts paid did not exceed the limits established in Section 1012.975(3), Florida Statutes.
- Evaluated BOG policies and procedures for obtaining personnel background screenings to determine whether employees in positions of special trust and responsibility, such as positions with direct contact with persons under age 18, had undergone the appropriate background screenings.
- Examined BOG expenditure documentation to determine whether the expenditures were reasonable, correctly recorded, adequately documented, for a valid public purpose, properly authorized and approved, and in compliance with applicable laws, rules, contract terms, and BOG policies and whether applicable vendors were properly selected and carried adequate insurance. From the population of expenditures totaling \$2,406,773 for the audit period, we examined:
  - Documentation relating to 32 selected payments for general expenditures totaling \$106,502.
  - Documentation relating to 5 selected payments totaling \$448,094 for contractual services agreements.
  - Documentation relating to the competitive selection of one vendor that received 10 payments totaling \$495,149.

- From the population of \$298,606 purchasing card (P-card) transactions during the audit period, examined BOG records supporting 18 selected P-card transactions totaling \$39,786 to determine whether the P-card program was administered in accordance with BOG policies and procedures and transactions were not of a personal nature.
- Examined P-card records for 4 cardholders who separated from BOG employment during the audit period to determine whether P-cards were timely canceled upon the cardholders' employment separation.
- From the population of \$324,473 in total travel expenditures during the audit period, examined 25 selected travel expenditures totaling \$41,186 to determine whether the travel expenditures were reasonable, adequately supported, for valid BOG purposes, and limited to amounts allowed by Section 112.061, Florida Statutes.
- Reviewed BOG policies and procedures related to identifying potential conflicts of interest. We also reviewed Department of State, Division of Corporation, records; statements of financial interest; and BOG records for 15 selected BOG officials to identify potential relationships that represented a conflict of interest with vendors used by the BOG.
- Communicated on an interim basis with applicable officials to ensure the timely resolution of issues involving controls and noncompliance.
- Performed various other auditing procedures, including analytical procedures, as necessary, to accomplish the objectives of the audit.
- Prepared and submitted for management response the findings and recommendations that are included in this report and which describe the matters requiring corrective actions. Management's response is included in this report under the heading **MANAGEMENT'S RESPONSE**.

## **AUTHORITY**

Pursuant to the provisions of Section 11.45, Florida Statutes, I have directed that this report be prepared to present the results of our operational audit.



Sherrill F. Norman, CPA  
Auditor General


## **MANAGEMENT'S RESPONSE**



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

Office of the Chancellor  
325 West Gaines Street, Suite 1614  
Tallahassee, FL 32399  
Phone 850.245.0466  
Fax 850.245.9685  
www.flbog.edu

To: Sherrill F. Norman, Auditor General

From: Marshall Criser III, Chancellor 

Date: November 16, 2016

Re: Management Response to Preliminary and Tentative Findings,  
2016 Board of Governors Operational Audit

I offer my thanks to you and your staff for their diligence and thoroughness in conducting this operational audit over the past several months.

As reflected in our detailed response below, we have carefully reviewed and considered your finding and related recommendations for the Board of Governors to amend guidance and oversight in the areas of remuneration of teaching faculty, sponsored research, anti-hazing, student code of conduct, and procurement.

I am pleased that your Preliminary and Tentative report contained no adverse audit findings on the many Board Office operational responsibilities covered by your audit testing. Through your work, I am reassured that Board Office staff are vigilant in ensuring the Board Office operates efficiently, effectively, and in compliance with applicable laws, rules, regulations, policies, and procedures.

Below is the management response to your finding related to the Board of Governors guidance and oversight function.

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### **GUIDANCE AND OVERSIGHT FUNCTION**

**Finding 1:** The Board of Governors (BOG) needs to enhance regulations to help State universities establish uniform standards that conform to statutory requirements. A similar finding was noted in our report No. 2013-024.

Florida A&M University | Florida Atlantic University | Florida Gulf Coast University | Florida International University  
Florida Polytechnic University | Florida State University | New College of Florida | University of Central Florida  
University of Florida | University of North Florida | University of South Florida | University of West Florida

November 16, 2016

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Our review disclosed certain regulations related to the remuneration of university presidents and administrative employees, sponsored research, anti-hazing policies, student codes of conduct, and purchasing practices that the BOG could clarify to help State universities establish uniform standards and, as applicable, conform to statutory requirements.

#### **REMUNERATION OF PRESIDENTS AND ADMINISTRATIVE EMPLOYEES**

**Recommendation:** The BOG should review, and revise as appropriate, its current regulations to ensure definitions of teaching faculty do not conflict with State law.

**Board of Governors Response:** We concur with the recommendation to avoid conflict between our regulation and State law regarding the definition of teaching faculty. The Board will work to ensure alignment between the regulation and section 1012.976, Florida Statutes, with respect to remuneration of university teaching faculty.

The Auditor General's report correctly notes that pursuant to the State Constitution, the Board of Governors has the duty to operate, regulate, control, and be fully responsible for the management of the State University System. The Constitution provides the regulatory authority to the Board to implement system-wide policies that affect the universities, including university personnel. The authority over the personnel programs is recognized in law in section 1001.705(2), Florida Statutes, and in the Governance Agreement between the Board of Governors, the Legislature, and the Executive Office of the Governor. Consequently, the Board of Governors has the authority to promulgate a regulation that affects university personnel. Notably, the reference to "university teaching faculty" in section 1012.976, Florida Statutes, is not defined.

#### **SPONSORED RESEARCH**

**Recommendation:** The BOG should review, and revise as appropriate, its current regulations for sponsored research activities to provide guidance including, for example, restrictions on the use of research funds; procedures for negotiating, entering into, and executing research contracts; procedures for soliciting and accepting research grants and donations; and procedures over the collection of fees and donations.

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**Board of Governors Response:** We concur with the recommendation to review, and revise as appropriate, our regulations for sponsored research activities. The Board of Governors will develop appropriate guidelines for divisions of sponsored research in alignment with applicable state and federal law related to sponsored research contracts and grants.

#### **ANTI-HAZING POLICIES**

**Recommendation:** The BOG should review, and revise as appropriate, its current regulations to provide guidance for establishing anti-hazing policies as well as the penalties and enforcement actions and require universities to periodically report to BOG the number of hazing incidents that occurred.

**Board of Governors Response:** We concur with the recommendation to review, and revise as appropriate, our regulations for anti-hazing policies. Board staff will conduct a review of existing university anti-hazing policies and recommend changes as appropriate to the universities' policies and/or Board of Governors' regulations.

With regard to providing specific penalties and enforcement actions for hazing incidents within Board of Governors regulations, we recognize each incident is fact-specific and student affairs professionals must address these incidents consistently with the principles described below.

Student affairs professionals and student conduct programs have a well-established practice of "administering student discipline to the end that the individual will be strengthened, and the welfare of the group preserved" and of viewing discipline as "a special phase of counseling in the development of self-responsibility for behavior rather than in the spirit of punishment of misbehavior" while simultaneously complying with federal, state, and local laws (The Student Personnel Point of View, 1937 & 1949, published by the American Council on Education).

The current *Ethical Principles and Standards of Conduct for the Association of Student Conduct Administration* states:

Members support the principle of adherence to community standards and when those standards are violated, the necessity of

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disciplinary interventions that contribute to the educational and personal growth of the student.

In addition, the Council for the Advancement of Standards in Higher Education (CAS) develops standards for all areas of student affairs that reflect best practices agreed upon by the student affairs profession-at-large. The CAS standards for student conduct programs state that the program goals:

... must address the institution's need to provide learning experiences for students whose conduct may not be consistent with institutional expectations as well as for those students who participate in the operations of the student conduct system.

These principles and standards are also supported by national student affairs leaders as indicated by the following:

The student conduct process, unlike the criminal and civil legal systems, is designed to address the student's relationship to the institution and its behavioral standards and policies. While the process may involve situations that overlap with criminal laws (e.g. theft, drugs, or sexual assault) and civil statutes (e.g. fraud, social host laws, and other neighborhood issues) campus policies and processes are intentionally and appropriately different. Instead, the student conduct process focuses on assessing the impacts of an individual's behavior on the learning environment of others and facilitating student growth, learning, and development. (An Attorney's Role in the Conduct Process, By Tamara King, JD and Benjamin White, JD, published by the Association for Student Conduct Administration)

Board staff will work with university personnel to develop a process for collecting the number of hazing incidents that occur and will work with university student affairs professionals to assess consistency with the principles articulated above.

#### **STUDENT CODES OF CONDUCT**

**Recommendation:** The BOG should review, and revise as appropriate, its current regulations to provide guidance identifying student misconduct to be addressed in

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university student codes of conduct and describing the appropriate disciplinary action for unacceptable conduct.

**Board of Governors Response:** We concur with the recommendation to review, and revise as appropriate, our regulations for university student codes of conduct. Board staff will work with the universities whose codes do not address gambling, unauthorized commercial solicitation, and arson/fires to revise their student codes of conduct to include these types of misconduct.

With regard to describing the appropriate disciplinary action for unacceptable conduct within Board of Governors regulations, we recognize each incident is fact-specific and student affairs professionals must address these incidents consistently with the principles described below.

Student affairs professionals and student conduct programs have an established practice of “administering student discipline to the end that the individual will be strengthened, and the welfare of the group preserved” and of viewing discipline as “a special phase of counseling in the development of self-responsibility for behavior rather than in the spirit of punishment of misbehavior” while simultaneously complying with federal, state, and local laws (The Student Personnel Point of View, 1937 & 1949, published by the American Council on Education).

The current *Ethical Principles and Standards of Conduct for the Association of Student Conduct Administration* states:

Members support the principle of adherence to community standards and when those standards are violated, the necessity of disciplinary interventions that contribute to the educational and personal growth of the student.

In addition, the Council for the Advancement of Standards in Higher Education (CAS) develops standards that reflect best practices agreed upon by the student affairs profession-at-large. The CAS standards for student conduct programs state that the program goals:

... must address the institution’s need to provide learning experiences for students whose conduct may not be consistent with

November 16, 2016

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institutional expectations as well as for those students who participate in the operations of the student conduct system.

These principles and standards are also supported by national student affairs leaders as indicated by the following statements:

The student conduct process, unlike the criminal and civil legal systems, is designed to address the student's relationship to the institution and its behavioral standards and policies. While the process may involve situations that overlap with criminal laws (e.g. theft, drugs, or sexual assault) and civil statutes (e.g. fraud, social host laws, and other neighborhood issues) campus policies and processes are intentionally and appropriately different. Instead, the student conduct process focuses on assessing the impacts of an individual's behavior on the learning environment of others and facilitating student growth, learning, and development. (An Attorney's Role in the Conduct Process, By Tamara King, JD and Benjamin White, JD, published by the Association for Student Conduct Administration)

Board staff will work with university student affairs professionals to assess consistency of student conduct disciplinary action with the principles articulated above.

#### **PURCHASING PRACTICES**

**Recommendation:** We also recommend that the BOG continue efforts to document consideration of the appropriateness of waivers from the competitive solicitation process for certain goods and services, such as accounting and advertising services, and purchases for resale.

**Board of Governors Response:** We concur with the recommendation that the Board of Governors continue efforts to document consideration of the appropriateness of waivers from the competitive solicitation process for certain goods and services, such as accounting and advertising services, and purchases for resale.

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Effective November 3, 2016, the Board of Governors amended Regulation 18.001, Procurement Regulation. The amended regulation places limits on extensions and renewals, and specifies that the advertisement exemption does not include media placement services. The intent of the exemption, except for media placement, is to allow for advertisements such as required legal notices or other items that require public notice to be placed in local markets that may have limited advertisement opportunities.

Regarding the other two exemptions specified in the audit, accounting services and goods for resale, we have gathered documentation for their continued exemption.

1. University procurement officers advised that the exemption for accounting services is applied in cases where the university's business needs include factors such as: specialization in a particular industry; focus on specific target audiences; a unique business model; or a particular geographic focus. According to the universities, the use of this exemption is infrequent.
2. Regarding purchases of goods for resale, the use of this exemption is extensive and long-standing. Purchase of goods for resale by a university by its nature is not conducive to a strict bidding process. These types of purchases, or sales decisions, are driven by customer preferences.

The Board of Governors will continue to monitor the use of these exemptions, as well as other aspects of the Procurement regulation, and consider further amendments as may be needed in the future.

MC/jkm

### **9.006 Remuneration of University Presidents and Administrative Employees**

(1) A president employed by a university board of trustees may not receive more than \$200,000 in remuneration from public funds. A university board of trustees (itself or through a component unit) is not prohibited from providing cash or cash-equivalent compensation from funds that are not public funds to a president in excess of the \$200,000 limit.

(a) Remuneration includes salary, bonuses, and cash-equivalent compensation paid to a president by the university board of trustees for work performed, excluding health insurance and retirement benefits.

(b) Public funds are defined as funds appropriated from general revenue, state trust funds, including the student tuition and fee trust fund, educational enhancement trust fund, phosphate research trust fund or any funds from a state university trust fund regardless of repository.

(c) Cash-equivalent compensation means any benefit that may be assigned an equivalent cash value.

(2) A university administrative employee may not receive more than \$200,000 in remuneration from appropriated state funds. A university board of trustees (itself or through a component unit) is not prohibited from providing cash or cash-equivalent compensation from funds that are not public funds to a university administrative employee in excess of the \$200,000 limit.

(a) Remuneration includes salary, bonuses, and cash-equivalent compensation paid to a university administrative employee by the university board of trustees for work performed, excluding health insurance and retirement benefits.

(b) Appropriated state funds are defined as funds appropriated from general revenue or state trust funds, including the student tuition and fee trust fund, educational enhancement trust fund and the phosphate research trust fund.

(c) Cash-equivalent compensation means any benefit that may be assigned an equivalent cash value.

(d) University teaching faculty or medical school faculty or staff are excluded from the \$200,000 limit. University teaching faculty is defined as an employee that provides direct instructional services to students or provides direct or indirect support in the instruction of students by establishing curriculum and other requirements involved in teaching students. Instructional services would also include classroom activities, research laboratories, co-curricular activities or service activities in which students participate. These employees may be on a

tenured/tenured-track line or under contract by the university in a faculty or other academic personnel or personnel support position. This would include a university's provosts, deans, professors, lecturers, librarians, distinguished professors, eminent scholars, curators, scholars, scientists, engineers and clinicians.

Authority: Section 7(d), Art. IX, Fla. Const., History – New 3-17-16.

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Budget and Finance Committee  
June 12, 2019**

**SUBJECT:** Board of Governors Regulation 9.012 Requiring Disclosure of Gifts from Foreign Governments and Persons

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**PROPOSED COMMITTEE ACTION**

Consider approval of Public Notice of Intent to Repeal Regulation 9.006.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

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

**BACKGROUND INFORMATION**

In September 2010, a new regulation was adopted to require university boards of trustees, on behalf of their direct-support organizations, to annually disclose gifts received from foreign governments or persons in excess of \$100,000. Universities receiving any direct or indirect federal financial assistance are required to disclose all gifts and contracts received from foreign sources in excess of \$250,000, individually or in combination from one source, to the United States Department of Education. In 2010, a bill was proposed in the Legislature that would have required universities to report all gifts received from foreign sources in excess of \$100,000 to the Department of Revenue. Because any reporting obligation is more properly a function of State University System governance, a new regulation was developed to capture the information at the system level.

Since the creation of the regulation, only six universities have reported information. Given the total number of donations the universities receive during the course of a year, the number received from foreign individuals is small.

Board staff recommends the repeal of this regulation and require the universities to maintain this information and provide it upon request, if needed.

<i>Year</i>	<b>FAU</b>	<b>FIU</b>	<b>FSU</b>	<b>UCF</b>	<b>UF</b>	<b>USF</b>	<b>Total</b>
2018		1		3	13	1	18
2017	1		1	1	9	1	13
2016	1	2		1	10	1	15
2015				1	6	2	9
2014			1	1	2	1	5
2013					3		3
2012			1				1
2011			2				2

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**Supporting Documentation Included:** Repeal Regulation 9.012

**Facilitators/Presenters:** Tim Jones

## For Repeal

### **~~9.012 — Disclosure of Gifts from Foreign Governments and Persons~~**

~~(1) Each university board of trustees on behalf of any direct support organization shall disclose the amount, terms, restrictions, and requirements made a part of any gift given to a university or direct support organization by a foreign government or foreign person that exceeds \$100,000 during each fiscal year to the Board of Governors, unless otherwise prohibited by law. For purposes of this reporting requirement, if a foreign government or foreign person donates more than one gift to a university or direct support organization in a single fiscal year and the total value of those gifts exceed \$100,000, all gifts received from that government or person shall be disclosed to the Board of Governors annually on September 1.~~

~~(2) The following definitions are applicable for purposes of this regulation:~~

~~— (a) “Foreign government” means the government of any country, nation, or group of nations other than the government of the United States or the government of a state or political subdivision, including any agent of such government;~~

~~— (b) “Foreign person” means any person who is not a citizen or national of the United States or a trust territory of the United States, and includes an agent of the person, and any legal entity created under the laws of a foreign government, including a foreign partnership, foreign trust, or foreign corporation.~~

~~(3) For each gift subject to disclosure under this regulation, the university board of trustees on behalf of any direct support organization shall provide the following information, unless otherwise prohibited by law:~~

~~— (a) the amount of the gift and the date received;~~

~~— (b) the name of the foreign government if the gift is made by a foreign government;~~

~~— (c) the name of the foreign country in which a foreign person is principally located or resides if the gift is made by a foreign person; and~~

~~— (d) any terms, restrictions, and requirements made a part of any gift received by a foreign government or person, including any conditions or restrictions regarding the control of curricula, faculty, student admissions or student fees or contingencies placed upon the university or the direct support organization to take a specific public position or to award an honorary degree.~~

~~Authority: Section (7)(c), Art. IX, Fla. Const., History: New 09 16 10.~~

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Budget and Finance Committee  
June 12, 2019**

**SUBJECT:** Budget Update

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**PROPOSED COMMITTEE ACTION**

For information only

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

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

**BACKGROUND INFORMATION**

Board staff will review with the Committee changes and improvements that are being made to review financial information, statutory changes from the 2019 legislative session, and reports due on performance-based funding.

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**Supporting Documentation Included:** Presentation will be made at the meeting

**Facilitators/Presenters:** Tim Jones



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

## AGENDA

### Facilities Committee

Ballroom

Marshall Center Ballroom

University of South Florida

4103 USF Cedar Circle

Tampa, Florida

June 12, 2019

4:00 – 5:00 p.m.

or

Upon Adjournment of Previous Meetings

Chair: Mr. H. Wayne Huizenga, Jr.; Vice Chair: Mr. Syd Kitson

Members: Felton, Jordan, Lautenbach, Morton, Silagy

1. Call to Order and Opening Remarks Governor H. Wayne Huizenga, Jr.
2. Minutes of Committee Meeting Governor Huizenga  
Minutes, March 27, 2019
3. USF College of Medicine - Space Lease with Tampa General Hospital Mr. Chris Kinsley  
*Assistant Vice Chancellor for  
Finance & Facilities*  
USF Representatives
4. University of Florida Educational Plant Survey Mr. Kinsley
5. New College of Florida Educational Plant Survey Mr. Kinsley
6. Shared Initiatives Update Ms. Lynn Robinson  
*Director, Shared Initiatives*
7. Modification of the 2020-21 LBR Process Mr. Kinsley
8. FIU Biscayne Bay Campus Pool Repairs Mr. Kinsley
9. Concluding Remarks and Adjournment Governor Huizenga

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Facilities Committee  
June 12, 2019**

**SUBJECT:** Minutes of Meeting held March 27, 2019

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**PROPOSED COMMITTEE ACTION**

Approve the minutes from the meeting held on March 27, 2019

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Committee members will review and approve the minutes of the Facilities Committee meeting held on March 27, 2019, at Florida Agricultural and Mechanical University.

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**Supporting Documentation Included:** Minutes: March 27, 2019

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

MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
FACILITIES COMMITTEE  
FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY  
TALLAHASSEE, FLORIDA  
MARCH 27, 2019

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

Governor H. Wayne Huizenga, Jr., Chairman, convened the meeting of the Board of Governors Facilities Committee meeting at 4:52 p.m., March 27, 2019. The following members were present: Fernando Valverde, Shawn Felton, Darlene Jordan, Sydney Kitson, Ned Lautenbach, Edward Morton, and Jay Patel. Other Board members present included: Tim Cerio, Richard Corcoran, Patricia Frost, Alan Levine, Frederic Salerno, Norman Tripp, Jalisa White, and Zachariah Zachariah.

1. Call to Order and Opening Remarks

Chairman Huizenga called the meeting to order.

2. Minutes of Committee Meeting: Governor Huizenga

Governor Jordan moved that the Committee approve the minutes of the Facilities Committee meeting held January 31, 2019, at Florida International University. Governor Patel seconded the motion, and it passed unanimously.

3. 2020-2021 Legislative Budget Request Guidelines

Chairman Huizenga explained that at the meeting on January 31, 2019, there was a discussion to adopt the LBR Guidelines for Fixed Capital Outlay so that the Trustees can begin to process of adopting the new LBRs for the 2020 Session. Chairman Huizenga went on to explain that other than formatting, the Guidelines document proposed for adoption is the same one discussed in January. Chairman Huizenga asked if there were any questions. There being none, he called for a motion to adopt the 2020-21 LBR Guidelines for Fixed Capital Outlay. Governor Jordan moved to approve, Governor Felton seconded, and the motion passed with approval by all members present.

#### 4. FIU P3 Hotel and Alumni Center

Chairman Huizenga invited Dr. Ken Jessel to present on the FIU P3 Hotel Center. Dr. Jessel explained that the Hotel, Conference Center, and Alumni Center will serve students, faculty, researchers, alumni, and also the community. He also described the project in detail and highlighted many of the benefits including, but not limited to supporting the academic and research mission of the institution.

Dr. Jessel also discussed the selection of the developer, Concord Benchmark, which consists of Concord Eastridge, Inc. and Benchmark Management Company, LLC. Rabun Architects is the architect, with Moss & Associates providing the construction services.

Additionally, Dr. Jessel described the location and approval of the site. Also, discussed in detail were issues raised by the Division of Bond Finance. Finally, Dr. Jessel addressed the maintenance agreement and the possible demolition of the project at the conclusion of the lease.

Chairman Huizenga opened the floor for questions. After further discussion with Governors Valverde, Patel, Kitson, and Morton, Chairman Huizenga called for a motion to approve a resolution approving Florida International University Board of Trustees to enter into a sublease and operating agreement with Concord Benchmark, LLC for the construction, financing, operation and maintenance of a 150 bed hotel and conference center and for the construction of an alumni center on the Modesto Maidique Campus. Governor Patel moved to approve, Governor Valverde seconded, and the motion passed with approval by all members present.

#### 5. FAU Housing Bonds

Chairman Huizenga called on Mr. Jeff Atwater to discuss the FAU Housing Bonds. Mr. Atwater discussed the \$78.5 million project for two housing buildings; one on the Boca Raton campus and the other on the Jupiter campus. Mr. Atwater noted that this project is all about the students and their academic success, retention, and lowering the cost for the student and their family, as well as enhancing the entire housing enterprise for the university. Mr. Atwater called on FAU's Board of Trustees' Chairman Anthony Barbar to discuss the project further. Chairman Barbar advised that the board believes that this project is an important part of executing FAU's strategic plan, the Race to Excellence. Chairman Barbar discussed in detail the metrics that have been monitored and improved upon since being able to house students on campus.

Next, Dr. King, Vice President of Student Affairs and Enrollment Management, presented on the project and highlighted accessibility, enrollment, affordability, student development and engagement, and the maintenance of FAU housing's financial

strength. Dr. King provided an overview of both the Boca Raton campus and the Jupiter Campus and discussed the various aspects that bring students together as a community and promote well-being and academic success through the Get Wise program. Dr. King invited Michael Cocuzza, Assistant Vice President Finance, Shared Services & Housing Operations to discuss the implementation of student tutoring into the residence halls. Mr. Atwater then discussed the rental rate comparisons for 2021.

Lastly, Mr. Atwater highlighted key points of the request such as the cost not to exceed \$78.5 million in funding, mentioning the intent to tear down the old housing in between the spring and summer semesters and continue with the construction of the project with the intent to open in the fall of 2021.

Chairman Huizenga then opened the floor for questions. After further discussion with Governor Cerio and Governor Tripp, Chairman Huizenga called for a motion to approve a resolution authorizing the issuance of fixed rate, tax-exempt revenue bonds, by the FAU Financing Corporation on behalf of Florida Atlantic University, in the principal amount not to exceed \$78,500,000 for the purpose of financing the construction of two new student housing facilities on the Boca Raton and Jupiter campuses. Governor Morton moved to approve, Governor Jordan seconded, and the motion passed with approval by all members present.

#### 6. Proposed Amendments to the P3 Guidelines

Chairman Huizenga recognized Mr. Chris Kinsley, Assistant Vice Chancellor for Finance and Facilities, to discuss the proposed amendments to the P3 Guidelines, as well as Ben Watkins from the Division of Bond Finance to share some input on the P3 Guidelines.

Mr. Kinsley noted that the approximately two years ago the request was made to take a look at the P3 Guidelines; therefore, for two years we have taken feedback from the universities, Bond Finance, and interested Board members, as well as having two workshops to address the guidelines. Mr. Kinsley additionally pointed out that there are currently no P3 projects in the pipeline. The Board has demonstrated the ability to pause projects and fully consider all factors, even if they conform to the Guidelines. Additionally, these Guidelines can be modified as needed.

Mr. Watkins then commented on the Guidelines and made five (5) additional recommendations to changing the P3 Guidelines in order to streamline the process, make it more efficient and to address vulnerabilities.

Chairman Huizenga opened the floor for questions. After further discussion with Governor Patel and the Chairman, Chairman Huizenga advised that the Board feels the P3 Guidelines should be considered as proposed.

There being no further discussion, Chairman Huizenga called for a motion to approve amendments to the Public Private Partnership Guidelines. Governor Patel moved to approve, Governor Valverde seconded, and the motion passed with approval by all members present.

7. Proposed Amendment to Board Regulation 14.0025 Action Required Prior to Fixed Capital Outlay Budget Request

Chairman Huizenga called on Mr. Chris Kinsley, Assistant Vice Chancellor for Finance and Facilities, to discuss the proposed amendments to the Board Regulation 14.0025. Mr. Kinsley advised that this item was brought before the Board for discussion only. He noted that the regulation was amended over 10 years ago to specify that budgets approved by the board of trustees, rather than the Chancellor, shall serve as the planning documents for facility construction. This recommendation re-establishes a role for the Chancellor and provides Board approval of fixed capital outlay budgets. Mr. Kinsley advised that there has been some feedback from the universities, that there are some details to still work out, and that the legislature is interested in this as well.

Chairman Huizenga opened the floor for input. The Committee expressed their support and desire to explore this further. Mr. Kinsley then noted that he will continue to monitor carefully any actions taken by the legislature and any change in the underlying law. Mr. Kinsley explained that he was phasing this in so that it would take effect July 2<sup>nd</sup> as the regulation procedure is to notice and then adopt. This will take some time to implement, even if adopted by the board.

8. Legislative Update and Legislative Budget Request Amendment

Chairman Huizenga stated that the University of Florida has requested an amendment to our list of projects requesting special Legislative authorization to use carry forward.

Mr. Kinsley advised that even though both chambers have introduced their budgets, he stated that the budget was not finalized. He stated that the University of Florida was well positioned, and this gives UF the ability to state that the Board approves the requests. The first request is a request for UF to expend reserve or carry forward balances in the amount of \$6,250,000 for the Holland Law School Hot Water Conversion and other repairs. The other is a request to expend reserve or carry forward balances in the amount of \$4,250,000 for the Dental Sciences Building Deferred Maintenance needs and other Repairs.

Chairman Huizenga called for a motion to approve amendment to the 2019-2020 Fixed Capital Outlay Legislative Budget Request as presented. Governor Jordan moved to approve, Governor Morton seconded, and the motion passed with approval by all members present.

8. SUS Credit Ratings

Chairman Huizenga noted that it was great to see that our universities have such good credit ratings. He then stated that he would like to explore if there are policies or practices we could consider that would further enhance these ratings. He asked that Mr. Kinsley to reach out to experts, such as Governor Morton, Ben Watkins, and the CAFA group, to see what they would recommend.

Mr. Kinsley then summarized the bond program ratings related to the State University System of Florida. Mr. Kinsley also pointed out that the Debt Guidelines call for a goal of A or higher. He advised that a good job has been done in achieving that goal and that there are a couple of A- ratings which will require further work to improve those school ratings. Chairman Huizenga advised Mr. Kinsley to work with the experts to continue to improve the ratings.

Chairman Huizenga then opened the floor for questions. Mr. Kinsley then answered questions from Governor Morton, Governor Levine, and Governor Patel. Governor Morton also expressed a desire to discuss the matter further.

9. FAMU Brooksville/Duke Energy Representatives

Chairman Huizenga recognized former FAMU President Fred Gainous and Attorney David Self to present on the FAMU Brooksville Solar Field Project.

Mr. Gainous presented on the details of the ground lease arrangement with Duke Energy and the installation of a solar field at the Brooksville Site. He also noted how this project will move the university into the 21<sup>st</sup> century in agriculture and help accomplish an item on the strategic plan. Mr. Gainous then discussed several of the benefits of the corporate partnership with Duke Energy and how this project will ultimately, benefit students not only in the College of Agriculture and Food Sciences, but also students in the School of Business and Industry, Journalism, Engineering and all other STEM programs. Finally, Mr. Gainous advised that there will be a focus group which will invite the residents of Brooksville to have a general discussion and reception.

Chairman Huizenga opened the floor for questions. Further discussion ensued with Governor Patel and Governor Kitson. Mr. Gainous advised that FAMU would go back to Duke Energy pursuant to Governor Patel's recommendation to explore the potential benefit to students as a result of federal tax credits. Chairman Huizenga commended the university for thinking outside the box and finding ways to assist and continue the education of the students.

10. Concluding Remarks and Adjournment

There being no further business, Chairman Huizenga adjourned the meeting at 6:24 p.m. (ET), on March 27, 2019.

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Chris Kinsley, Assistant Vice Chancellor  
Facilities

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H. Wayne Huizenga, Jr., Chair

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Facilities Committee  
June 12, 2019**

**SUBJECT: USF Lease of Space to Tampa General Hospital**

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**PROPOSED COMMITTEE ACTION**

For information only. USF will present an update on the proposed lease of 25,000 square feet of space in the new College of Medicine/Heart Health facility to Tampa General Hospital. The leased space will be used to deliver joint USF Health/TGH healthcare-related services in coordination with the clinical, teaching and research missions of the new building. The context for this agreement is the accelerating clinical partnership and integration between USF Health and TGH.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

The University Board of Trustees on June 6, 2019, authorized USF to enter into a lease arrangement with Florida Health Sciences Center, Inc. (TGH) which is doing business as Tampa General Hospital, to occupy three floors; ground (1<sup>st</sup>), 9<sup>th</sup> and 12<sup>th</sup>, representing approximately 25,113 sq. ft. in the College of Medicine/Heart Health Facility which is under construction in downtown Tampa, and scheduled to open later in 2019.

To date, the State of Florida has invested over \$110 Million in this project at the request of USF and the Board of Governors. During Fiscal Year 2019-2020, the Board of Governors will be asked to approve the funds necessary to operate the new facility as part of USF's 2019-2020 operating budget, and the Fixed Capital Outlay Spending Plan to complete construction of the facility in downtown Tampa on the educational site previously approved by the Board.

Potential use of the leased space (by FHSC) includes an urgent care facility, pharmacy, imaging and radiology (on first floor only), executive wellness, concierge medicine, cardiology, administrative uses, and doctor's offices for purposes of seeing patients. The initial lease term is twenty five (25) years. The base rent for the initial term is \$20,000,000, to be prepaid to USF on or before July 1, 2019.

While the financial structure chosen by the university does not require approval by the Board of Governors, the Board is being informed at the request of USF.

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**Supporting Documentation Included: USF Presentation**

**Facilitators/Presenters:** Mr. Chris Kinsley, University Staff

DRAFT 05/~~1503~~/2019

# LEASE OF SPACE

THE UNIVERSITY OF SOUTH FLORIDA BOARD OF TRUSTEES,  
a public body corporate

LANDLORD

and

FLORIDA HEALTH SCIENCES CENTER, INC., a Florida not for profit corporation

TENANT

DATED: \_\_\_\_\_, 2019

116790266.13

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## LEASE OF SPACE

THIS LEASE OF SPACE (this "Lease") is entered into as of the \_\_\_\_ day of \_\_\_\_\_, 2019 (the "Effective Date") by and between The University of South Florida Board of Trustees, a public body corporate, and Florida Health Sciences Center, Inc., a Florida not for profit corporation, for the purpose of building a strategic relationship to improve and advance the delivery of healthcare across the region, while continuing to innovate through research and teach USF medical students, residents and fellows

In consideration of the payment of rents and other charges provided for herein and the covenants, terms and conditions hereinafter set forth, Landlord and Tenant, intending to be legally bound, hereby covenant, agree, represent and warrant (as applicable) as follows:

### ARTICLE I

#### BASIC TERMS

**1.1. Date of Lease.** \_\_\_\_\_, 2019.

**1.2. Landlord.** The University of South Florida Board of Trustees

**1.3. Tenant.** Florida Health Sciences Center, Inc.

**1.4. Premises.** Approximately 25,113 square feet of space subject to adjustment as provided in Section 3.7 below, within the building (the "Building") to be constructed upon the land located in Tampa, Florida and legally described on **Exhibit A** attached hereto and made a part hereof by this reference (the "Land"). The Premises are depicted on **Exhibit B** attached hereto and made a part hereof by this reference and consist of: approximately 6,501 square feet of space on the ground floor of the Building (the "Ground Floor Premises"); approximately 8,933 square feet of space on the 9<sup>th</sup> floor of the Building (the "9<sup>th</sup> Floor Premises"); and approximately 9,679 square feet of space on the 12<sup>th</sup> floor of the Building (the "12<sup>th</sup> Floor Premises"). The Building, the Land and the Common Areas (defined in Section 4.2 below) are sometimes collectively referred to herein as the "Property".

**1.5. Commencement Date.** The date that is one hundred eighty (180) days after the Delivery Date (as defined in Section 2.2 below).

**1.6. Initial Term.** Twenty-five (25) Lease Years.

**1.7. Lease Year.** Each period of twelve (12) consecutive calendar months during the Lease Term (as defined in Section 2.1 below), with the first Lease Year commencing on the Commencement Date, provided that if the Commencement Date is on a day other than the first day of the calendar month, the first Lease Year shall include the period from the Commencement Date through the end of the month in which the Commencement Date occurs and shall end on the anniversary of the last day of the month in which the Commencement Date occurs.

**1.8. Permitted Use.** Urgent care facility, pharmacy, imaging (on first floor only), radiology (on first floor only), executive wellness, concierge medicine, cardiology, administrative uses, doctor's offices for purposes of seeing patients, and other uses that are approved by Landlord, which approval shall not be unreasonably withheld, conditioned or delayed, all in conformity with all applicable federal, state, municipal, and local laws, codes, ordinances, rules and regulations having jurisdiction over the Building and the Land. If Landlord does not approve any proposed changes to the Permitted Use, then Landlord shall provide Tenant with specific reasons for such disapproval.

**1.9. Base Rent.** As Base Rent for the Premises, Tenant shall prepay to Landlord the sum of Twenty Million Dollars (\$20,000,000), payable in accordance with Section 3.1 below.

**1.10. Operating Expenses.** Defined in Section 3.3 below.

**1.11. Operating Expense Base.** \$10.00 per square foot.

**1.12. Tenant's Proportionate Share.** Tenant's allocated share ("Proportionate Share") for purposes specified in this Lease shall be ~~calculated by dividing the number of square feet contained in the Premises, or the applicable portion thereof, by the number of square feet contained in the Building (which Landlord estimates to be [TBD] square feet)~~ ten percent (10%). Tenant's Proportionate Share for the Ground Floor Premises is stipulated to be 2.6%. Tenant's Proportionate Share for the 9<sup>th</sup> Floor Premises is stipulated to be 3.6%. Tenant's Proportionate Share for the 12<sup>th</sup> Floor Premises is stipulated to be 3.8%.

**1.13. Notice Addresses.**

Landlord

The University of South Florida Board of Trustees  
4202 East Fowler Avenue, CGS 301  
Tampa, Florida 33620  
Attn: CFO  
Telephone: (813) 974-3297

With a copy to:  
Office of General Counsel  
4202 East Fowler Avenue, CGS 301  
Tampa, Florida 33620  
Attn: Hilary Black  
Senior Associate Counsel  
Telephone: (813) 974-0749  
Email: hblack@usf.edu

With a copy to:  
Foley & Lardner LLP  
100 N. Tampa Street, Suite 2700  
Tampa, Florida 33602  
Attn: Stephen J. Szabo, III  
Telephone: (813) 225-4193  
Email: sszabo@foley.com

Tenant

Florida Health Sciences Center, Inc.  
P.O. Box 1289  
Tampa, Florida 33601  
Attn: Controller  
Telephone : (813) 844-4615  
Facsimile: (813) 844-4595

With a copy to:  
Carlton Fields  
4221 West Boy Scout Boulevard  
Suite 1000  
Tampa, Florida 33607  
Attn: Joel B. Giles  
Telephone: (813) 223-7000

**1.14. Extension Term.** One (1) additional term of ten (10) Lease Years (the "Extension Term"). The Extension Term shall be on the same terms and conditions as are set forth in this Lease, except that the Base Rent shall be equal to the mutually agreed fair market rental value for the Premises. If Landlord and Tenant are not able to agree to the fair market rental value for the Extension Term on or before the date that is one hundred eighty (180) days prior to the end of the Initial Term, then this option to extend the Initial Term shall be null and void.

## ARTICLE II

### LEASE TERM AND PREMISES

**2.1. Lease of Premises for Lease Term.** Landlord hereby leases the Premises to Tenant and Tenant hereby leases the Premises from Landlord for the Initial Term, unless earlier terminated or extended pursuant to the terms and conditions of this Lease. For purposes of this Lease, the term “Lease Term” shall mean the Initial Term, together with any Extension Terms that have become effective in accordance with the terms of this Lease.

**2.2. Possession.** Landlord shall deliver the Premises to Tenant with the work set forth in **Exhibit D-1** and **Exhibit D-2** (collectively, “Landlord’s Work”) Substantially Complete (defined below). Landlord anticipates delivery of the Premises to occur on or before February 1, 2020, subject to Force Majeure Events (as defined in Section 14.11 below). The term “Substantial Completion” or “Substantially Complete” as used in the Lease and herein shall mean the delivery of written notice to Tenant of the completion of construction of the Landlord Work with the exception of minor details of construction, installation, or mechanical adjustments and any other items on the punch list agreed to by Landlord and Tenant. The date on which Landlord delivers the Premises to Tenant with Landlord’s Work Substantially Complete is referred to as the “Delivery Date.” Tenant may make modifications to the Building required to accommodate the imaging center in the Ground Floor Premises, as set forth in **Exhibit D-3**, at Tenant’s sole cost and expense.

**2.3. Early Access.** Tenant and its agents may enter the Premises prior to the Substantial Completion of Landlord’s Work, at no charge to Tenant, to construct the Tenant Improvements (defined below), to install Tenant’s furniture, fixtures, and equipment, and to perform such decorative or other finishing work as Tenant may desire (collectively, “Tenant’s Work”), provided that Tenant’s Work in no way interferes with the performance of Landlord’s Work or Landlord’s construction of the Building and such entry shall be subject to all of the terms and conditions of this Lease, excluding the payment of Rent. Prior to any entry onto the Premises by Tenant or its agents or contractors, Tenant shall furnish to Landlord proof of the insurance coverages required of Tenant under this Lease. Landlord and Tenant shall cooperate with respect to the performance of Landlord’s Work and Tenant’s Work. Each of Tenant and Landlord shall use commercially reasonable efforts to cause their respective general contractors to cooperate with each other in the performance of Tenant’s Work and Landlord’s Work. In the event Landlord, in its commercially reasonable discretion, determines that the performance by Tenant or any of its agents of any of Tenant’s Work is impeding or impairing in any way the performance of Landlord’s Work, then Tenant shall cease such Tenant’s Work until the receipt of notification from Landlord or Landlord’s contractor that Tenant may once again enter the Premises to perform Tenant’s Work. Tenant and its agents shall have the free, non-exclusive use of the Building’s loading docks, freight elevators, and reasonable construction parking in connection with Tenant’s Work, and Tenant and its agents shall not be charged for the use of electrical, HVAC, or life safety systems within the Premises during the performance of Tenant’s Work prior to the Commencement Date.

**2.4. Acceptance of Premises.** On a date determined by Landlord and Tenant promptly after Substantial Completion of Landlord’s Work, Tenant, Landlord, and Landlord’s general contractor shall together inspect the Premises for any defects or deficiencies in the construction of Landlord’s Work, and create a “Punch List”. Any occupancy, use or other acceptance of possession of the Premises by Tenant for any purpose shall conclusively establish that the Premises and the Property were in satisfactory condition and in conformity, in all respects, with the provisions of this Lease and all Applicable Laws (as defined in Section 4.1 below), and shall constitute a waiver by Tenant of all rights and claims against Landlord arising out of the condition of the Premises on the date of such possession or use, except for those matters included on the Punch List and latent defects that Tenant could not have reasonably discovered during its inspection of the Premises on or before the Commencement Date and that are discovered by Tenant and specified in written notice delivered to Landlord within the later of (i) one (1) year of the

Commencement Date, or (ii) such longer period of time for which a warranty from a third party exists in excess of one (1) year of the Commencement Date (collectively, "Latent Defects"), if any. Promptly after the Commencement Date, Landlord and Tenant shall enter into a certificate substantially in the form of **Exhibit E** attached hereto and made a part hereof, acknowledging Tenant's acceptance of the Premises in accordance with the foregoing and the Commencement Date of this Lease.

**2.5. Surrender and Holding Over.** Tenant shall have no right to hold over or otherwise remain in possession of the Premises after the date of expiration or earlier termination of this Lease (the "Termination Date"), and any continued occupancy after the Termination Date shall not operate to extend the Lease Term or to imply or create a new lease between the parties. Tenant shall vacate and surrender the Premises to Landlord on the Termination Date in a neat and clean condition, and otherwise in the same condition as received by Tenant, except for the Tenant Improvements, and except for ordinary wear and tear and damage by casualty and condemnation. Any alterations, additions or improvements made by Tenant (collectively, "Alterations") that are not removed by Tenant by the Termination Date shall become Landlord's property and shall be surrendered to Landlord on the Termination Date. Tenant shall remove all of Tenant's furniture, trade fixtures and other personal property that can be removed without material damage to the Premises and Tenant shall repair, at Tenant's sole cost and expense, any damage to the Premises caused by such removal. Tenant's failure to vacate the Premises on the Termination Date shall constitute a default hereunder unless Landlord thereafter accepts Base Rent from Tenant (which Landlord shall have no obligation to do). If Landlord accepts Base Rent, Tenant's occupancy of the Premises shall thereafter be a "month-to-month" tenancy, terminable by either party on thirty (30) days' notice, subject to all of the terms and conditions of this Lease except that Tenant shall pay Base Rent monthly at an amount equal to one hundred fifty percent (150%) of the rent applicable to the period immediately prior to the Termination Date, calculated based on the Base Rent being amortized over the Term at an interest rate of four percent (4%) per annum.

### ARTICLE III

#### RENT, OPERATING EXPENSES AND OTHER CHARGES

**3.1. Base Rent.** Tenant shall prepay Base Rent for the Initial Term to Landlord on or before July 1, 2019 (the "Base Rent Payment Date"), plus any applicable sales tax due thereon. Tenant's prepayment of Base Rent shall be payable at Landlord's address set forth in Section 3.2 below or at such other place as Landlord may from time to time designate in writing.

**3.2. Additional Rent.** All Operating Expenses (as defined in Section 3.3 below), interest, late charges, fees, charges and other amounts payable by Tenant under this Lease other than Base Rent are called "Additional Rent." The term "Rent" shall mean Base Rent and Additional Rent and all applicable sales tax.

Tenant's payment of Rent together with any applicable sales tax, if any, shall be made payable to Landlord in lawful money of the United States of America, and shall be mailed or delivered to Landlord at the following address or such other address as Landlord shall designate in writing:

The University of South Florida Board of Trustees  
Attention: CFO  
4202 East Fowler Avenue, CGS301  
Tampa, Florida 33620

#### **3.3. Operating Expenses.**

**(a) Operating Expenses Defined.** The term "Operating Expenses" means all real property and other taxes (to the extent applicable), assessments, insurance, and all other obligations, levies, fees,

charges, costs, expenses and other obligations of any kind incurred by Landlord in connection with the ownership, use, operation, leasing, maintenance, repairs and replacement of the Property during the Lease Term, together with reserves for any of same, including, without limitation, all other costs of any kind paid or incurred by Landlord in connection with the operation or maintenance of the Building and the Land, and costs of repairs and replacements to improvements within the Building as appropriate to maintain the Building as required hereunder; costs of utilities furnished to the Common Areas and the Land; sewer fees; cable television; trash collection; cleaning, including windows; heating, ventilation and air-conditioning ("HVAC"), chilled water, electricity costs (unless the Premises is separately metered); maintenance of landscaping and grounds; maintenance of drives and parking areas; maintenance of the roof; security services and devices; building supplies; maintenance or replacement of equipment utilized for operation and maintenance of the Building and the Land; license, permit and inspection fees; sales, use and excise taxes on goods and services purchased by Landlord in connection with the operation, maintenance or repair of the Building systems and equipment; telephone, postage, and other expenses incurred in connection with the operation, maintenance or repair of the Building and the Land; Common Area maintenance charges or other pass-through expenses; accounting, legal and other professional fees and expenses incurred in connection with the Building; costs of furniture, draperies, carpeting, landscaping supplies, and other customary and ordinary items of personal property provided by Landlord for use in Common Areas; capital expenditures incurred (i) in replacing obsolete equipment, (ii) for the primary purpose of reducing Operating Expenses or (iii) required by any governmental authority to comply with changes in Applicable Laws or to ensure continued compliance with Applicable Laws, in each case amortized over the useful life thereof, as reasonably determined by Landlord, in accordance with generally accepted accounting principles; costs of complying with Applicable Laws; costs to keep the Building in compliance with, or costs or fees otherwise required under or incurred pursuant to any Restrictions (defined below) imposed against the Land, including insurance premiums and including premiums for commercial general liability, property casualty, earthquake, terrorism and environmental coverages; portions of insured losses paid by Landlord as part of the deductible portion of a loss pursuant to the terms of insurance policies; service contracts; costs of services of independent contractors retained to do work of a nature referenced above; and proportionate share of the costs of compensation (including employment taxes and fringe benefits) of all persons who perform regular and recurring duties connected with the day-to-day operation and maintenance of the Building and the Land, its equipment, the adjacent walks, landscaped areas, drives and parking areas, including janitors, floor waxers, window washers, watchmen, gardeners, sweepers, handymen, and engineering/maintenance/facilities personnel.

Notwithstanding the foregoing, Operating Expenses shall not include:

- (i) Depreciation and amortization (except as specifically provided above with respect to amortization);
- (ii) Expenses incurred by Landlord to prepare, renovate, repaint, redecorate or perform any other work in any space leased to an existing tenant or prospective tenant of the Building;
- (iii) Expenses incurred by Landlord for repairs or other work occasioned by fire, windstorm, or other insurable casualty or condemnation, except to the extent of a commercially reasonable deductible amount or to the extent not covered by the insurance required under this Lease (whether or not such insurance is actually obtained);
- (iv) Expenses incurred by Landlord to lease space to new tenants or to retain existing tenants including without limitation legal fees and disbursements leasing commissions, advertising and promotional expenditures, and costs incurred in connection with the selling or change of ownership of the Building, including brokerage commissions, consultants', attorneys' and accountants' fees, closing costs, title insurance premiums, transfer taxes and interest charges;

(v) Expenses including without limitation legal fees and disbursements incurred by Landlord to resolve disputes, enforce or negotiate lease terms with prospective or existing tenants or in connection with any financing of the Building;

(vi) Expenses for the replacement of any item covered under warranty to the extent such replacement is actually paid for or provided by the warranty;

(vii) Cost to correct any penalty or fine incurred by Landlord due to Landlord's violation of any federal, state, or local law or regulation and any interest or penalties due for late payment by Landlord of any of the Building Operating Expenses;

(viii) Expenses for any item or service not provided to Tenant but provided to any other tenants in the Building, and any costs for services or utilities provided to other tenants in the Building which are materially in excess of those which are to be provided to Tenant under this Lease without additional or separate charge;

(ix) Landlord's general corporate overhead and administrative expenses except if it is solely for the Building. These expenses include employee training programs, tenant relationship expenses, recruiting/placement fees, costs of any business licenses regardless if such costs are considered a form of real estate taxes, health/sports club dues, employee parking and transportation charges, Landlord's membership and business organization fees, etc.;

(x) Any expense for which Landlord is compensated by rent loss insurance or otherwise through the proceeds of insurance or for which Landlord would have been compensated by insurance proceeds had it carried the coverage required in this Lease or is otherwise compensated by any tenant of the Building. Operating Expenses may include costs up to the limit of commercially reasonable deductibles payable by Landlord;

(xi) Fees or costs paid to affiliates of Landlord to the extent that such fees exceed the customary amount charged for the services provided;

(xii) Costs of purchasing sculptures, paintings and other objects of art located on or in the Building;

(xiii) Costs associated with the removal of substances defined as "Hazardous Substances" or "Hazardous Materials" brought onto or stored on the Premises by Landlord or other tenants of the Building, excluding light bulbs, under federal, state or local laws in effect as of the date of this Lease, except if caused by Tenant, its agents, employees or contractors;

(xiv) Costs arising from Landlord's charitable or political contributions;

(xv) Travel and entertainment costs;

(xvi) Costs of gifts;

(xvii) Any interest or penalties incurred as a result of Landlord's failure to timely make tax payments or to file any tax information or returns when due (including any additional interest or penalty resulting from the failure to pay taxes in time to receive the greatest discount for early payment);

(xviii) Rentals for items (except when needed in connection with normal

repairs and maintenance of permanent systems) which, if purchased rather than rented, would constitute a capital improvement which is specifically excluded above; and

(xix) Any costs and expenses related to the initial construction of the Building.

Operating Expenses for the calendar year in which Tenant's obligation to share therein commences and for the calendar year in which such obligation ceases shall be prorated on a basis reasonably determined by Landlord. Expenses such as taxes, assessments, and insurance premiums that are incurred for an extended time period shall be prorated based upon the time periods to which they apply so that the amounts attributed to the Premises relate in a reasonable manner to the time period wherein Tenant has an obligation to share in Operating Expenses.

If during all or any portion of any calendar year the Building is not fully occupied, Landlord shall make an appropriate adjustment to any components of the Operating Expenses that vary due to changes in occupancy levels (including, but not limited to, janitorial, water, sanitary sewer, common utilities and common services in operating the Building) for such year, employing sound accounting and management principles, to determine the Operating Expenses that would have been paid or incurred by Landlord had the Building been fully occupied, and the amount so determined shall be deemed to have been the Operating Expenses for such year. Tenant agrees that any portion of the Building used by Landlord shall be deemed occupied. In no event shall Landlord collect more than one hundred percent (100%) of actual Operating Expenses incurred for the applicable period pursuant to this provision. Landlord will equitably adjust Operating Expenses to account for any Operating Expense any tenant of the Building, including Tenant, pays directly to a service provider.

(b) **Payment.** Within a reasonable period of time after the end of each calendar year during the Lease Term, Landlord may provide an estimate of Tenant's Proportionate Share of Operating Expenses for the then-current calendar year to Tenant in writing. Commencing on the Commencement Date and continuing on the first day of each month during the Lease Term thereafter, Tenant shall pay to Landlord (i) one twelfth (1/12) of Tenant's Proportionate Share of the Operating Expenses for the Ground Floor Premises estimated for the then-current calendar year, and (ii) one twelfth (1/12) of Tenant's Proportionate Share with respect to the 9<sup>th</sup> Floor Premises and 12<sup>th</sup> Floor Premises of the amount by which the total Operating Expenses estimated for the then-current calendar year exceeds the Operating Expense Base.

(c) **Annual Reconciliation.** Within ninety (90) days following the end of each calendar year, Landlord shall furnish to Tenant a statement covering the calendar year just expired showing the Operating Expenses, Tenant's Proportionate Share of the Operating Expenses for the Ground Floor Premises, the amount by which Tenant's Proportionate Share of the Operating Expenses for the 9<sup>th</sup> Floor Premises and 12<sup>th</sup> Floor Premises for such year exceeds the Operating Expense Base, and the payments made by Tenant with respect to such year ("Landlord's Statement"). Any additional sum due from Tenant to Landlord shall be due and payable within thirty (30) days after receipt of an invoice therefor. If the amounts paid by Tenant pursuant to this Section exceed the amount due from Tenant for the previous calendar year, then Landlord shall credit the difference against the Rent next due and owing from Tenant; provided that, if the Lease has expired or been terminated, Landlord shall accompany Landlord's Statement with payment for the amount of such difference.

**3.4. Audit.** Within one hundred eighty (180) days following Tenant's receipt of Landlord's Statement, Tenant, or its duly authorized representative, may provide Landlord with written notice disputing the accuracy or appropriateness of Landlord's Statement. Thereafter, Tenant or its duly authorized representative may initiate and perform audits, inspections or attestation engagements over Landlord's records for the purpose of reviewing Landlord's Statement and calculation of Tenant's Proportionate Share of Operating Expenses. Free and unrestricted access will be granted to all of Landlord's records directly pertinent to this Lease and the calculation of Tenant's Proportionate Share of Operating Expenses. In the

event Landlord maintains its accounting or lease information in electronic format, upon request by Tenant or Tenant's auditors, Landlord will provide a download or extract of data files in a computer readable format acceptable to Tenant at no additional cost. Tenant has the right during the audit to make photocopies of records as needed. Landlord agrees to deliver or provide access to all records requested by Tenant's auditors within twenty (20) calendar days of the initial request from Tenant and to deliver or provide access to all other records requested during the audit within ten (10) calendar days of each request. Failure to timely deliver such information shall be a default under this Lease, subject to the notice and cure provisions set forth in this Lease. If such audit reveals that Landlord owes Tenant any amount for an overstatement, Tenant will receive a credit in the amount of such overstatement, to be applied against Tenant's next ensuing monthly payment(s) of its Proportionate Share of Operating Expenses (or, if this Lease has expired or been terminated, such amount will be paid to Tenant within thirty (30) days of the statement). If such audit reveals that Landlord has overstated Tenant's Proportionate Share of Operating Expenses by more than five percent (5%), in addition to receiving a credit for the amount of the overstatement, Tenant shall receive a credit for its reasonable costs incurred in connection with performing the audit.

**3.5. Personal Property Taxes.** To the extent applicable, Tenant shall pay all taxes and other amounts charged, levied or assessed against trade fixtures, furnishings, equipment or any other personal property located in, or used by Tenant in connection with, the Premises. Tenant shall use diligent efforts to cause all such personal property to be taxed separately from the real estate or other taxes imposed on the Premises. If any such taxes on Tenant's personal property or trade fixtures are levied against Landlord or Landlord's property or, if the assessed valuation of the Building, or the Land is increased by inclusion therein of a value attributable to Tenant's personal property or trade fixtures, and if Landlord, after written notice to Tenant, pays the taxes based upon any such increase in the assessed value of the Building or the Property, then Tenant shall, upon demand, repay to Landlord the taxes so paid by Landlord.

~~**3.6. Adjustments for Square Footage Calculation** Intentionally Deleted. Prior to the Commencement Date, Tenant's architect for the Tenant Improvements (as defined below) shall determine the square feet in the Premises based on the final TI Plans (as defined below) and after the location of the demising walls have been determined measured in accordance with the "2010 BOMA Office Building Standard Method B". If the square feet of the Premises as so determined is different than the number set forth in Section 1.4 hereof, Tenant's Proportionate Share shall be adjusted accordingly. The square footage of the Building and the Premises (determined in accordance with the foregoing) and Tenant's Proportionate Share shall be amended consistent with the foregoing and acknowledged by Landlord and Tenant in the form of Exhibit E.~~

**3.7. Tenant's Tax Exempt Status.** Notwithstanding anything in this Lease to the contrary, the parties acknowledge that in the event that Tenant is legally exempt from the payment of sales taxes, Tenant shall not be obligated to pay any sales tax on Base Rent, Additional Rent or any other amounts paid under this Lease. If Tenant claims exemption from payment of sales tax and it is determined that such exemption is invalid, Tenant shall immediately remit payment of any sales tax due on payments under this Lease and shall indemnify and hold Landlord harmless from any claims for unpaid or underpaid sales tax, and all penalties and interest due and payable thereon. If at any time during the Term, there is any change in Tenant's tax exempt status, then Tenant shall promptly notify Landlord; provided, however, that a failure to notify Landlord shall not be an event of default.

## ARTICLE IV

### USE OF PREMISES

**4.1. Permitted Uses.** Tenant may use the Premises for the Permitted Use and for no other use or purpose without Landlord's prior written consent, which shall not be unreasonably withheld, conditioned, or delayed. Tenant shall not engage in any activity at the Premises with a direct competitor of Landlord or with any person or entity that engages in or conducts an activity on the Premises similar to

the Landlord's activities in the Building. Tenant shall not knowingly cause or permit the Premises to be used in any way that constitutes a legal nuisance or waste, which annoys or interferes with the rights of Landlord or other tenants of the Property, or that constitutes a violation of any (i) applicable professional code of ethics, (ii) constitutions, statutes, laws, ordinances, codes, regulations, rulings, licenses, permits, approvals, judgments, orders, decrees and other laws or requirements, as the same may be amended (collectively, "Laws") of the City of Tampa, the County of Hillsborough, the State of Florida, the University of South Florida, the Florida Board of Governors, and the United States of America, or any tribal or other applicable authority having jurisdiction, and any governmental or quasi-governmental political subdivision, entity, instrumentality, adjudicative body, agency, commission, department, board, officer or other authorized representative of any of them (collectively, "Governmental Authorities"), in any way relating to Landlord, Tenant, the Premises, the Property, Hazardous Materials (as defined in Section 4.7 below), biological or medical or infectious waste, industrial hygiene, or Landlord's or Tenant's ownership, use, occupancy, construction, maintenance, repair, replacement, remediation, removal or abatement of any of the foregoing (collectively, "Applicable Laws"), or (iii) recorded covenants, conditions or restrictions with respect to the Property ("Restrictions"). Tenant shall obtain and pay for all permits required for Tenant's occupancy of the Premises and shall, throughout the Lease Term, promptly take all actions necessary to comply with all Applicable Laws and Restrictions. Tenant's use of the Premises shall be subject to the applicable rules and regulations of the Board of Governors of the State University System of Florida in effect at the time and such reasonable and nondiscriminatory rules and regulations as are hereafter promulgated by Landlord (collectively, the "Rules and Regulations"). Landlord shall provide Tenant with written notice of any changes to the Rules and Regulations. Tenant shall use commercially reasonable efforts to ensure that its contractors, subcontractors, employees, and subtenants observe and comply with the Rules and Regulations.

Subsequent to the date of Landlord's execution of this Lease and for as long as this Lease is in effect, Landlord shall not lease, or cause to be leased, or grant its consent to any assignment or sublease of space or change of use in the Building to any person or entity that is a direct competitor of Tenant (e.g. BayCare, Florida Hospital, AdventHealth) (each, a "Tenant Competitor") or to any person or entity that engages in or conducts an activity similar to the Permitted Use or any of Tenant's uses in the Premises (collectively, "Tenant's Exclusive Use"). Notwithstanding the foregoing, Landlord shall be permitted to directly (or indirectly, through a collaboration with Tenant) engage in or conduct an activity in the Building similar to the Permitted Use or any of Tenant's uses in the Premises and Landlord is expressly not prohibited from engaging in any educational, training, or conference activities in the Building with a Tenant Competitor. Landlord covenants and agrees to use its best efforts to cause any person or entity operating in violation of the Tenant's Exclusive Use to cease and desist from operating in violation of Tenant's Exclusive Use and Landlord shall, promptly upon written request from Tenant, assign to Tenant all of Landlord's rights to enforce Tenant's Exclusive Use against any person or entity in violation of Tenant's Exclusive Use. Landlord shall take all reasonable action to execute all documents necessary and, if applicable, assist Tenant with the same and Tenant shall have the right to enforce the restrictions herein directly against the occupant in breach.

**4.2. Use of Common Areas.** The occupancy by Tenant of the Premises shall include the nonexclusive use of all areas within the Building and Land and those other appurtenant areas and improvements that are not held for exclusive use by persons entitled to occupy space and are provided and designated by Landlord for the common use of Landlord and Tenant (the "Common Areas"), subject, however, to compliance with all Applicable Laws and all Restrictions. Tenant shall keep the Common Areas clear of any obstruction or unauthorized use caused by Tenant or Tenant's agents, employees, contractors and invitees. Landlord may temporarily close any portion of the Common Areas for any reasonable purpose, provided that there shall be no material, adverse and unreasonable obstruction of Tenant's access to or from, or use of, the Premises.

**4.3. Parking.** Landlord shall provide to Tenant Tenant's Proportionate Share, based upon the square footage of the Premises, of the 75 day and time-limited parking spaces allocated to Landlord by

Strategic Property Partners LLC or its affiliates (collectively, “SPP”) in the H2 parking structure to be constructed immediately north of the Building and the 900 non-day or time-limited parking spaces located throughout the “Parking District,” the total number of which is predicated on Landlord’s parking needs established annually on or before July 1 and for which SPP must provide a parking plan that materially addresses the needs no later than August 1 of each year. The cost and terms to Tenant of such parking spaces shall be the same as they are to Landlord, but only to the extent that Landlord has been allocated such spaces. Tenant acknowledges that the number of parking spaces allocated to Landlord by SPP will be adjusted annually and that all spaces are subject to fair market value pricing evaluated and renewed on an annual basis. Tenant may provide valet parking services for Tenant’s employees and invitees, which services shall be subject to all Applicable Laws. Landlord shall cooperate with Tenant with respect to Tenant obtaining any required permits and approvals from the applicable Governmental Authorities for such valet parking services.

**4.4. Signs.** During the Lease Term, Tenant shall have the right to place signs on the exterior of the Building in the locations shown on, and in accordance with, the Building Sign Specifications attached hereto as **Exhibit C** (“**Tenant’s Building Signage**”). Tenant may relocate Landlord’s top-level signage on the north elevation, at Tenant’s sole cost and expense, to the height shown on **Exhibit C**. In no event shall Landlord grant signage rights on the exterior of the Building or on any pylon or monument sign located on the Property to a Tenant Competitor. Landlord, at Tenant’s sole cost and expense, shall be responsible for obtaining all applicable governmental permits and approvals for Tenant’s Building Signage. Tenant shall assist Landlord as needed to obtain such permits and approvals. Landlord shall be responsible for the actual costs of the fabrication and installation of the retail signage portion of Tenant’s Building Signage, which consists of the signage immediately above the first floor on the southwest, south, and east elevations, all as shown on **Exhibit C**. Landlord and Tenant shall mutually agree on the co-branded retail signage to be installed on the southwest elevation prior to the Delivery Date, which signage shall identify Tenant’s use of that portion of the Premises. Tenant shall be responsible for the actual costs of the design, fabrication, and installation (which installation may only be performed by Landlord’s general contractor or another contractor approved by Landlord) of the mid-level and top-level portion of Tenant’s Building Signage (including the cost of relocation of Landlord’s top-level signage on the north elevation), which consists of the “Tampa General Hospital” signage shown on **Exhibit C** on the third floor of the Building on the south elevation and the “TGH” signage shown on **Exhibit C** on the thirteenth floor of the Building on the north elevation. Tenant shall not modify or replace Tenant’s Building Signage without Landlord’s prior written approval, which shall not be unreasonably withheld, conditioned, or delayed. If Landlord does not approve Tenant’s proposed modifications or replacements, then Landlord shall provide Tenant with specific reasons for such disapproval. Landlord shall operate, maintain, repair, and/or replace, as applicable, all of Tenant’s Building Signage, all at Tenant’s sole cost and expense. If Landlord fails to operate, maintain, repair, and/or replace Tenant’s Building Signage, Tenant may, but shall not be obligated to, perform such obligations on behalf of Landlord and at Landlord’s expense, and Landlord shall promptly reimburse Tenant for all reasonable costs and expenses incurred within thirty (30) days after receipt of an invoice from Tenant. If Landlord fails to reimburse Tenant for such costs and expenses within such thirty (30) day period, then Tenant may offset such costs and expenses from its subsequent payments of Rent.

Except for Tenant’s Building Signage, which signage is hereby approved by Landlord (subject to the conditions noted above), Tenant shall not place any signs on any part of the Land or Building, except for the interior of the Premises, without Landlord’s prior written consent, which shall not be unreasonably withheld conditioned or delayed. All signage shall be in compliance with Applicable Laws and Restrictions.

**4.5. Landlord’s Access.** Landlord shall retain a key to the Premises for use in emergency situations. Landlord shall not use such key to enter the Premises for non-emergency situations except at reasonable times and on one (1) business day’s advance written notice to Tenant, which notice may be sent by electronic mail, and further provided that (a) Tenant shall have the right to have a representative accompany Landlord during any such entry except in the event of emergency, and (b) Tenant may designate a single area within each suite comprising the Premises, as a “**Secured Area**” should Tenant require such

an area for the purpose of securing certain valuable property or confidential information including, without limitation, medical records. Landlord may not enter such Secured Area except as provided herein. Landlord acknowledges that Tenant is subject to the provisions of the Health Insurance Portability and Accountability Act of 1996 and related regulations ("HIPAA"), and that HIPAA requires Tenant to ensure the safety and confidentiality of its patient medical records. Landlord further acknowledges that, in order for Tenant to comply with HIPAA, Tenant must restrict access to the Secured Area where patient medical records are kept or stored. Landlord hereby agrees that, except for an emergency entry into the Premises, or when accompanied by an authorized representative of Tenant, neither Landlord nor its employees, agents, representatives or contractors shall be permitted to enter the Secured Area.

**4.6. Quiet Possession.** If Tenant pays Rent and complies with all other terms and conditions of this Lease, Tenant shall have the quiet enjoyment and possession of the Premises, subject to the terms and conditions of this Lease, any mortgages superior to this Lease, Applicable Laws and Restrictions without hindrance by Landlord or any party claiming by, through or under Landlord.

**4.7. Hazardous Materials.** Tenant shall not Knowingly (as defined below) cause or permit any Hazardous Material (as defined below in this Section) to be brought upon, kept or used in or about, or generated or disposed from, the Property, except (a) in limited amounts as may be reasonably necessary to conduct Tenant's business in the Premises, and (b) in compliance with all Restrictions and Applicable Laws. The foregoing notwithstanding, Tenant may use such Hazardous Material on the Premises as are customarily used in connection with the medical services to be provided therein by Tenant provided the same are stored, used and disposed of in compliance with all Applicable Laws and Restrictions. Tenant shall comply timely and completely with all requirements of Applicable Laws for reporting, keeping and submitting manifests, and obtaining and keeping current identification numbers of any Hazardous Materials. Tenant shall, on or before the expiration or earlier termination of this Lease, at Tenant's sole cost and expense, remove (in accordance with Applicable Laws and Restrictions) all Hazardous Material brought on, kept or used in or about, or generated or disposed from, the Property by Tenant and its assignees, subtenants, licensees, contractors, patients, customers, or invitees, and their respective shareholders, members, partners, directors, officers, employees, agents and representatives (all of the foregoing with Tenant collectively, the "Tenant Group"). In the event Tenant breaches the obligations set forth in this Section, or if any such Hazardous Material which is brought upon the Property by any of the Tenant Group, results in contamination of the Property, then Tenant shall indemnify, defend (with counsel reasonably acceptable to Landlord) and hold harmless Landlord and its shareholders, members, partners, directors, officers, employees, agents and representatives (all of the foregoing with Landlord collectively, the "Landlord Indemnitees") from and against any and all actions, causes of actions, judgments, damages, losses, forfeitures, penalties, fines, charges, costs, expenses and other liabilities or obligations or claims therefore (collectively, "Claims"), including, but not limited to, attorney's fees, court costs, expert fees, and investigation, removal, remediation, response and monitoring costs, which arise during or after the Lease Term as a result of such breach or contamination, and Tenant shall promptly take all actions, at its sole cost and expense, as are necessary to return the Property and any other affected property to their respective condition immediately prior to such breach or the introduction of any such Hazardous Material; provided that, in any case, Landlord's written approval of any and all such actions shall first be obtained, and Landlord shall have the right to control same (including the manner in which such actions are performed). Tenant shall immediately notify Landlord of any breach of Tenant's obligations under this Section and any release of Hazardous Materials on or at the Premises or Property of which it has Knowledge (as defined below), and the notice shall include within a reasonable time, a description of any measures taken or proposed to be taken to contain and remedy same. Landlord shall have the right to perform any and all environmental investigations deemed necessary or desirable by Landlord, including, but not limited to, "Phase II" or other invasive environmental testing. If it is determined that Tenant has actually breached the obligations stated in this Section and that any Hazardous Material introduced by any of the Tenant Group has contaminated the Property at levels in excess of those permitted by Applicable Laws, then Tenant shall pay for the cost of such environmental testing. As used herein, (i) the term "Hazardous Material(s)" means any harmful, radioactive, dangerous, infectious, hazardous or toxic liquid, gas, solid, waste, substance or

material that is or becomes regulated by any Applicable Law or Governmental Authority and (ii) the terms “Knowingly” and “Knowledge” shall include all matters of which Tenant or any shareholder, member, partner, director, officer, employee, agent or representative of Tenant (all of the foregoing with Tenant collectively, the “Tenant Indemnitees”) has actual knowledge or, with exercise of reasonable diligence, should have had knowledge. The covenants contained in this Section 4.7 shall survive the expiration, cancellation or termination of this Lease.

**4.8. Building Hours.** The Building shall be open twenty-four (24) hours per day, seven (7) days per week, fifty-two (52) weeks per year and at least one (1) elevator in the Building shall be in service at all times.

**4.9. No Encumbrances.** Tenant shall not permit to be created nor to remain undischarged any lien, encumbrance or charge arising out of any work of any contractor, mechanic, laborer or materialman which might be or become a lien or encumbrance or charge upon all or any portion of the Property or the income therefrom or suffer any other matter or thing whereby the estate, right and interest of Landlord in the Premises or in the Property might be impaired. Neither the Property nor Landlord’s interest therein shall be subject to attachment. Tenant shall include in all contracts and subcontracts for work to be performed on Tenant’s behalf at the Premises provisions wherein such contractor or subcontractor acknowledges that Landlord has no liability under such contracts and subcontracts and that such contractor or subcontractor waives, to the fullest extent permitted by Applicable Law, any right it may have to lien or attach the Property or Landlord’s interest therein. Landlord shall have the right to post notices of non-responsibility and any other notices required or permitted by Applicable Law to avoid liability for any work performed by or on behalf of Tenant. If any lien or notice of lien on account of an alleged debt of Tenant or any notice of contract by a party engaged by Tenant or Tenant’s contractor to work in the Premises shall be filed against the Premises or the Property, Tenant shall, within thirty (30) days after notice of the filing thereof, cause the same to be discharged of record by payment, bond or otherwise. If Tenant shall fail to cause such lien or notice of lien to be discharged within the period provided, then Landlord may, but shall not be obligated to, discharge the same by either paying the amounts claimed to be due or by procuring the discharge of such lien by deposit or by bonding proceedings; and in any such event, Landlord shall be entitled, if Landlord so elects, to defend any prosecution of an action for foreclosure of such lien by the lienor or to compel the prosecution of an action for foreclosure of such lien by the lienor and to pay the amount of the judgment in favor of the lienor with interest, costs and allowances. Any amount paid by Landlord and all costs and expenses, including reasonable attorneys’ fees, incurred by Landlord in connection therewith shall be paid by Tenant to Landlord within thirty (30) days of Tenant’s receipt of written demand therefor and evidence of such payment by Landlord. Nothing in this Lease shall be construed as in any way constituting a consent or request by Landlord, expressed or implied, by inference or otherwise, to any contractor, subcontractor, laborer or materialman for the performance of any labor or the furnishing of any materials for any specific or general improvement, alteration or repair of or to any part of the Premises. Pursuant to Section 713.10 Florida Statutes, this provision specifically provides that no interest of Landlord shall be subject to liens for improvements made by Tenant at Tenant’s direction. This provision shall serve as notice to all potential construction lienors that Landlord shall not be liable for, and the Premises shall not be subject to, liens for work performed or materials supplied at Tenant’s request or at the request of anyone claiming an interest through Tenant. The foregoing provision shall be included in any recorded memorandum of lease and may be included in a recorded notice filed by Landlord.

## ARTICLE V

### MAINTENANCE, REPAIRS AND ALTERATIONS

**5.1. Tenant’s Maintenance and Repair Obligations.** Unless otherwise agreed in writing by and between Landlord and Tenant in advance, Tenant, at its sole cost and expense, shall maintain, repair and replace all nonstructural portions of the Premises in the condition as existed on the Commencement Date (or on any later date that any improvements may have been installed), excepting ordinary wear and

tear, and, subject to the provisions of Section 6.3, except to the extent of, and Landlord shall be responsible at its sole cost and expense for, any maintenance, repair or replacements required as a result of the negligent act or omission of any of the Landlord Group (as herein defined). All maintenance, repairs and replacements shall be equal in quality to the original improvements installed from time to time (as determined by Landlord in its reasonable discretion), shall be made only by a licensed, bonded and insured contractor reasonably approved in writing in advance by Landlord and shall be made only at the time or times reasonably approved by Landlord. If Tenant shall fail to perform the obligations required by this Section after reasonable notice from Landlord, then Landlord may, but shall not be obligated to, perform such obligations on behalf of Tenant and at Tenant's expense, and Tenant shall promptly reimburse Landlord for all costs and expenses incurred within thirty (30) days after receipt of an invoice from Landlord.

**5.2. Landlord's Maintenance and Repair Obligations.** Landlord shall maintain, repair and replace all portions of the Land and Building, excluding those portions of the Premises required to be maintained, repaired and replaced by Tenant pursuant to Section 5.1 above, and subject to the provisions of Section 6.3, except to the extent of, and Tenant shall be responsible at its sole cost and expense for, any maintenance, repair or replacements required as a result of the negligent act or omission of any of the Tenant Group. Except as otherwise set forth in this Lease, Landlord shall maintain and repair all mechanical, electrical, life safety, plumbing, sprinkler systems and heating, ventilating and air conditioning systems, structural elements of the roof, foundation, structural columns, and load bearing walls of the Building. The cost of all maintenance, repair and replacement required to be performed by Landlord pursuant to this Lease (except the cost to maintain repair and/or replace any Latent Defects) shall be included as an Operating Expense. Tenant shall provide Landlord with access to the Premises as may be necessary for Landlord's satisfaction of its obligations under this Section. If Landlord shall fail to perform the obligations required by this Section in accordance with the time frames provided in Section 11.1, then Tenant may, but shall not be obligated to, perform such obligations on behalf of Landlord and at Landlord's expense, and Landlord shall promptly reimburse Tenant for all reasonable costs and expenses incurred within thirty (30) days after receipt of an invoice from Tenant. If Landlord fails to reimburse Tenant for such costs and expenses within such thirty (30) day period, then Tenant may offset such costs and expenses from its subsequent payments of Rent. Landlord shall use commercially reasonable efforts to minimize the interference with Tenant's business arising from the performance of its obligations under this Section.

**5.3. Utilities and Services.** All utility charges incurred by Landlord in connection with the operation of the Property that are not separately metered or otherwise separately charged to Tenant or another tenant in the Building or are not allocable to Landlord's use of the Building shall be included as an Operating Expense. If Landlord, in its sole discretion, installs or arranges for the installation of a separate meter to measure the usage of any utility or service supplied to the Premises, or in the event Tenant shall contract for same for delivery to the Premises, Tenant shall be responsible for obtaining and paying for such utilities directly to the service provider before delinquency, together with all applicable taxes levied or other charges on such services. Landlord shall not be liable for any failure to furnish, or interruption to or quality or quantity of, any utility or service provided at the Premises, and Tenant hereby waives any right or Claim for damages, and hereby agrees that except as hereinafter provided, Tenant shall not be relieved of any obligation to pay Rent or perform any other obligation under this Lease, and that such failure, interruption or quality or quantity shall not under any circumstances constitute an actual or constructive eviction of Tenant; provided that, with respect to utility services supplied by Landlord (as opposed to any independent service provider), Landlord shall be liable for any failure to furnish any utility or service that is caused solely by Landlord's gross negligence or willful misconduct. Tenant shall comply with all rules and regulations that Landlord may reasonably establish for the provision of services and utilities, and shall comply with all requirements any Governmental Authority shall mandate for energy conservation and cooperate with all commercially reasonable conservation practices established by Landlord and applied uniformly to tenants in the Building. Landlord shall have access to the Premises, at reasonable times and upon reasonable advance notice, to inspect, repair or replace all mechanical, electrical, plumbing and HVAC systems therein. Notwithstanding anything to the contrary contained in this Lease, Landlord may,

with at least three (3) business days' advance notice to Tenant, or without notice in the case of an emergency, cut off and discontinue gas, water, electricity and any or all other utilities or services whenever such discontinuance is necessary in order to make repairs or alterations to any portion of the Property or due to any Force Majeure Events. Landlord shall not be liable for, nor shall any eviction of Tenant result from, the failure to furnish any utility or service, where such failure is caused by Force Majeure Events. Notwithstanding anything in this Section 5.3 to the contrary, in the event the Building experiences an interruption of electrical, telephone, water or HVAC service which prevents Tenant from utilizing all or any portion of the Premises to conduct its business (an "Interruption") and which Interruption is within the reasonable control of Landlord to cure on a commercially reasonable basis (a "Controllable Interruption"), Landlord shall commence and diligently pursue the curative action within a commercially reasonable amount of time after written notice from Tenant of a Controllable Interruption. If the Controllable Interruption continues for five (5) consecutive business days after Landlord's receipt of such written notice, then Tenant shall be entitled to an extension of the Lease Term equal to the number of days of the Controllable Interruption.

**5.4. Alterations, Additions, and Improvements.** Tenant may construct improvements to the Premises (the "Tenant Improvements"), provided that Tenant has first submitted to Landlord Draft Schematic Plans and Construction Plans for Landlord's approval, as set forth in this Section. Tenant shall prepare and submit to Landlord, for Landlord's approval, schematics for the Tenant Improvements that Tenant intends to construct on the Premises, prepared in conformity with the applicable provisions of this Lease (the "Draft Schematic Plans"). The Draft Schematic Plans shall contain sufficient information and detail to accurately describe the proposed design to Landlord. Landlord shall notify Tenant in writing within ten (10) business days after Landlord's receipt of the Draft Schematic Plans whether Landlord approves or disapproves the Draft Schematic Plans (with specific reasons if a disapproval). If Landlord does not respond to the Draft Schematic Plans submitted by Tenant within ten (10) business days after receipt thereof by Landlord, Tenant shall provide a second notice to Landlord (which must include the additional copied parties) and such notice shall include the following in bold capitalized letters on the initial page: "THE DRAFT SCHEMATIC PLANS SHALL BE DEEMED APPROVED BY LANDLORD IF RESPONSE NOT RECEIVED BY TENANT WITHIN TEN (10) BUSINESS DAYS OF RECEIPT HEREOF". If Landlord fails to respond to such second notice within ten (10) business days of receipt thereof, Landlord shall be deemed to have approved the Draft Schematic Plans submitted by Tenant. If Landlord timely disapproves the Draft Schematic Plans and states its specific reasons for such disapproval, and Tenant resubmits revised Draft Schematic Plans to Landlord for Landlord's approval, then Landlord shall review such resubmitted Draft Schematic Plans within seven (7) days of its receipt of such resubmission and give written notice of approval or disapproval (with specific reasons if a disapproval). Such procedure shall continue until Landlord approves the Draft Schematic Plans in writing or is deemed to have approved them. The iteration of the Draft Schematic Plans that is approved by Landlord or deemed to have approved shall be referred to herein as the "Approved Schematic Plans."

Tenant shall prepare final plans and specifications for the Tenant Improvements that are consistent with the Approved Schematic Plans (the "Construction Plans"). Tenant shall deliver the Construction Plans to Landlord for Landlord's approval. Landlord shall notify Tenant in writing within ten (10) business days after Landlord's receipt of the Construction Plans whether Landlord approves or disapproves the Construction Plans (with specific reasons if a disapproval). If Landlord does not respond to the Construction Plans submitted by Tenant within ten (10) business days after receipt thereof by Landlord, Tenant shall provide a second notice to Landlord (which must include the additional copied parties) and such notice shall include the following in bold capitalized letters on the initial page: "THE CONSTRUCTION PLANS SHALL BE DEEMED APPROVED BY LANDLORD IF RESPONSE NOT RECEIVED BY TENANT WITHIN TEN (10) BUSINESS DAYS OF RECEIPT HEREOF". If Landlord fails to respond to such second notice within ten (10) business days of receipt thereof, Landlord shall be deemed to have approved the Construction Plans submitted by Tenant. If Landlord timely disapproves the Construction Plans and states its specific reasons for such disapproval, and Tenant resubmits revised Construction Plans to Landlord for Landlord's approval, then Landlord shall review such resubmitted

Construction Plans within seven (7) days of its receipt of such resubmission and give written notice of approval or disapproval (with specific reasons if a disapproval). Such procedure shall continue until Landlord approves the Construction Plans in writing or is deemed to have approved them.

Promptly after the Construction Plans are approved by Landlord or deemed approved, two (2) copies of such Construction Plans shall be initialed and dated by Landlord and Tenant, and Tenant shall promptly submit such Construction Plans to all appropriate Governmental Authorities for approval. The Construction Plans so approved are referred to herein as the “TI Plans.” No material changes shall be made to the TI Plans, once approved by Landlord, without Landlord’s prior written consent, to be granted or withheld in Landlord’s sole but reasonable discretion.

Tenant may only place equipment within the Premises with floor loading consistent with the Building’s structural design unless Tenant obtains Landlord’s prior written approval. Tenant may place such equipment only in a location designed to carry the weight of such equipment. Tenant shall cause any equipment or machinery to be installed in the Premises so as to reasonably minimize sounds or vibrations therefrom from extending into the Common Area or other portions of the Building. Tenant has been advised of the Building construction and design standards and Tenant shall ensure that Tenant’s use and occupancy of the Premises are designed to accommodate the Building construction and design standards.

Other than the Tenant Improvements, Tenant shall not make any Alterations to the Premises without Landlord’s prior written consent (using the approval procedure set forth in this Section 5.4), except such consent shall not be required for (a) non-structural alterations that cost less than Twenty Five Thousand and No/100 Dollars (\$25,000.00) in the aggregate during any calendar year, or (b) any cosmetic alterations (e.g. painting, re-carpeting, etc.), so long as the Alterations comply with Landlord’s construction standards. Tenant shall promptly remove any Alterations constructed in violation of this Section on Landlord’s written request. All Tenant Improvements and Alterations shall be done in a good and workmanlike manner, in conformity with all Restrictions and Applicable Laws, and by a qualified, licensed contractor reasonably approved in writing by Landlord and having insurance in compliance with Section 6.1 hereof. Landlord may require Tenant to provide demolition and/or lien and completion bonds in a form and amount reasonably satisfactory to Landlord for alterations which require Landlord’s consent hereunder and which require the issuance of a building permit. Tenant shall be required to obtain Landlord’s approval (which approval shall not be unreasonably withheld, conditioned, or delayed) for color schemes, interior decorations, or other cosmetic items within the Premises, but only to the extent the proposed color schemes, interior decorations, or other cosmetic items materially differ from those that have already been approved by Landlord. If Landlord does not approve Tenant’s proposed color schemes, interior decorations, or other cosmetic items, then Landlord shall provide Tenant with specific reasons for such disapproval. If Landlord fails to respond to Tenant’s request for approval of any of the foregoing within thirty (30) days after Landlord’s receipt of such request, then such color schemes, interior decorations, or other cosmetic items shall be deemed approved.

## ARTICLE VI

### INSURANCE AND INDEMNITY

**6.1. Insurance.** Tenant shall at all times carry and maintain insurance in amounts and form required by Landlord’s then-current insurance requirements at Tenant’s sole cost and expense. In addition, Tenant shall require that any contractor engaged by Tenant to perform any work in the Premises, including without limitation Tenant Improvements, repairs and Alterations pursuant to Article 5, maintain insurance in amounts and form required by Landlord’s then-current insurance requirements. Such insurance requirements as of the date of this Lease are set forth on **Exhibit F** hereto, which requirements may be modified by Landlord from time to time in Landlord’s reasonable discretion upon reasonable (at least thirty (30) days) advance written to notice to Tenant. Tenant shall not do or permit to be done anything that will invalidate or increase the cost of any fire, environmental, extended coverage or any other insurance policy

covering the Building or the Land and shall comply with all rules, orders, regulations and requirements of the insurers of the Building and the Land, and Tenant shall promptly, upon demand, reimburse Landlord for any additional premium charged for such policy by reason of Tenant's failure to comply with the provisions of this Section.

**6.2. Mutual Waiver of Claims.** Neither the Landlord Group (as defined below) nor the Tenant Group shall be liable at any time to the other for any loss of life, or injury or damage to any person or to any property or business of the Landlord Group or the Tenant Group, including without limitation those caused by, or resulting from, the bursting, breaking, leaking, running, seeping, overflowing or backing up of water, steam, gas, sewage, snow or ice from or in the roof, walls, basement or any other part of the Property, Force Majeure Events, gas, fire, oil, electricity or similar hazard, or resulting from any defect or negligence in the occupancy, construction, operation or use of the Property or any of the improvements, fixtures, equipment, machinery, appliances or apparatus therein, and Tenant, on behalf of all Tenant Group, and Landlord, on behalf of the Landlord Group, each hereby release the other, to the fullest extent permitted by law, from all such Claims to the extent covered (or that would be covered) by any insurance policy actually maintained (or required by this Lease to be maintained), including self-insurance, by such party.

**6.3. Mutual Waiver of Subrogation.**

**(a) Tenant's Waiver.** Landlord, its assignees, subtenants, licensees, contractors or invitees, and their respective shareholders, members, partners, directors, officers, employees, agents and representatives (all of the foregoing with Landlord collectively, the "Landlord Group") shall not be liable to Tenant, and Tenant, on behalf of all Tenant Group and their respective insurers, hereby releases Landlord Group from liability and waives any and all of their respective Claims against Landlord Group (including without limitation any right of subrogation), for any personal injury or for any loss or damage to the Tenant Improvements, Tenant's Alterations and other leasehold improvements and personal property covered (or that would be covered) by any insurance policy actually maintained (or required by this Lease to be maintained by Tenant), including self-insurance, regardless of the cause, including without limitation any of the causes set forth above. Tenant shall cause its insurance policies to contain or be endorsed with a provision by which the insurer shall waive its right of subrogation against Landlord Group to the extent rights have been waived by the insured before the occurrence of injury or loss. Tenant hereby agrees to immediately deliver written notice to Landlord if such provision is not included in any of its policies maintained or required to be maintained by Tenant pursuant to this Lease. The foregoing provisions shall survive the termination of this Lease.

**(b) Landlord's Waiver.** Tenant Group shall not be liable to Landlord, and Landlord, on behalf of all Landlord Group and their respective insurers, hereby releases Tenant Group from liability and waives any and all of their respective Claims against Tenant Group (including without limitation any right of subrogation), for any personal injury or for any loss or damage to the Building covered (or that would be covered) by any insurance policy actually maintained (or required by this Lease to be maintained by Landlord), including self-insurance, regardless of the cause, including without limitation any of the causes set forth above. Landlord shall cause its insurance policies to contain or be endorsed with a provision by which the insurer shall waive its right of subrogation against Tenant Group to the extent rights have been waived by the insured before the occurrence of injury or loss. Landlord hereby agrees to immediately deliver written notice to Tenant if such provision is not included in any of its policies maintained or required to be maintained by Landlord pursuant to this Lease. The foregoing provisions shall survive the termination of this Lease.

**6.4. Tenant's Indemnity.** Except to the extent of the gross negligence or willful misconduct of the Landlord Group, and subject and in addition to Tenant's indemnities set forth in Section 4.7 and Landlord's waivers set forth in Sections 6.2 and 6.3, Tenant shall indemnify, defend (with counsel reasonably acceptable to Landlord) and hold harmless the Landlord Indemnitees from and against any and all Claims actually incurred and caused by or arising out of (a) the use or occupancy of the Premises by the

Tenant Group, (b) the conduct of the business of, or anything else done or permitted by, any of the Tenant Group in, on or about the Premises, or (c) any breach or default in the performance of Tenant's obligations under this Lease. The foregoing indemnity shall survive the expiration, cancellation or termination of this Lease.

**6.5. Sovereign Immunity.** This Lease does not affect the rights, privileges, immunities, exemptions, limitations of liability and defenses of Landlord, the Florida Board of Governors or the State of Florida under Florida Statute Section 768.28 and other applicable Laws of the State of Florida. Nothing in this Lease shall be deemed to affect the rights, privileges, benefits, immunities, exemptions and defenses afforded Landlord, the Florida Board of Governors and the State of Florida by law. No term, condition or provision of this Lease shall be construed as consent by Landlord, the Florida Board of Governors or the State of Florida to be sued by third parties in any manner based upon, arising out of or relating to this Lease.

## ARTICLE VII

### DAMAGE

Tenant shall give prompt notice to Landlord in case of fire or other casualty, accident or damage to the Building, or of any defects therein or in any of Landlord's fixtures, machinery or equipment. If all or any portion of the Building is damaged by same, Landlord shall proceed at Landlord's sole expense with commercially reasonable diligence to repair the damage, subject to and in accordance with Applicable Laws and Restrictions, unless (i) Landlord reasonably determines that the damage cannot, with reasonable diligence, be fully repaired by Landlord (or cannot be safely repaired because of the presence of hazardous factors, including, without limitation, Hazardous Material, earthquake faults, and other similar dangers) within six (6) months after the date of the damage, (ii) the damage occurs during the final twelve (12) months of the Lease Term, or (iii) the damage exceeds fifty percent (50%) of the cost of replacement of the Building. If any of the circumstances set forth in clause (i) through (iii) above exists, then Landlord shall elect in its sole discretion, by written notice (the "Damage Termination Notice") to Tenant given within ninety (90) days after the later of the date of the occurrence of such damage or, if an insured loss, the date Landlord receives its final insurance adjustment for such claim, to either terminate this Lease or repair such damage. If Landlord so elects to terminate this Lease, such termination shall be effective on the date of such casualty and Landlord shall reimburse Tenant within thirty (30) days following the date of Landlord's receipt of insurance proceeds for the Base Rent for the remainder of the Lease Term following the date of the casualty, in an amount equal to the unamortized Base Rent for the remainder of the Lease Term (based on the Base Rent being amortized over the Lease Term at an interest rate of four percent (4%) per annum). If Landlord elects to repair the damage, then Landlord shall proceed with commercially reasonable diligence to repair the damage, subject to and in accordance with Applicable Laws and Restrictions. Unless Landlord elects to terminate this Lease in accordance with this Article, this Lease shall continue in effect for the remainder of the Lease Term; provided that, (i) Rent shall be abated as to the applicable suite if a portion of the Premises which has been rendered untenable by the casualty for so long as Tenant cannot reasonably (x) occupy the Premises or the applicable suite including the affected portion thereof, provided that Tenant does not, in fact, occupy the Premises, or (y) conduct its business in the Premises or the affected portion thereof in a substantially similar manner as before the damage occurred, in either case as a result of such damage; and (ii) the Lease Term shall be extended by one day for each day that any portion of the Premises is rendered untenable by the casualty.

## ARTICLE VIII

### CONDEMNATION

If all or a substantial portion of the Premises are taken or otherwise transferred directly or indirectly for a period in excess of ninety (90) days by any Governmental Authority (a "Condemning Authority") in the exercise of any right of eminent domain or condemnation by proceedings or otherwise, or by agreement

with Landlord and the Condemning Authority (any such taking or other action, a "Taking"), then this Lease shall terminate effective as of the earliest of the following with respect to any Taking: (i) final entry into possession by the Condemning Authority, (ii) entry of a final order of a court of competent jurisdiction awarding possession to the Condemning Authority, or (iii) delivery of an instrument of conveyance to the Condemning Authority (the "Taking Date"). If there is a Taking of only a portion of the Premises and/or any portion of the Land or Building (other than the Premises) or any right appurtenant thereto (including without limitation any of the Common Areas located outside the Land), and the loss of which, in Landlord's reasonable determination, would have a material and adverse impact on Tenant's use and enjoyment of the Premises, Landlord may terminate this Lease effective as of the Taking Date and Landlord shall reimburse Tenant within thirty (30) days following Landlord's receipt of the condemnation proceeds for the Base Rent for the remainder of the Lease Term following the Taking Date, in an amount equal to the unamortized Base Rent for the remainder of the Lease Term (based on the Base Rent being amortized over the Lease Term at an interest rate of four percent (4%) per annum). If this Lease is not terminated as provided in this Article, then, promptly after receipt of the condemnation award, Landlord shall proceed to restore the Premises and/or the Common Areas within the Land substantially to the condition of same that existed immediately prior to the Taking, and Rent shall abate to the extent that Tenant's use and enjoyment of the Premises is interrupted, as reasonably determined by Landlord and the Lease Term shall be extended by one day for each day that Tenant's use and enjoyment of the Premises is interrupted as a result of such Taking. Landlord shall be entitled to receive the entire amount of the condemnation award, provided that nothing in this Article shall be deemed to prevent Tenant from seeking any award against such authority for the taking of personal property and fixtures belonging to Tenant or for relocation or business interruption expenses if and only if or to the extent such award shall be in addition to the award for any and all portions of the Property or to the extent such award does not diminish any award to Landlord. No temporary taking of the Premises or any portion of the Property for a period less than ninety (90) days shall terminate this Lease or give Tenant any termination or Rent abatement right, and any award specifically attributable to a temporary taking of the Premises shall belong entirely to Landlord, except for relocation or business interruption expenses that shall belong entirely to Tenant if and only if or to the extent such award shall be in addition to the award for any and all portions of the Property or to the extent such award does not diminish any award to Landlord. Notwithstanding anything to the contrary contained in this Lease, Landlord's obligations under this Article are conditioned upon and subject to the rights of a Secured Lender (as hereinafter defined).

## ARTICLE IX

### ASSIGNMENT AND SUBLETTING

**9.1. Transfers by Tenant.** Tenant shall not transfer or assign this Lease, in whole or in part, or sublet the whole or any part of the Premises, or permit any other persons to occupy same, directly or indirectly (as set forth below) (each, a "Transfer"), without Landlord's prior written consent, which shall not be unreasonably withheld, conditioned, or delayed. If Landlord does not approve any proposed Transfer, then Landlord shall provide Tenant with specific reasons for such disapproval. In no event shall Tenant be permitted to execute a Transfer with any direct competitor of Landlord (e.g. University of Florida).

Notwithstanding the foregoing, Landlord's consent shall not be required for any assignment of this Lease or a full or partial sublease hereof if the assignee or sublessee is any one or more of the following (each, a "Permitted Transfer"): (i) an entity with which Tenant has merged or consolidated; or (ii) Tenant after a reorganization of Tenant; or (iii) an entity which acquires all or substantially all of the assets of Tenant; or (iv) a subsidiary or Affiliate of Tenant. In addition, even though Landlord's consent to a Permitted Transfer is not required, Tenant shall be obligated to provide Landlord with a Transfer Notice at least thirty (30) days prior to the effective date of the Permitted Transfer. The term "Affiliate" means a person or entity that Controls another person or entity, is Controlled by another person or entity, or is under common Control with another person or entity. The terms "Control," "Controls," and "Controlled," as used in the immediately preceding sentence means, with respect to a corporation or similar entity, the right to

exercise, directly or indirectly, at least fifty percent (50%) of the voting rights attributable to the Controlled entity, and, with respect to any individual, partnership, trust or other similar entity, the possession, directly or indirectly, of the power to direct or cause the direction of the management or policies thereof.

**9.2. No Release of Tenant.** No Transfer shall change, or release Tenant and any guarantor from Tenant's primary liability to pay the Rent and to perform all other obligations of Tenant under this Lease. Landlord's acceptance of Rent from any person other than Tenant named herein or an assignee or sublessee approved by Landlord does not constitute a waiver of any provision of this Article. Consent to one Transfer or release of Tenant shall not constitute consent to any subsequent Transfer.

## ARTICLE X

### DEFAULTS; REMEDIES

**10.1. Defaults.** An event of default by Tenant shall occur under this Lease if (a) Tenant fails to pay Rent or perform any other monetary obligation in this Lease on the date due and such amounts are not received within thirty (30) days after receipt of notice from Landlord; (b) Tenant fails to perform or comply with any of Tenant's non-monetary obligations under this Lease for a period of ninety (90) days (the "Non-Monetary Cure Period") after written notice thereof is delivered by Landlord to Tenant (each, a "Default Notice"), provided that if Tenant commences and diligently pursues such performance or compliance during the Non-Monetary Cure Period and thereafter diligently pursues the same to completion, the Non-Monetary Cure Period shall be extended during the period Tenant continues same; or (c) the occurrence of any of the following: (i) entry by a court having appropriate jurisdiction of a decree or order for relief in respect of Tenant in an involuntary case under any applicable bankruptcy, insolvency or other similar Applicable Law now or hereafter in effect, or appointing a receiver, liquidator, assignee, custodian, trustee, sequestrator or other similar official (hereinafter collectively referred to as "receiver or trustee") of Tenant or for any substantial part of Tenant's property, or ordering the winding-up or liquidation of Tenant's affairs, and such decree or order shall remain unstayed and in effect for a period of two hundred forty (240) consecutive days; (ii) Tenant's (A) commencement of a voluntary case under any applicable bankruptcy, insolvency or other similar Applicable Law now or hereafter in effect, (B) consent to the entry of an order for relief in an involuntary case under any such Applicable Law, (C) consent to the appointment of or taking possession by a receiver or trustee of Tenant or of any substantial part of Tenant's property, or ordering the winding-up or liquidation of Tenant's affairs, or (D) making of a general assignment for the benefit of creditors; or (iii) dissolution or termination of Tenant's existence. Any Default Notice given pursuant to this Section shall be in lieu of, and not in addition to, any notice required under Applicable Laws.

**10.2. Remedies.** Landlord shall not have the right, as a result of Tenant's default hereunder, to terminate this Lease (except as set forth below) or to receive consequential damages (such as lost profits) or exemplary, punitive, or other special damages under any circumstances or for any reason whatsoever except as specifically set forth in this Lease. Landlord's sole remedy in the event of Tenant's default shall be to seek the recovery of actual damages (except as otherwise provided in this Lease) and/or equitable remedies.

In the event Tenant is in default under this Lease beyond any applicable notice and cure periods, if funds are available to pay the Termination Fee, then Landlord may, upon no less than twelve (12) months prior written notice (the "Termination Notice") to Tenant, elect to terminate this Lease. In the event Landlord elects to terminate this Lease in accordance with this Section 10.2, Landlord shall pay to Tenant as of the date of termination, a termination fee (the "Termination Fee") equal to \$66,666.67 multiplied by the number of whole months remaining in the Initial Term of the Lease from the date Tenant has surrendered possession of the Premises to Landlord minus the sum of \$2,000,000.00. The Termination Fee shall be paid annually in increments of \$2,000,000 per year or such lesser amount as to the final payment to fully pay the Termination Fee (or pursuant to any other financial terms as the parties may mutually agree upon), with the first increment being paid on the first anniversary of the date Tenant has surrendered possession of the

Premises to Landlord and on each subsequent anniversary thereof until paid in full.

**10.3. Cumulative Remedies.** Landlord's exercise of any right or remedy shall not prevent it from exercising any other right or remedy now or hereafter existing at law or in equity or by statute.

**10.4. Waiver of Jury Trial.** The parties hereby waive trial by jury in any action, proceeding or counterclaim brought by either party against the other on any matter whatsoever arising out of, or in any way connected with, this Lease, the relationship of Landlord and Tenant created hereby, Tenant's use or occupancy of the Premises, and any claim for injury or damage. If Landlord commences any action or proceeding under this Lease, including, but not limited to, actions for recovery of Base Rent and items of Additional Rent and actions for recovery of possession, Tenant shall not interpose any non-compulsory counterclaim of any nature or description in any such action or proceeding. The foregoing, however, shall not be construed as a waiver of Tenant's right to assert such claim in a separate action or proceeding instituted by Tenant.

**10.5. Bankruptcy or Insolvency.**

**(a) Tenant's Interest not Transferable.** Neither Tenant's interest in this Lease, or any estate hereby created in Tenant nor any interest herein or therein, shall pass to any trustee or receiver or assignee for the benefit of creditors or otherwise by operation of law except as may specifically be provided pursuant to the United States Bankruptcy Code ("Bankruptcy Code").

**(b) Termination.** In the event the interest or estate created in Tenant hereby shall be taken in execution or by other process of law, or if Tenant's guarantor, if any, or its executor, administrators, or assigns, if any, shall be adjudicated insolvent or bankrupt pursuant to the provisions of the laws of the State where the Premises are located or the Bankruptcy Code or if Tenant is adjudicated insolvent by a Court of competent jurisdiction other than the United States Bankruptcy Court, or if a receiver or trustee of the property of Tenant or Tenant's guarantor, if any, shall be appointed by reason of the insolvency or inability of Tenant or Tenant's guarantor, if any, to pay its debts, or if any assignment shall be made of the property of Tenant or Tenant's guarantor, if any, for the benefit of creditors, then and in any such events, this Lease and all rights of Tenant hereunder shall automatically cease and terminate with the same force and effect as though the date of such event were the date originally set forth herein and fixed for the expiration of the Term, and Tenant shall vacate and surrender the Premises but shall remain liable as herein provided.

**(c) Rights and Obligations Under the Bankruptcy Code.**

**(i)** Upon the filing of a petition by or against Tenant under the Bankruptcy Code, Tenant, as debtor and as debtor in possession, and any trustee who may be appointed, agree as follows: (1) to perform each and every obligation of Tenant under this Lease, including but not limited to the Permitted Use until such time as this Lease is either rejected or assumed by order of the United States Bankruptcy Court; (2) to pay monthly in advance on the first day of each month as reasonable compensation for use and occupancy of the Premises an amount equal to all Base Rent, Additional Rent and other charges otherwise due pursuant to this Lease; (3) to reject or assume this Lease within sixty (60) days of the filing of such petition under Chapter 7 of the Bankruptcy Code or within one hundred twenty (120) days (or such shorter term as Landlord, in its sole discretion, may deem reasonable so long as notice of such period is given) of the filing of a petition under any other Chapter; (4) to give Landlord at least forty-five (45) days prior written notice of any proceeding relating to any assumption of this Lease; (5) to give Landlord at least thirty (30) days prior written notice of any abandonment of the Premises, any such abandonment to be deemed a rejection of this Lease; (6) to do all other things of benefit to Landlord otherwise required under the Bankruptcy Code; (7) to be deemed to have rejected this Lease in the event of the failure to comply with any of the above; and (8) to have consented to the entry of an order by an appropriate United States Bankruptcy Court providing all of the above, waiving notice and hearing of the entry of same.

(ii) No default of this Lease by Tenant, either prior to or subsequent to the filing of such a petition, shall be deemed to have been waived unless expressly done so in writing by Landlord.

(iii) It is understood and agreed this Lease is a lease of real property as such a lease is described in the applicable provisions of the Bankruptcy Code.

(iv) Included within and in addition to any other conditions or obligations imposed upon Tenant or its successor in the event of assumption and/or assignment are the following: (1) the cure of any monetary defaults and the reimbursement of pecuniary loss within not more than thirty (30) days of assumption and/or assignment; (2) the deposit of an additional sum equal to the amount set forth in Section 1.12 of this Lease; (3) the Permitted Use as set forth in this Lease and the quality and type of services required to be provided are unchanged, including without limitation the strict compliance with Section 4.9 of this Lease; (4) the recognized debtor or assignee of such debtor in possession or of Tenant's trustee demonstrates in writing it has sufficient background and meet all other reasonable criteria of Landlord as did Tenant upon execution of this Lease; (5) the prior written consent of any Secured Lender to which this Lease has been assigned as collateral security; and (6) no physical changes of any kind may be made to the Premises unless in compliance with the applicable provisions of this Lease.

## ARTICLE XI

### LANDLORD'S DEFAULT

**11.1. Notice.** Tenant shall give written notice of any failure by Landlord to perform any of Landlord's obligations under this Lease to Landlord and to any Secured Lender or other party designated by Landlord to receive said notices, whose name and address have been provided to Tenant in writing. Landlord shall not be in default under this Lease unless Landlord (or such Secured Lender or other designated party) fails to cure such failure to perform within thirty (30) days after receipt of Tenant's notice, provided that if such failure reasonably requires more than thirty (30) days to cure, Landlord shall not be in default if Landlord commences such cure or provides to Tenant a reasonable action plan for curing such failure within such thirty (30) day period and thereafter Landlord diligently pursues the same to completion.

**11.2. Limitation on Tenant's Right and Landlord's Liability.** Tenant shall not have the right, as a result of Landlord's default hereunder, to terminate this Lease or to receive consequential damages (such as lost profits) or exemplary, punitive, or other special damages under any circumstances or for any reason whatsoever except as specifically set forth in this Lease. Tenant's sole remedy in the event of Landlord's default shall be to seek the recovery of actual damages (except as otherwise provided by this Lease) and/or equitable remedies. Landlord's liability under this Lease is limited to Landlord's interest in the Property, and Tenant shall have no claim against Landlord or against any of Landlord's assets (other than Landlord's interest in the Property) for satisfaction of any claim or judgment with respect to this Lease.

## ARTICLE XII

### PROTECTION OF LENDERS AND PURCHASERS

**12.1. Subordination.** Subject to the terms of this Article XII, this Lease is subordinate to any mortgage which now or hereafter encumbers Landlord's interest in the Property, any advances made on the security thereof, and any renewals, modifications, consolidations, replacements or extensions thereof, whenever made or recorded. Tenant shall cooperate with Landlord and any beneficiary or mortgagee that is acquiring a lien on or security interest in Landlord's interest in the Property or this Lease (any such beneficiary or mortgagee, a "Secured Lender"), including without limitation in connection with the documentation of the same. Notwithstanding the foregoing, Tenant's right to quiet possession of the Premises during the Lease Term shall not be disturbed so long as Tenant pays the Rent and performs all of

Tenant's other obligations under this Lease and is not otherwise in default hereunder beyond applicable notice and cure periods. If any Secured Lender elects to have this Lease prior to the lien of its mortgage and gives written notice thereof to Tenant, this Lease shall be deemed prior to such mortgage whether this Lease is dated prior or subsequent to the date of said mortgage or the date of the recording thereof.

**12.2. Attornment.** If Landlord's interest in the Premises is acquired by any Secured Lender or purchaser at a foreclosure sale or by deed in lieu of foreclosure, Tenant shall attorn to the transferee of or successor to Landlord's interest in the Premises and recognize such transferee or successor as Landlord under this Lease, so long as such successor expressly agrees in writing to be bound by all obligations of Landlord under this Lease arising after the taking of title to the Property by such successor. However, in the event of attornment, no Secured Lender shall be: (a) liable for any act or omission of Landlord, or subject to any offsets or defenses which Tenant might have against Landlord (arising prior to such Secured Lender becoming Landlord under such attornment), (b) [intentionally deleted], (c) bound by any modification of this Lease not consented to by such Secured Lender, or (d) subject to any offsets or defenses which Tenant might have against Landlord or any prior landlord.

**12.3. Signing of Documents.** Except as expressly provided to the contrary herein, the provisions of this Article XII shall be self-operative; provided, however, Tenant and the holder of any instrument to which this Lease is or may be subordinated pursuant to this Article XII shall execute, acknowledge and deliver a commercially reasonable subordination, non-disturbance and attornment agreement to evidence any such attornment or subordination, or agreement to do so, consistent with the terms and conditions set forth in this Article XII, within thirty (30) days after written request.

**12.4. Estoppel Certificates.** At Landlord's written request, Tenant shall execute, acknowledge and deliver to the requesting party a written statement (each, an "Estoppel") certifying such representations or information with respect to Landlord or this Lease as Landlord may reasonably request, or that any prospective purchaser or Secured Lender may require. If Tenant fails to deliver an Estoppel to Landlord within thirty (30) days after receipt of a request therefor from Landlord or a third party, Tenant shall be deemed to have certified to Landlord and shall be estopped from denying the truth of, and such third party and Landlord and such third party may conclusively presume and rely on, the following facts: (i) the terms and provisions of this Lease have not been changed except as otherwise represented by Landlord, (ii) this Lease has not been canceled or terminated except as otherwise represented by Landlord, and (iii) Landlord is not in default under this Lease.

## ARTICLE XIII

### RESERVED

## ARTICLE XIV

### MISCELLANEOUS PROVISIONS

**14.1. Nonrecourse Liability.** Notwithstanding anything to the contrary contained in this Lease, none of the Landlord Indemnitees shall have any personal liability under, and no recourse or relief shall be had against any of the Landlord Indemnitees for any Claims arising out of or in connection with, this Lease, except, it being expressly understood and agreed by Tenant hereby on behalf of the Tenant Group, that all obligations of Landlord under or relating to this Lease are solely obligations with recourse limited specifically and exclusively to Landlord's interest in the Property and are compensable solely therefrom. Notwithstanding any other provision contained in this Lease to the contrary, Landlord shall look only to the assets of Tenant for the satisfaction of any liability of Tenant under this Lease, it being expressly understood and agreed that any partner, officer, director, shareholder, employee or agent of Tenant as an

individual shall not be held personally liable for such obligations and Landlord shall not pursue satisfaction of any judgment against Tenant against the assets of any individual partner, officer, director, shareholder, employee or agent of Tenant.

**14.2. Termination for Convenience.** From and after the tenth (10<sup>th</sup>) anniversary of the Commencement Date, if funds are available to pay the Early Termination Fee, then Landlord may, upon no less than twenty four (24) months prior written notice (the "Early Termination Notice") to Tenant, elect to terminate this Lease. In the event Landlord elects to terminate this Lease in accordance with this Section 14.2, Landlord shall pay to Tenant, on the date of termination, a termination fee (the "Early Termination Fee") equal to \$66,666.67 multiplied by the number of whole months remaining in the Initial Term of the Lease from the date Tenant has surrendered possession of the Premises to Landlord, plus the sum of \$2,000,000.00. The Early Termination Fee shall be paid annually in increments of \$2,000,000 per year or such lesser amount as to the final payment to fully pay the Early Termination Fee (or pursuant to any other financial terms as the parties may mutually agree upon), with the first increment being paid on the date Tenant has surrendered possession of the Premises to Landlord and on each subsequent anniversary thereof until paid in full. Notwithstanding anything in this Lease to the contrary, in the event Landlord terminates this Lease pursuant to the terms of this Section 14.2, Tenant shall have no obligation to restore the Premises or pay for the removal of Tenant's Building Signage or pay for any repairs to the Building caused by the removal of Tenant's Building Signage.

**14.3. Brokers.** Each party represents to the other that it has not engaged or dealt in any manner with any other person in connection with the Lease, including without limitation any real estate broker, except for Cushman & Wakefield representing Tenant.

**14.5. Severability.** If all or any portion of any provision of this Lease or the application thereof to any Person or circumstance shall, to any extent, be determined by any Governmental Authority or by mutual agreement of the parties hereto to be invalid, illegal or unenforceable, the remainder of such provision, or the application of such provision to Persons or circumstances other than those as to which it is held invalid or unenforceable, shall not be affected thereby, and each and every provision of this Lease shall be valid and enforceable to the fullest extent permitted by Applicable Law.

**14.6. Person.** The term "Person(s)" shall include all natural persons and all corporations, partnerships, limited liability companies, trusts, associations, governmental agencies and authorities and all other private and governmental entities.

**14.7. Incorporation of Exhibits and Prior Agreements; Modifications.** All Exhibits attached hereto are hereby incorporated into this Lease as though fully set forth at length. This Lease is the only agreement between the parties pertaining to the lease of the Premises and no other agreements are effective. All amendments and addendums to this Lease shall be in writing and signed by all parties.

**14.8. Notices.** Any and all notices, demands, requests, submissions, approvals, consents, or other communications or documents required to be given, delivered or served or which may be given, delivered or served under or by the terms and conditions of this Lease or pursuant to Applicable Law or otherwise, shall be in writing and delivered to the parties or such other Person at their respective addresses set forth in Section 1.14 above by: (a) personal/hand delivery, which shall be deemed to have been delivered on the date received by the recipient; (b) registered or certified U.S. Mail with return-receipt requested, which shall be deemed to have been delivered on the earlier of (i) the date of delivery to recipient set forth on the return-receipt or (ii) the date that is three (3) business days after being deposited with the U.S. Mail by sender; (c) overnight delivery service (such as Federal Express or other reputable service) with confirmation receipt requested, which shall be deemed to have been delivered on the earlier of (i) the date of delivery set forth on the confirmation receipt or (ii) one (1) business day after being deposited with such service by sender; or (d) electronic mail with a copy sent by any of the foregoing manners, which shall be deemed to have been delivered on the date sent; provided that, in all cases, postage or delivery charges shall

be prepaid. Any party may send any notice, request, demand, claim or other communication hereunder to the intended recipient at the address set forth above using any other means, but no such notice, request, demand, claim or other communication shall be deemed to have been duly given unless and until it actually is received by the intended recipient. Any party may change the address to which notices, requests, demands, claims and other communications hereunder are to be delivered by giving the other party notice in the manner herein set forth, but such notice shall be effective only on receipt. Any party's attorney may give any notice on such party's behalf.

**14.9. No Recordation.** Tenant shall not record this Lease or any "short form" memorandum of this Lease.

**14.10. Authority.** Landlord represents and warrants to Tenant that: (a) there is no provision of any existing mortgage, indenture, contract or agreement binding on Landlord which would conflict with or in any way prevent the execution, delivery or performance of the terms of this Lease, except for consents which have already been obtained, and (b) Landlord has full power and authority to execute and deliver this Lease, and upon such execution and delivery, this Lease shall be binding upon Landlord and enforceable in accordance with its terms. Tenant is executing this Lease in reliance upon the foregoing representation and warranty and such representation and warranty is a material element of the consideration inducing Tenant to enter into and execute this Lease.

**14.11. Force Majeure.** If either party cannot perform any of its obligations due to events beyond its control, the time provided for performing such obligations shall be extended by a period of time equal to the duration of such events; provided, however, that failure to perform monetary obligations shall never be deemed to be an event beyond a party's control. Events beyond the parties' control (also referred to in this Lease as "Force Majeure Events") include, but are not limited to, acts of God, war, civil commotion, labor disputes, strikes, fire, flood or other casualty, shortages of labor or material, government regulation or restriction, terrorism, and weather conditions.

**14.12. Execution of Lease.** This Lease may be executed in counterparts and, when all counterpart documents are executed, the counterparts shall constitute a single binding instrument. A party's delivery of this Lease to the other shall not be deemed to be an offer to lease and shall not be binding on either party until executed and delivered by both parties.

**14.13. Joint and Several Liability.** All parties signing this Lease as Tenant shall be jointly and severally liable for all obligations of Tenant under this Lease.

**14.14. Relationship of the Parties.** Nothing contained in this Lease shall be deemed or construed by the parties hereto or by any third party to create the relationship of principal and agent or of partnership or of joint venture or of any association whatsoever between Landlord and Tenant. Neither the computation of rent nor any other provisions contained in this Lease nor any act or acts of the parties hereto shall be deemed to create any relationship between Landlord and Tenant other than the relationship of landlord and tenant.

**14.15. Radon Disclosure.** In accordance with the requirements of Florida Statutes Section 404.056(5), the following notice is hereby given:

**RADON GAS:** Radon is a naturally occurring radioactive gas that, when it has accumulated in a building in sufficient quantities, may present health risks to persons who are exposed to it over time. Levels of radon that exceed federal and state guidelines have been found in buildings in Florida. Additional information regarding radon and radon testing may be obtained from your county public health department.

**14.16. Protected Health Information.** For purposes of this Section 14.16, “protected health information”, or “PHI”, shall have the meaning defined by the Standards for Privacy of Individually Identifiable Health Information, 45 C.F.R. Part 160 and Subparts A and E of Part 164 (the “Privacy Standards”), as promulgated by the Department of Health and Human Services (“HHS”) pursuant to the Administrative Simplification provisions of HIPAA. The parties agree that neither Landlord nor its contractors, subcontractors or agents shall need access to, nor shall they use or disclose, any PHI of Tenant. However, in the event PHI is disclosed by Tenant or its agents to Landlord, its contractors, subcontractors or agents, regardless as to whether the disclosure is inadvertent or otherwise, Landlord agrees to take reasonable steps to maintain, and to require its contractors, subcontractors and agents to maintain, the privacy and confidentiality of such PHI or to destroy such PHI. The parties agree that the foregoing does not create, and is not intended to create, a “business associate” relationship between the parties as that term is defined by the Privacy Standards.

**14.17. Landlord’s Waiver of Lien.** Landlord hereby expressly waives any right which it may have to impose any lien or exercise any rights of distress upon or with respect to any furniture, fixtures, equipment, inventory, records, patient information and other documentation owned by Tenant and/or generated in the conduct of Tenant’s business, or any other property of Tenant (and any transferees or other occupants of the Premises) presently or hereafter situated on or about the Premises following an event of default by Tenant under this Lease (“Tenant’s Property”). This Lease does not grant a contractual lien or any other security interest to Landlord or in favor of Landlord with respect to Tenant’s Property.

**[Signatures on the Following Page]**

[Signature page 1 of 1 to LEASE OF SPACE]

IN WITNESS WHEREOF, Landlord and Tenant have executed this Lease as of the Effective Date.

**WITNESSES**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Printed Name

**WITNESSES**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Printed Name

**LANDLORD:**

THE UNIVERSITY OF SOUTH FLORIDA  
BOARD OF TRUSTEES, a public body  
corporate

By: \_\_\_\_\_  
Name:  
Title:

**TENANT:**

FLORIDA HEALTH SCIENCES CENTER,  
INC., a Florida not for profit corporation

By: \_\_\_\_\_  
Name:  
Title:

**EXHIBIT A**

**Legal Description of Land**

**[To be confirmed by plat]**

Lot 2 and Tract G-2, Block G, Water Street Tampa Subdivision - Subphase 1, as recorded in Plat Book 135, Page 151 in Hillsborough County, Florida

A - 1

116790266.13

**EXHIBIT B**

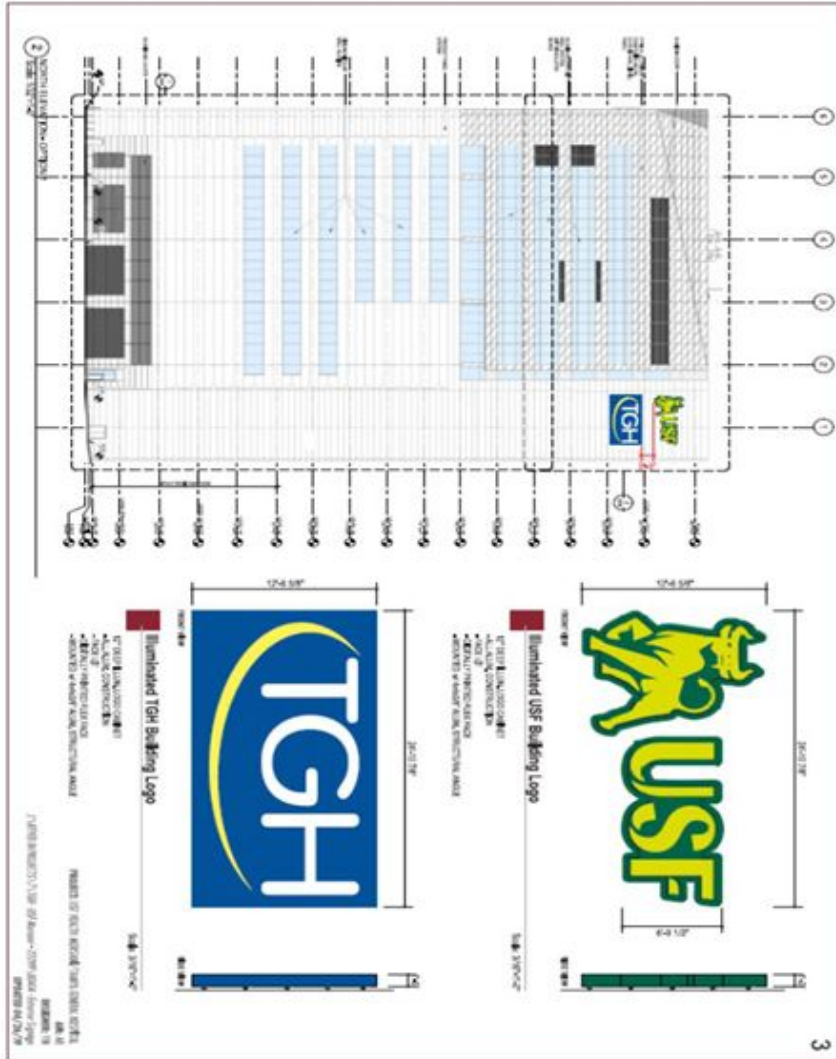
**Floor Plans of Premises**

B - 1

116790266.13

# EXHIBIT C

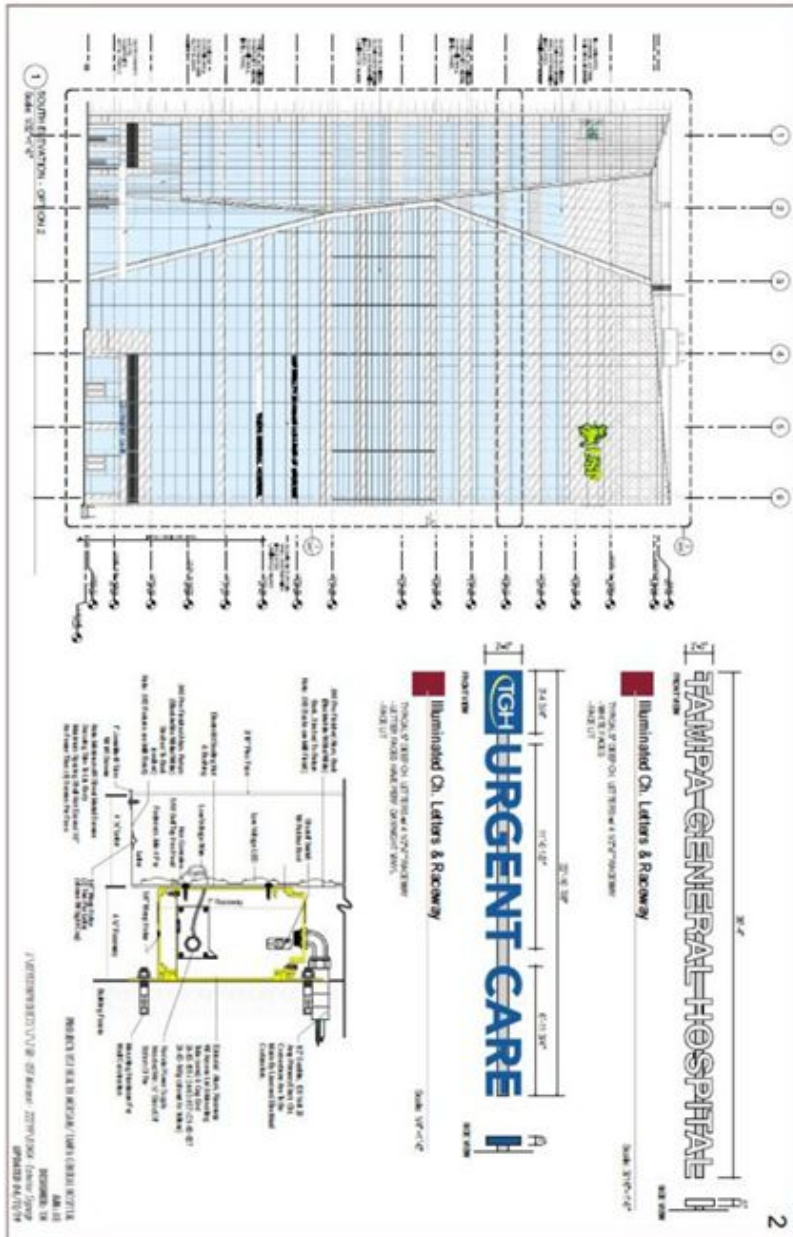
## Building Sign Specifications



The distance between the bottom of the USF Building Logo and the top of the TGH Building Logo shall be 5'3".

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C - 3



**EXHIBIT D-1****Landlord's Work – Ground Floor Premises**

This **Exhibit D-1** sets forth the portion of Landlord's Work to be performed by Landlord at the Ground Floor Premises. For the avoidance of doubt, use of the word "provide" or "install" refers to the performance of scope and payment responsibility.

- 1) **Space Delivery:** Landlord to deliver a cold dark shell as described herein in the configuration set forth hereto.
- 2) **Curtain Wall:**
  - a. **Curtain Wall:** The tenant space glazing system for the Premises shall be provided as a non-unitized, stick-built, captured mullion, outside glazed aluminum curtain wall system which is rated for applicable hurricane, energy and other jurisdictional code requirements. Exterior doors shall be similarly rated, meeting all ADA requirements and compatible with the glazing system. The system shall be provided in accordance with the Landlord's building Drawings and Specifications. Landlord will install all other service and emergency egress doors not placed within glazing system. Any modifications to the Curtain Wall or glazing system shall be approved by the Landlord prior to modifications being implemented or installed.
  - b. **Glazing:** The tenant space glazing shall consist of insulated laminated glass units with Low-E coating, meeting all requirements of the energy and other codes. Where required, glass shall be fully tempered. Glass shall be high quality, clear vision glass with minimal to no tinting or reflectivity, subject to compliance with the energy code.
- 3) **Electricity:**
  - a. **General:** Landlord to provide electric service to a demark point in the main electrical room with a wire trough to meet the power parameters set forth below and to comply with the requirements of TECO.
  - b. **Load:** a service of 120/208 V, 3 Phase, 4-wire will be provided. Provided power shall be capable of serving a minimum of 600 amps for each Ground floor Tenant Space. Any additional electrical load requirement will be the responsibility of Tenant.
  - c. **Distribution:** One four-inch (4") conduit with pull string shall be installed from the main electric room and stubbed into the rear of each tenant space.
  - d. **Metering:** Electrical service shall be individually metered at the tenant space, in which Landlord shall reserve appropriate space for Tenant equipment, assuming two separate tenant space.
  - e. **Other:** Tenant is responsible for installation of sub-metering, secondary wiring, panels, step-down transformers, etc. compatible with the Landlord's electrical and Building Management System.
- 4) **Lighting:** Landlord will provide no lighting other than temporary lighting, which shall be on an emergency circuit if required by code or in order to obtain jurisdictional shell approvals.

- 5) **Fire Alarm:** Landlord to provide operating base building alarm system for core and shell delivery to the Premises. Landlord shall provide one (2) inch conduit from the main Fire Control Room to the Premises for the wiring of additional fire alarm devices.
- 6) **Water Service:** Landlord to provide a single water supply line to the Premises. One (1) two (2") inch copper domestic water line will be capped and valved within each tenant space. Remote sub water meter readers within each tenant space tenant space will be the responsibility of Tenant prior to tenant occupancy post-delivery.
- 7) **Plumbing-Sanitary Service:**
  - a. Landlord to provide one (1) four inch (4") PVC sanitary sewer lateral, which will be below the slab, with wyes at center of each tenant space. The invert elevation of the sanitary sewer lateral shall be sufficiently low such that all areas of the tenant space can be piped by gravity. Landlord MEP engineer shall check runs at each space and set inverts accordingly. At a minimum, the invert elevation shall not be less than 30" below the finished slab elevation.
  - b. In addition, one (1) two inch (2") vent pipe is to be stubbed into each tenant space no less than eighteen inches (18") below the slab above, generally in the location of the sanitary waste line.
  - c. Landlord to provide one (1) six inch (6") grease sanitary lateral below all tenant space spaces. Landlord will reserve capacity in the Project for grease interceptors based upon 2,882 pounds for 3,200 SF of Leaseable Area. Landlord MEP engineer shall check runs at each space and set inverts to ensure positive gravity flow based upon the inverts provided at stub-in. At a minimum, the invert elevation shall not be less than 30" below the finished slab elevation.
  - d. Landlord to ensure all piping that cuts through the tenant space ~~space~~ (excluding service corridors) is cast-iron. To the extent practical, utility risers or stand pipes will be held tight to interior walls or perimeter columns. Landlord will use reasonable efforts to minimize vertical penetrations through the tenant space slab, and will hold horizontal runs as tight to the overhead slab as reasonably possible.
- 8) **Natural Gas** service shall be provided to a central location in the Project. Landlord will be responsible for the extension of a secondary gas service line and installation of a meter to serve each tenant space ~~space~~. Landlord to provide manifold to accommodate one 2" natural gas service per tenant space with a capacity of 1.500 MBH per tenant space ~~space~~. Gas meters for each tenant space ~~space~~ shall be provided by the Tenant and located within the gas meter room.
- 9) **Floor:** Landlord shall deliver the Premises without a floor slab except for the exterior 2' at the Curtain Wall, as designated in Landlord drawings.
- 10) **Ceiling:** Ceiling of Tenant space is the underside of unpainted concrete structure above, including exposed ductwork, plumbing and electrical systems. No finished ceiling by Landlord.
- 11) **Demising Walls:** For purposes of separating undemised tenant spaces from office, base building or common spaces, Landlord shall install demising walls with studs and insulation per code, sheetrock to applicable fire code rating, that are fire taped and fire rated. Landlord will provide a single three foot (3'-0") metal corridor door and frame, construction lockset and hinges only. The door and frame will be painted on the edges and corridor side with a peep hole.

- 12) **Sprinkler & Fire:** Landlord shall supply operating sprinkler loop with up-turned sprinkler heads in shell condition only. Base building fire alarm / sprinkler monitoring system will be provided as required by code. In addition, a conduit from the main Fire Control Room to each tenant space will be provided. Individual premises system design, tie-in and installation shall be by Tenant.
- 13) **Telephone/Data/Cable:** One (1) empty One and one-half inch (1-1/2") conduit with pull string extending from the building's main service room or service location will be provided to each tenant space. Tenant will be responsible for installation of telephone and cable company connections, extension of conduit within tenant space, and wiring to the premises. [insert information about internet]
- 14) **HVAC**
- a. **Toilet & Potential Kitchen Exhaust:** Landlord to provide designated shafts for horizontal exhaustion within the Premises and provide (i) space for scrubber equipment and (ii) two (2) grease ducts for potential future kitchen locations. Scrubber and exhaust equipment shall be located within the Landlord's mechanical mezzanine, not within Tenant's Premises. Landlord shall reserve sufficient area for scrubber and exhaust equipment and service clearances, in the event Tenant wishes to install such exhaust systems.
  - b. Three (3) two-inch (2") conduits for each potential future kitchen and dishwasher exhaust fan power and communication wires, from the tenant space to the exhaust equipment location for each tenant space.
  - c. **HVAC Distribution & Equipment:**
    - i. HVAC equipment to be provided by Tenant or its tenants. All ductwork and ductwork routing, including exhaust fan, back-draft damper, louver, or any other system appurtenances shall be provided by Tenant or its tenants.
    - ii. Landlord will provide chilled water piping, delivered as capped and valved outlets stubbed into each tenant space for connection by Tenant.
    - iii. Landlord to provide piping sufficiently sized for an HVAC load of 1 ton / 150 square feet of tenant space.
    - iv. Landlord shall provide BTU metering system to monitor Tenant's chilled water usage.
    - v. Tenant shall be responsible for providing all air distribution including ductwork, insulation, air devices, balancing dampers, and programmable thermostats for temperature control, with connection points for monitoring only to the Landlord's Building Management System.
    - vi. Tenant or its tenants shall be responsible for disposing of condensate within the Premises.
  - d. **Fresh Air Make-up:** Landlord to provide locations for Tenant's fresh air make-up (will be part of Tenant's curtain wall system).
  - e. Building Permits shall be the responsibility of the Tenant's Contractor, permitted through the USF Building Code Administration.

- f. Dry flood-proofing measures shall be required to be installed for tenant space to provide safe occupancy of tenant spaces below 12' NGVD.
- g. Landlord has constructed the building to achieve LEED Silver Certification, minimum. Tenant shall design and construct tenant space in compliance with this standard, utilizing similar strategies so as not to affect the Landlord's Certification through the U S Green Building Council.

**EXHIBIT D-2****Landlord's Work – 9<sup>th</sup> Floor Premises and 12<sup>th</sup> Floor Premises**

This **Exhibit D-2** sets forth the portion of Landlord's Work to be performed by Landlord at the 9<sup>th</sup> Floor Premises and the 12<sup>th</sup> Floor Premises. For the avoidance of doubt, use of the word "provide" or "install" refers to the performance of scope and payment responsibility.

- 1) **Space Delivery:** Landlord to deliver a cold dark shell as described herein in the configuration set forth hereto.
- 2) **Curtain Wall:**
  - a. **Curtain Wall:** The tenant space glazing system for the Premises shall be provided as a non-unitized, stick-built, captured mullion, outside glazed aluminum curtain wall system which is rated for applicable hurricane, energy and other jurisdictional code requirements. Exterior doors shall be similarly rated, meeting all ADA requirements and compatible with the glazing system. The system shall be provided in accordance with the Landlord's building Drawings and Specifications. Any modifications to the Curtain Wall or glazing system shall be approved by the Landlord prior to modifications being implemented or installed.
  - b. **Glazing:** The tenant space glazing shall consist of insulated glass units with Low-E coating, meeting all requirements of the energy and other codes. Where required, glass shall be fully tempered. Glass shall be high quality, tinted vision glass, subject to compliance with the energy code.
- 3) **Electricity:**
  - a. **General:** Landlord to provide electric service to a demark point in the electrical room on the floor with a wire trough to meet the power parameters set forth below and to comply with the requirements of TECO.
  - b. **Load:** a service of 120/208 V, 3 Phase, 4-wire will be provided. Provided power shall be a minimum of 600 amps for each upper floor tenant space. Any additional electrical load requirement shall be the responsibility of Tenant.
  - c. **Metering:** Electrical service shall be individually sub-metered at the tenant space, in which Landlord shall reserve appropriate space for Tenant equipment, assuming two separate tenant spaces.
  - d. **Other:** Tenant is responsible for installation of sub-metering, secondary wiring, panels, step-down transformers, etc. compatible with the Landlord's electrical and Building Management System.
- 4) **Lighting:** Landlord will provide no lighting other than temporary lighting, which shall be on an emergency circuit if required by code or in order to obtain jurisdictional shell approvals.
- 5) **Fire Alarm:** Landlord to provide operating base building alarm system for core and shell delivery to the Premises. Landlord shall provide one (2) inch conduit from the main Fire Control Room to the Premises for the wiring of additional fire alarm devices.

- 6) **Distributed Antenna System:** Landlord will provide Distributed Antenna System for cellular phone and emergency responders suitable for a shell space. Tenant shall modify system as required to provide full coverage for the tenant space, as required by code and local Authorities Having Jurisdiction.

7) Water Service:

- a. Landlord to provide a single water supply line to the Premises. One (1) two (2") inch copper domestic water line will be capped and valved within each tenant space.
- b. [Level 9] Landlord to provide a single soft hot water supply line to the Premises. One (1) two (2") inch copper soft hot water line will be capped and valved within each tenant space.
- c. [Level 12] Landlord to provide a single soft hot water supply line to the Premises. One (1) one-and-one-quarter (1 1/4") inch copper soft hot water line will be capped and valved within each tenant space.
- d. [Level 9] Landlord to provide a single soft hot water return line to the Premises. One (1) two (2") inch copper soft hot water return will be capped and valved within each tenant space.
- 7)e. [Level 12] Landlord to provide a single soft hot water return line to the Premises. One (1) one (1") inch copper soft hot water return will be capped and valved within each tenant space.

8) **Plumbing-Sanitary Service:**

- a. Landlord to provide multiple four inch (4") PVC sanitary sewer pipes down, capped and stubbed onto the floor, as shown on the Landlord's Drawings. Tenant shall design and plumb all sanitary sewer systems to be gravity flow with minimum 1/4" per foot fall, in compliance with Codes..
  - b. Landlord to provide one (1) three inch (3") vent pipe and one (1) two inch (2") ~~multiple three inch (3")~~ vent pipes stubbed onto each floor and capped, as shown on the Landlord's Drawings.
  - c. Landlord to provide storm sewer piping through the tenant space. No modifications to the storm water piping systems shall be performed by Tenant or Tenant's Contractors without express written permission from Landlord.
  - d. Landlord may provide process water, vacuum and gas piping on the floor for future use. Tenant shall not tie into existing process piping systems without express permission of Landlord.
- 9) **Floor:** Landlord shall deliver the Premises with an exposed elevated concrete structural floor slab, as designated in Landlord drawings. Concrete structure is a poured-in-place post-tensioned slab and beam system. Tenant shall not perform any drilling or fastening into floor slab greater than 1/2" deep x 1/16" in diameter without Landlord's specific approval in writing.
- 10) **Ceiling:** Ceiling of Tenant space is the underside of unpainted concrete structure above, including exposed ductwork, plumbing and electrical systems. No finished ceiling by Landlord. Tenant shall not perform any drilling or fastening into floor slab greater than 1/2" deep x 1/16" in diameter without Landlord's specific approval in writing.

- 11) **Demising Walls:** For purposes of separating undemised tenant spaces from office, base building or common spaces, Tenant shall install demising walls with studs and insulation per code, to applicable fire code rating, with sheetrock on both sides that are fire taped, finished and fire rated, ready for prime-coat painting.
- 12) **Sprinkler & Fire:** Landlord shall supply operating sprinkler loop with up-turned sprinkler heads in shell condition only. Base building fire alarm / sprinkler monitoring system will be provided as required by code. In addition, a conduit from the main Fire Control Room to each tenant space will be provided. Individual premises system design, tie-in and installation shall be by Tenant.
- 13) **Telephone/Data/Cable:** Sleeves and conduits will be installed at the IDF Rooms on each floor. Tenant will be responsible for installation of telephone and cable company connections from the demark point at the MDF room to the IDF Room on each floor, extension of conduit within tenant space, and wiring to the premises. [ insert information about internet]
- 14) **HVAC**
  - a. Toilet & Ventilation Exhaust: Landlord to provide one (1) exhaust duct stubbed into Premises and capped designated shafts for toilet room exhaustion within the Premises.
  - b. HVAC Distribution & Equipment:
    - i. [Level 9] Landlord will provide an air handling unit, located in the Level 14 mechanical penthouse and supply and return duct risers in shafts to the Premises, capped for Tenant connection.
    - ii. [Level 12] HVAC equipment to be provided by Tenant or its tenants, including air handling unit(s), terminal units, and reheat coils.
    - iii. All ductwork and ductwork routing, including, or any other system appurtenances shall be provided by Tenant or its tenants.
    - iv. [Level 9] Landlord will provide 2" Chilled Water piping and 3" Heating Hot Water piping and return lines, delivered as capped and valved outlets stubbed into each tenant space for connection by Tenant.
    - v. [Level 12] Landlord will provide 4" Chilled Water piping and 2 1/2" Heating Hot Water piping and return lines, delivered as capped and valved outlets stubbed into each tenant space for connection by Tenant.
    - ~~i. HVAC equipment to be provided by Tenant or its tenants. All ductwork and ductwork routing, including exhaust fan, back draft damper, louver, or any other system appurtenances shall be provided by Tenant or its tenants.~~
    - ~~ii. Landlord will provide 2" Chilled Water piping and 3" Heating Hot Water piping and return lines, delivered as capped and valved outlets stubbed into each tenant space for connection by Tenant.~~
    - ~~iii. Landlord to provide piping sufficiently sized for an HVAC load of 1 ton / 150 square feet of tenant space.~~
    - ~~iv-vi.~~ Tenant shall be responsible for providing all air distribution including ductwork, insulation, air devices, balancing dampers, and programmable thermostats for

temperature control, with connection points ~~for monitoring only~~ to the Landlord's Building Management System.

~~vi~~vii. Tenant or its tenants shall be responsible for disposing of condensate within the Premises.

- c. Fresh Air Make-up: Landlord to provide ductwork locations for Tenant's fresh air make-up ~~(vents will be installed as a part of Landlord's curtain wall system)~~.
- d. Building Permits shall be the responsibility of the Tenant's Contractor, permitted through the USF Building Code Administration.
- e. Landlord has constructed the building to achieve LEED Silver Certification, minimum. Tenant shall design and construct tenant space in compliance with this standard, utilizing similar strategies so as not to affect the Landlord's Certification through the U S Green Building Council.

## EXHIBIT D-3

## Tenant's Building Modifications

## 1) Electricity:

a. At Western Ground Floor Premises. Tenant shall be responsible for costs of breakers, conduit, wiring and other electrical components to upgrade electrical service to 480V, 3-phase, 4-wire, 600A. Tenant to install step-down transformer and sub-panel as required for 120V power.

b. At Southeastern Corner Ground Floor Premises, Tenant shall install a 120/208 V, 3 Phase, 4-wire Electrical Panel with main breaker of 200A. Any increased electrical load requirement shall require written approval of Landlord prior to increase.

## 2) HVAC:

a. Chilled Water piping to ~~western~~ Ground Floor Premises will be enlarged for increased load to a maximum of 45-tons. MRI and CT Scan machines to run off building Chilled Water system with separators (or Heat Exchangers if contained within Ground Floor Premises) and 41-deg F design supply temperature. HVAC Controls shall be integrated into Building Management System with full controllability and controls at every CW connection point.

b. Chilled Water piping to southeastern Ground Floor Premises shall be restricted/controlled to provide a maximum load of 15 tons.

~~b-c.~~ No HVAC or Imaging equipment to be located outside of Ground Floor Premises.

d. HVAC Controls shall be integrated into Building Management System with full controllability. Tenant shall install Air Handlers, controls and other HVAC equipment as required to meet building standards (including LEED Certification).

e. Design for the improvement shall be based around achieving an 18 degree temperature differential on the chilled water system to avoid low temperature difference penalties.

~~e-f.~~ Supply air vents and Exhaust vents for equipment shall be located within the louvers above the tenant space (bottom of louvers = Approx. 16'-6" AFF). Distance between exhaust vents and fresh-air vents shall meet code requirements.

## 3) Building Design

a. Tenant shall install RF shielding as required for safe public occupancy on Plaza and in adjacent spaces (including overhead), and as required so as not to affect proposed small-animal MRI to be installed by Landlord in proximity to this space.

b. Tenant shall install radioactivity shielding as required for safe public occupancy on Plaza and in adjacent spaces (including overhead), and as required so as not to affect proposed small-animal MRI to be installed by Landlord in proximity to this space.

c. Waiting areas and offices to be located on exterior walls to greatest extent possible so as to provide visibility and activity on the Public Realm.

d. Of note, reduced clear height to structure occurs in a portion of the Ground Floor Premises. This is an existing condition and the mechanical mezzanine shall not be utilized by Tenant for installation of any equipment.

e. Proposed configuration of 9<sup>th</sup> Floor Premises and 12<sup>th</sup> Floor Premises may require demolition of existing walls constructed for shell space life safety. Tenant shall be

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responsible for cost of removal and/or reconfiguring corridor walls and associated building systems for shell space.

d.f. Tenant may elect to utilize wireless connectivity between these Premises and other facilities; any associated equipment shall be mounted so it is not visible from the street, the Plaza or adjacent buildings. If roof-mounted, mounting details shall be reviewed and approved by Landlord prior to installation and location/operation shall not affect any systems located on the building roof area or penthouse.

- 4) **Miscellaneous:** Any enlargement, improvement, or relocation of utilities serving the Premises may be done at Tenant's cost.

# **EXHIBIT E**

## **Commencement Date Agreement**

This Commencement Date Agreement (this "Agreement") is made and dated \_\_\_\_\_, 20\_\_, by and between \_\_\_\_\_ ("Landlord") and \_\_\_\_\_ ("Tenant").

## **RECITALS**

A. On \_\_\_\_\_, 2019, Landlord and Tenant entered into the Lease of Space (the "Lease") relating to certain premises located in Hillsborough County, Florida as more particularly described in the Lease. All defined terms in this Agreement that are not defined herein, but are defined in the Lease, shall have the meaning in this Agreement as set forth in the Lease.

B. The Lease Term has commenced, and Landlord and Tenant desire to confirm the Commencement Date and the date of expiration of the Lease Term.

## **AGREEMENT**

NOW, THEREFORE, in consideration of the mutual covenants herein contained, Landlord and Tenant agree as follows:

1. The Lease Term commenced on, and the Commencement Date shall be, \_\_\_\_\_.
2. Tenant has paid all Base Rent due for the Initial Term.
3. The Initial Term shall expire on \_\_\_\_\_.
4. ~~The square footage of the Building as of the date hereof is \_\_\_\_\_ (\_\_\_\_\_) square feet.~~ ~~Intentionally Deleted.~~
5. The square footage of the Premises is \_\_\_\_\_ (\_\_\_\_\_) square feet.
6. Tenant's Proportionate Share is \_\_\_\_\_ percent (\_\_\_\_ %).
7. The Lease is in full force and effect and is hereby ratified and confirmed.
8. Except as to Latent Defects, if any, all work and improvements to the Premises required by the Lease to have been performed by Landlord have been completed in accordance with provisions of the Lease, and Tenant has accepted and taken possession of the Premises.
9. Capitalized terms used but not otherwise defined herein shall have the meanings assigned to such terms in the Lease.

**[Signatures on the Following Page]**

**[Signature page 1 of 1 to COMMENCEMENT DATE AGREEMENT]**

IN WITNESS WHEREOF, Landlord and Tenant shall have caused this Commencement Date Agreement to be duly executed on the date first written above.

**LANDLORD:**

**TENANT:**

\_\_\_\_\_

\_\_\_\_\_

By: \_\_\_\_\_

By: \_\_\_\_\_

Its: \_\_\_\_\_

Its: \_\_\_\_\_

Dated: \_\_\_\_\_

Dated: \_\_\_\_\_

**EXHIBIT F****Insurance Requirements****1. Insurance Requirements for Tenants.**

Prior to the Delivery Date, Tenant shall provide to Landlord a certificate of insurance (ACORD 27 form) evidencing all insurance coverages required herein. From and after the Delivery Date, Tenant shall carry and maintain, at its sole cost and expense, such insurance in the amounts specified and in the form hereinafter required. The Commercial General Liability, Automobile Liability, and Excess or Umbrella policies shall be issued by carriers with a rating of at least A-VIII by A.M. Best and endorsed to provide additional insured coverage to Landlord on a primary and non-contributory basis; provided that, Landlord shall not be an additional insured on Tenant's or Contractor's workers' compensation insurance policies. Tenant's insurer(s) shall waive all rights of subrogation on all policies by endorsement. To the extent commercially available, each policy shall provide for thirty (30) days' written notice to Landlord via certified U.S. mail, postage prepaid, prior to cancellation, non-renewal or alteration of terms and/or conditions. No policy shall contain a deductible in excess of \$5,000, and Tenant shall not be permitted to self-insure any of the following insurance coverages, without Landlord's prior express written consent. Tenant shall provide to Landlord, on Landlord's request, a certified copy of any policy required to be maintained by Tenant hereunder. Tenant shall carry such additional insurance which may be required to meet any requirements of Governmental Authorities and applicable laws. Landlord and Tenant each reserves the right to review the requirements for insurance no more frequently than every three (3) years for the purpose of increasing the limits of such insurance to limits reasonable and customary for similar facilities of like size and operation in the state of Florida in accordance with generally accepted insurance industry standards.

(a) Commercial General Liability. Tenant shall maintain commercial general liability insurance against any and all liability of the insureds with respect to the Premises or arising out of the maintenance, use or occupancy thereof or related to the exercise of any rights of Tenant pursuant to this Lease, with coverage limits of not less than (i) Three Million Dollars (\$3,000,000) for bodily injury to or death of any one or more persons in any one occurrence, and (ii) Three Million Dollars (\$3,000,000) for damage to property arising from Tenant's conduct and operation of its business on the Premises and in the Building in any one occurrence, and (iii) with a general aggregate limitation of not less than Three Million Dollars (\$3,000,000) applicable to all claims under such policy. Such limits shall be subject to increases in amount as Landlord may reasonably require from time to time, but not more frequently than one (1) time in any three (3) consecutive year period. All such bodily injury liability insurance and property damage liability insurance shall specifically insure Tenant's indemnity agreements as set forth in this Lease. Further, all such liability insurance shall include, but not be limited to, personal injury, blanket contractual, cross-liability and severability of interest clauses, product/completed operations, broad form property damage and independent contractors. Such policy shall also provide a minimum of Three Hundred Thousand Dollars (\$300,000) of fire legal liability coverage.

(b) Umbrella Liability. Tenant shall maintain a \$2,000,000 umbrella insurance policy in the same form as for the policy relating to the commercial general liability coverage.

(c) Comprehensive Property Insurance. Tenant shall maintain comprehensive property insurance covering all of the following:

(i) Personal Property. Tenant Improvements, Tenant's personal property, other leasehold improvements, trade fixtures, merchandise, equipment and personal property from time to time in, on or about the Premises in an amount not less than their full replacement cost from time to time, including replacement cost endorsement.

(ii) Business Interruption. Tenant shall maintain business interruption and loss of income insurance in amounts sufficient to insure Tenant's business operations and rental loss for a period of not less than one (1) year.

(d) Workers' Compensation. Tenant shall maintain workers' compensation insurance in the amount required by Applicable Laws.

## **2. Insurance Requirements for Tenant's Contractors.**

At least five (5) Business Days prior to permitting any contractor (each a "Contractor") to commence work in the Premises, Tenant shall provide to Landlord a certificate of insurance evidencing that such contractor has all insurance coverages required herein, issued by carriers with a rating of at least A-VIII by A.M. Best, and endorsed to provide additional insured coverage to Landlord on a primary and non-contributory basis. Contractor's insurer(s) shall waive all rights of subrogation on all policies by endorsement. The carrying of the foregoing insurance shall in no way be interpreted as relieving the Contractor of responsibility whatsoever, and the Contractor shall carry, at its own expense, such additional insurance as they deem necessary.

The insurance required herein shall be written for not less than the limits of liability defined hereinafter, or required by law, whichever is greater.

### (i) Worker's Compensation.

A.	State:	Statutory
B.	Applicable Liability:	Statutory
C.	Employer's Liability:	\$1,000,000.00
D.	Benefits Required by Union Labor Contracts:	As Applicable

(ii) Commercial General Liability. Combined single limit for bodily injury and property damage in the following amounts:

\$1,000,000.00	Each Occurrence
\$2,000,000.00	Annual Aggregate / Per Project and/or Per Location

A. Products and Completed Operations Insurance on an occurrence basis shall be maintained for a minimum of two years after final payment and Contractor shall continue to provide evidence of such coverage to Owner on an annual basis during the above mentioned period.

B. Broad Form Property Damage Liability Insurance shall include coverage for X (Explosion), C (Collapse) and U (Underground) hazards.

C. Contractual Liability (Hold Harmless Coverage).

D. Bodily Injury.

E. Personal Injury, with Employment Exclusion deleted.

F. Premises Operations.

G. Independent Contractors Protective.

F - 2

(i) Umbrella Excess Liability. \$5,000,000.00 Over Primary \$1,000,000.00 S.I.R. issued on an Occurrence basis (Note: limit increased by \$1,000,000 to make up for reduction of Commercial General Liability Occurrence Limit above).

(ii) Comprehensive Automobile Liability (owned, non-owned, hired).

A. Combined single limits for bodily injury and property damage;

\$1,000,000.00 Each Occurrence  
\$1,000,000.00 Annual Aggregate

B. If the State where the Property is located has a no-fault Automobile Insurance requirement, the Contractor shall confirm that coverage is provided which conforms to any specific stipulation in the law.

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**CIP-3 SHORT-TERM PROJECT EXPLANATION**  
**CIP-3, A – NARRATIVE DESCRIPTION**

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Page 1 of 3

AGENCY **University of South Florida**  
**System- USF Health**

BUDGET ENTITY SUSAGENCY PRIORITY 4

PROJECT TITLE **USF Health Morsani**  
**College of Medicine**  
**and Heart Institute**

DATE BLDG PROGRAM \_\_\_\_\_

APPROVED \_\_\_\_\_

---

**PURPOSE, NEED, SCOPE, RELATIONSHIP OF PROJECT TO AGENCY OBJECTIVES**

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**Heart Institute**

USF Health is requesting funding to construct a new clinic/medical research facility that will focus on cardiovascular research targeted to new methods to diagnose and treat CV disease and risk factors. Establishing this Cardiovascular Institute will enable USF Health to have state-of-the-art research facilities dedicated to the number one cause of death in Florida and the country, as well as educate an entire new generation of heart specialists for the region and beyond. One additional goal will be to provide education for patients as well. Constructing this ultramodern facility will bring to the Tampa Bay area a leading center for cardiovascular research by leading cardiac clinical trials and quickly bringing research discoveries from lab bench to patient bedsides, and uniquely, to the patient's home (Bringing Science Home theme). It also will offer broad opportunities for collaborative research, not only within USF Health but also with USF partners.

The Institute's research areas will be clustered around five programmatic areas: Integrated Cell & Organ Physiology; Pharmacology, Nanotechnology & Drug Discovery; Cardiac Regeneration and Surgery; Molecular Biology, Genomics, and personalized medicine; and Bioinformatics.

One important focus of the Institute will be directed at research leading to new therapies such as use of stem cells and gene therapy to regenerate cardiac tissue and restore cardiac function for patients with heart failure. These therapies will also be evaluated for patients with chronic angina, arrhythmias, and other forms of cardiac disease. Finally, in collaboration with biomedical engineering, stem cell research will be focused on actual cardiac organogenesis as a completely new approach and alternative to heart transplantation. This work would be in collaboration with other stem cell investigators in areas such as acute and chronic brain injury that may be similarly benefited by stem cell or gene therapy.

A second major focus will be on genomic research and screening. This will include establishment of a large biorepository to store thousands of samples from patients with various forms of cardiovascular disease to identify markers that can serve as diagnostic markers as well as those at high risk. The research will lead to markedly improved tailoring of drug therapy based on the individual patient's genomic profile which impacts drug selection and dosing.

The third major focus is on vascular biology and will include close collaboration with neuroscience colleagues as the parallels between acute MI and stroke, and chronic heart failure and brain injury in terms of common defects in vascular function.

In order to develop new therapies that will then be translated to patient care and direct patient education, space will be dedicated to clinical trials and novel methods of patient and physician education. This will include the use of kiosks, and the availability of both an auditorium for lectures by Institute staff and guest speakers, as well as smaller rooms for direct teaching of smaller groups. This proposed facility will be co-located with the Morsani College of Medicine in vibrant downtown Tampa, attracting top cardiovascular researchers, and energizing the university's intent to bring more biotechnology, biomedical and pharmaceutical firms to the region. In addition to containing clinical care functions, this new facility will also contain clinical trials and research laboratories along with the required administrative support spaces. Educational and lecture spaces are also planned for this facility, which will be used to train and educate physicians, students, and researchers in all areas of cardiovascular treatment care and clinical services. Total planned size of this facility is 100,389 gross square feet, which will be laid out in four floors of the USF Health Morsani College of Medicine and Heart Institute building downtown.

The Heart Institute project is part of the USF Health Capital Improvement Program to meet critical mission goals and objectives and shall be coordinated with other USF Health Enterprise projects as required.

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**CIP-3 SHORT-TERM PROJECT EXPLANATION**  
**CIP-3, A – NARRATIVE DESCRIPTION**

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Page 2 of 3**Morsani College of Medicine**

The USF Health Morsani College of Medicine (MCOM) currently admits 120 medical students per year to the CORE program and 56 per year to the SELECT program (based in Tampa for Years 1 and 2 of the 4 year program). Therefore, at any given time, there are approximately 600 medical students on the Tampa campus. In addition, there has been significant enrollment growth across all USF Health Colleges (Nursing, Pharmacy, Public Health) in response to Florida's workforce needs. The current inventory of physical facilities is at its maximum capacity and cannot meet the needs of projected enrollment growth. The facility was originally built in the 1970's with a projected maximum capacity of 96 medical students per class (or roughly 400 medical students total).

The new MCOM will be co-located with the USF Heart Institute in the heart of a vibrant downtown Tampa urban renewal project, attracting top-tier medical students, faculty and researchers; the new location also puts the medical school closer to its primary teaching affiliate, Tampa General Hospital, and the USF Health Center for Advanced Medical Learning & Simulation (CAMLS).

The educational space is being designed with maximum flexibility in mind while simultaneously infusing technology and innovation at every turn. A cornerstone will be two large lecture halls that can each accommodate 200 students and up to 400 students when combined. Other floors accommodate ten learning communities with ample small group learning space. A multipurpose experiential learning lab will enable integrated pedagogies moving students from theory to practice and bench to bedside. All of the future-facing educational space will be supported by a state-of-the-art library and information technologies "genius bar." In conjunction with the standardized patient and simulation-based facilities at CAMLS, the new MCOM will offer an unparalleled experience for students and faculty alike. While the new MCOM building will primarily house the year 1 and 2 MD program, it will also be the home of the new physician assistant (PA) program in addition to an array of interprofessional education activities.

The MCOM project is part of the USF Health Capital Improvement Program to meet critical mission goals and objectives and shall be coordinated with other USF Health Enterprise projects as required.

The project is referenced in the 2015-2025 USF Campus Master Plan however is located within the Water Street Tampa development district. The project is included 2017 Educational Plant Survey Recommendations as Recommendation #5.1

STATE UNIVERSITY SYSTEM								Page <u>3</u> of <u>3</u>																																																																	
CIP-3, SHORT-TERM PROJECT EXPLANATION																																																																									
GEOGRAPHIC LOCATION:		USF Tampa			COUNTY:			Tampa																																																																	
		4. USF Health Morsani College of Medicine and Heart Institute			PROJECT BR No. (if assigned):																																																																				
<b>CIP-3, B - PROJECT DESCRIPTION</b>																																																																									
Facility/Space Type	Net Area (NASF)	Net to Gross Conversion	Gross Area (GSF)	Unit Cost (Cost/GSF)*	Construction Cost	Assumed Bid Date	Occupancy Date																																																																		
College of Med	64,000	1.35	86,400	\$380	\$32,832,000	Nov-17	Dec-19																																																																		
Heart Inst Labs	50,000	1.50	75,000	\$380	\$28,500,000																																																																				
Aud/Dining/Sup	31,890	1.35	43,052	\$380	\$16,359,570																																																																				
Faculty Offices	22,790	1.25	28,487	\$380	\$10,825,250																																																																				
Clinical Labs/Trials	5,770	1.50	8,655	\$380	\$3,288,900																																																																				
Totals	174,450		241,594		\$91,805,720																																																																				
*Apply Unit Cost to total GSF based on primary space type																																																																									
Remodeling/Renovation			0		\$0																																																																				
Total Construction - New & Rem./Renov.					\$91,805,720	Total	0	Total	0																																																																
<b>CIP-3, C - SCHEDULE OF PROJECT COMPONENTS</b>																																																																									
<b>ESTIMATED COSTS</b>																																																																									
1. BASIC CONSTRUCTION COSTS	Funded to Date	2019-20 Year 1	2020-21 Year 2	2021-22 Year 3	2022-23 Year 4	2023-24 Year 5	Funded & in CIP																																																																		
a. Construction Cost (from above)	\$77,550,720	\$14,255,000					\$91,805,720																																																																		
Add/Extraordinary Const. Costs																																																																									
b. Environmental Impacts/Mitigation							\$0																																																																		
c. Site Preparation	\$1,000,000						\$1,000,000																																																																		
d. Landscape/Irrigation	\$30,000						\$30,000																																																																		
e. Plaza/Walks	\$20,000						\$20,000																																																																		
f. Roadway Improvements	\$20,000						\$20,000																																																																		
g. Parking spaces							\$0																																																																		
h. Telecommunication	\$1,630,408						\$1,630,408																																																																		
i. Electrical Service	\$40,000						\$40,000																																																																		
j. Water Distribution	\$40,000						\$40,000																																																																		
k. Sanitary Sewer System	\$40,000						\$40,000																																																																		
l. Chilled Water System	\$40,000						\$40,000																																																																		
m. Heating Water/Boiler System	\$5,000						\$5,000																																																																		
n. Storm Water System							\$0																																																																		
o. Security System							\$0																																																																		
p. Energy Efficient Equipment							\$0																																																																		
q. Emergency Generator							\$0																																																																		
r. UPS Units							\$0																																																																		
s. Hurricane Hardening							\$0																																																																		
Total Construction Costs	\$80,416,128	\$14,255,000	\$0	\$0	\$0	\$0	\$94,671,128																																																																		
2. OTHER PROJECT COSTS																																																																									
a. Land/existing facility acquisition							\$0																																																																		
b. Professional Fees	\$11,513,593						\$11,513,593																																																																		
c. Fire Marshall Fees	\$102,678						\$102,678																																																																		
d. Inspection Services	\$1,000,000						\$1,000,000																																																																		
e. Insurance Consultant	\$268,306						\$268,306																																																																		
f. Surveys & Tests	\$347,506						\$347,506																																																																		
g. Permit/Impact/Environmental Fees	\$148,285						\$148,285																																																																		
h. Artwork	\$100,000						\$100,000																																																																		
i. Moveable Furnishings & Equipment	\$1,500,000						\$1,500,000																																																																		
j. Project Contingency	\$2,496,622	\$0					\$2,496,622																																																																		
Total - Other Project Costs	\$17,476,990	\$0	\$0	\$0	\$0	\$0	\$17,476,990																																																																		
ALL COSTS 1+2	\$97,893,118	\$14,255,000	\$0	\$0	\$0	\$0	\$112,148,118																																																																		
<table border="0"> <thead> <tr> <th colspan="3">Appropriations to Date</th> <th colspan="3">Project Costs Beyond CIP Period</th> <th rowspan="2">Total Project In CIP &amp; Beyond</th> </tr> <tr> <th>Source</th> <th>Fiscal Year</th> <th>Amount</th> <th>Source</th> <th>Fiscal Year</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>PECO</td> <td>2012-13</td> <td>\$6,893,118</td> <td>Morsani Gift</td> <td>2011-12</td> <td>\$18,000,000</td> <td rowspan="6">           to add 77,582 GSF and research equipment   <b>TOTAL</b> </td> </tr> <tr> <td></td> <td>2013-14</td> <td>\$12,500,000</td> <td>Fund Raising</td> <td>TBD</td> <td>\$22,451,882</td> </tr> <tr> <td></td> <td>2014-15</td> <td>\$20,000,000</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>2015-16</td> <td>\$17,000,000</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>2016-17</td> <td>\$22,500,000</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>2017-18</td> <td>\$12,000,000</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>2018-19</td> <td>\$7,000,000</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>TOTAL</b></td> <td></td> <td><b>\$97,893,118</b></td> <td></td> <td></td> <td><b>\$40,451,882</b></td> <td><b>\$152,600,000</b></td> </tr> </tbody> </table>										Appropriations to Date			Project Costs Beyond CIP Period			Total Project In CIP & Beyond	Source	Fiscal Year	Amount	Source	Fiscal Year	Amount	PECO	2012-13	\$6,893,118	Morsani Gift	2011-12	\$18,000,000	to add 77,582 GSF and research equipment  <b>TOTAL</b>		2013-14	\$12,500,000	Fund Raising	TBD	\$22,451,882		2014-15	\$20,000,000					2015-16	\$17,000,000					2016-17	\$22,500,000					2017-18	\$12,000,000					2018-19	\$7,000,000					<b>TOTAL</b>		<b>\$97,893,118</b>			<b>\$40,451,882</b>	<b>\$152,600,000</b>
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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Facilities Committee  
June 12, 2019**

**SUBJECT:** University of Florida Educational Plant Survey Validation

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**PROPOSED COMMITTEE ACTION**

Review and validate the completed University of Florida Educational Plant Survey.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Sections 1013.03 and 1013.31, Florida Statutes

**BACKGROUND INFORMATION**

An Educational Plant Survey (EPS) is required at least once every five (5) years for all public educational entities, including state universities. At the request of the University of Florida (UF), Board staff facilitated and coordinated the Survey Team and participated with university staff on the EPS to ensure that all the requirements of section 1013.31, Florida Statutes, were satisfied. In addition to UF and Board staff, the team included staff from Florida Agricultural and Mechanical University, Florida Gulf Coast University, and University of Central Florida. The Survey Team Recommendation is included as an attachment. The completed EPS Report was approved by the University of Florida Board Of Trustees on June 6, 2019, and the agenda item is included.

The EPS covers the period July 1, 2019, through June 30, 2024, and is UF's first EPS completed using the Dynamic Capital Planning (DCP) model.

**Table 1. Analysis of Space Needs and Enrollment<sup>1</sup>**

UF EPS Year	FTE	Space Inventory (Net Square Feet)	Recommendation Compared to Actual (Net Square Feet)	Space Analysis Summary
2014 Survey	46,746	2,854,438	304,225	2014 EPS Recommendation
Current 2024	50,632	2,993,025	138,587	Actual Net Space Added
Projected	51,050	TBD	68,869	2019 EPS Recommendation

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<sup>1</sup> Main campus only.

## **Summary of Survey Team Recommendations (Main Campus, unless noted):**

University of Florida

Needs Assessment

Date: April 24, 2019.

**Survey Team Members:** Robin Anderson, Team Leader (UWF), Kenneth Ogletree (BOG), Felcy Gabriel (BOG), Kristine Azzato (BOG), Mary Mory (UNF), Takeidra Nelson (FAMU), Krystie Corbitt (FGCU), Christy Miranda (UCF)

### **Site Improvements Recommendations:**

1.1 Land Acquisition – Not Applicable

1.2 Landscaping and Site Improvements – This is a recommendation to continue landscaping and site improvements consistent with the adopted Campus Master Plan.

1.3 Utility Infrastructure – This is a recommendation for items in the categories of chilled water, controls, electrical distributions, storm sewer, sanitary sewer, telecommunications, energy management control systems, irrigation, water distribution, steam equipment and distribution and roads. These projects consist of improvements, extensions, modifications, and additions to the major utility systems consistent with the adopted Campus Master Plan.

1.3.1 New Electrical Interconnect and Substation Distribution

1.3.2 New Cooling and Heating Plant (CHP) and Infrastructure

1.3.3 Campus Wide Safety and Security Infrastructure Improvements

### **Remodeling:**

**Definition:** Section 1013.01(17), Florida Statutes, the changing of existing facilities by rearrangement of spaces and their use and includes, but is not limited to, the conversion of two classrooms to a science laboratory or the conversion of a closed plan arrangement to an open plan configuration.

2.1 Not Applicable

### **Renovation Recommendations:**

**Definition:** Section 1013.01(18), Florida Statutes, the rejuvenation or upgrading of existing facilities by installation or replacement of materials and equipment and includes, but is not limited to, interior or exterior reconditioning of facilities and spaces; air conditioning, heating, or ventilating equipment; fire alarm systems; emergency lighting; electrical systems; and complete roofing or roof replacement, including replacement of membrane or structure.

3.1 Emergency Operation Center (Bldg. No. 0132 – Centrex; Site No. 0001)

- 3.2 McGuire Center (Bldg. No. 0341) and Powell Hall/Florida Natural History Museum (Bldg. No. 0308; Site No. 0001)

**Continuing Survey Recommendation:**

This project was survey recommended and partially funded through legislative appropriations during the previous survey cycle, however, its funding has not yet been completed. This is a recommendation for continued funding for this project.

- 4.1 Data Science and Information Technology (DSIT). 90,720 NASF is the portion of the project requested from the state. The total project is 143,425 NASF.

**New Construction Recommendations:**

New construction recommendations are in accordance with the presented net square footage and as described in the Form B. The following projects are recommended:

Site 0001

- 5.1 Music Building - 67,350 NASF  
5.2 Utility Plant - 1,944 NASF

Site 0001 - Excluded from the Form B Calculation

- 5.3 Florida Natural History Museum Addition - 26,650 NASF

Site 1801 - Excluded from the Form B Calculation

- 5.4 Whitney Center for Marine Animal Health Lab Building - 24,000 NASF

**Demolition Recommendations:**

Demolition recommendations are for buildings over \$1M.

- 6.1 Bldg. No. 0473 - Lacy Rabon Chilled Water Plant - 3,075 NASF  
6.2 Bldg. No. 0117 - Music Building - 33,358 NASF  
6.3 Bldg. No. 0856 - Earle B. Phelps Lab - 5,422 NASF  
6.4 Bldg. No. 0027 - Public Safety - 1,976 NASF  
6.5 Bldg. No. 1056 - SE Chilled Water Plant - 18,894 GSF

**Standard University-Wide Recommendations:**

SR1. All recommendations for new facilities to include spaces necessary for custodial services and sanitation facilities.

SR2. All projects for safety corrections are recommended.

SR3. All projects for corrections or modifications necessary to comply with the Americans with Disabilities Act are recommended.

SR4. Any project required to repair or replace a building's components is recommended provided that the total cost of the project does not exceed 25% of the replacement cost of the building.

SR5. Expansion, replacement, and upgrading of existing utilities/infrastructure systems to support the educational plant (as expanded or modified by the recommended projects) are recommended.

**Notes:**

- A. University is to write recommendation text in accordance with current Educational Plant Survey format criteria.
- B. The Survey Team requires that projects recommended for approval are to be incorporated into the Master Plan Update(s).
- C. Supplemental surveys can be conducted at a later date should project scope change in the future.
- D. For this survey, any buildings that are equal to or over 50% of sponsored contracts and grants space (coded as education and general (E&G) space in the space inventory) were marked as ineligible and excluded from the Form B calculation.
- E. The Survey Team recommendations to the Board of Governors should not exceed 100% of space needs met by formula in any of the nine (9) space categories. Projects that exceed 100% of needs met should be modified to support the recommendations by the Survey Team.

The 100% threshold options are as follows:

- 1. Verify space use classification (i.e. Classroom, Teaching Lab, etc.)
  - 2. Reduce square footage in space use categories exceeding 100%
  - 3. Delete a project or the space in a use category that exceeds 100%
  - 4. Substitute with other proposed space use categories within the same project
  - 5. Shift requested project priorities to stay below 100% threshold.
  - 6. Provide a university strategy to support temporary overages.
- F. Supplemental surveys are required if any changes to project scope result in a space category exceeding 100% of the formula-driven need.

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**Supporting Documentation Included:** Trustees Agenda Item and Key EPS Data

**Facilitators/Presenters:** Mr. Chris Kinsley



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
COMMITTEE ON FACILITIES AND CAPITAL INVESTMENTS  
COMMITTEE ACTION ITEM FCI  
JUNE 6, 2019**

**SUBJECT: University of Florida Educational Plant Survey Validation**

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**BACKGROUND INFORMATION**

1. An Educational Plant Survey (EPS) is required once every five (5) years for all public educational entities, including state universities. At the request of the University of Florida (UF), Board staff facilitated and coordinated the Survey Team and participated with university staff on the EPS to ensure that all the requirements of section 1013.31, Florida Statutes, were satisfied. In addition to UF and Board staff, the team included staff from University of West Florida, University of Central Florida, University of North Florida, Florida Agricultural and Mechanical University, and Florida Gulf Coast University. The Survey Team Recommendation is included as an attachment.

The EPS covers the period July 1, 2019 through June 30, 2024, and is UF's first EPS completed using the Dynamic Capital Planning (DCP) model.

**PROPOSED COMMITTEE ACTION**

Approve the review and validation of the completed University of Florida Educational Plant Survey.

**SIGNIFICANT POLICY ISSUES FOR COMMITTEE TO CONSIDER**

Article IX, Section 7, Florida Constitution; Sections 1013.03 and 1013.31, Florida Statutes

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Supporting Documentation Included: Summary of Survey Team Recommendations, and the Educational Plant Survey Packet.

Submitted by: Curtis A. Reynolds, VP, Business Affairs

## RECOMMENDATIONS OF SURVEY TEAM

### University of Florida

#### Needs Assessment

**Date:** April 24, 2019.

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

## EDUCATIONAL PLANT SURVEY OVERVIEW

In Florida, all public school districts, colleges and state universities are required to conduct an Educational Plant Survey (EPS) at least once every 5 years using “uniform data sources and criteria” (Section 1013.31, Florida Statutes). An EPS is a systematic and comprehensive study of each institution’s sites, buildings, and the site improvements required to operate the facilities. This includes a review of both the 1) existing educational and ancillary facilities and 2) anticipated future needs for repair, expansion and/or demolition. The EPS is a safeguard mechanism to ensure that PECO dollars, and the assets constructed with PECO dollars are being directed appropriately towards needed educational buildings.

The EPS is undertaken collaboratively by the EPS Survey Team, which consists of staff of the university being surveyed; Board of Governors’ staff; and staff from other universities. The final EPS Report must be approved by both the local Board of Trustees as well as the Board of Governors. The EPS is one of 3 long-range planning documents – the EPS, the Campus Master Plan and the 5 Year Capital Improvement Plan.

### Required EPS Elements

- Summary of BOT/BOG approval
- Recommendations for Existing facilities
- Recommendation for New facilities
- Projected Capital Outlay full-time equivalent student enrollment
- Inventory of existing sites and facilities

The procedures to be used in conducting each EPS are specified by the Chancellor’s Office, in the EPS User’s Manual at <https://prod.flbog.net:4445/pls/apex/f?p=1265:101>. The current approved surveys for all SUS institutions may be found at <http://flbog.edu/board/office/fac/index.php>.

## 2019 ACCOUNTABILITY PLAN



## UNIVERSITY OF FLORIDA

BOT APPROVED  
04/25/2019

## ENROLLMENT PLANNING

Fall Headcount Enrollment by Student Level *(for all degree-seeking students at all campuses)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>UNDERGRADUATE</b>									
ACTUAL	32,781	34,002	35,518	36,436	36,437	.	.	.	.
APPROVED GOALS	.	.	.	36,415	36,762	37,018	37,300	37,300	.
PROPOSED GOALS	.	.	.	.	.	37,456	37,367	37,729	37,193
<b>GRADUATE</b>									
ACTUAL	15,754	16,273	16,819	16,297	15,753	.	.	.	.
APPROVED GOALS	.	.	.	17,391	16,401	16,391	16,342	16,305	.
PROPOSED GOALS	.	.	.	.	.	15,716	15,614	15,513	15,413

Fall Headcount Enrollment by Student Type *(for all degree-seeking students at all campuses)*

	2014 ACTUAL	2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 ACTUAL	2019 PLAN	2020 PLAN	2021 PLAN	2022 PLAN
<b>UNDERGRADUATE</b>									
FTIC	26,336	26,839	27,788	27,953	28,534	28,391	28,249	28,108	27,968
FCS AA Transfers	5,143	5,484	5,802	6,094	6,309	6,334	6,360	6,385	6,411
Other AA Transfers	285	404	468	614	662	669	675	682	689
Post-Baccalaureates	0	0	0	0	0	0	0	0	0
Other Undergraduates	1,017	1,275	1,460	1,775	2,022	2,062	2,083	2,104	2,125
Subtotal	32,781	34,002	35,518	36,436	37,527	37,456	37,367	37,279	37,193
<b>GRADUATE</b>									
Master's	7,114	7,618	8,059	7,684	7,242	7,170	7,098	7,027	6,957
Research Doctoral	4,229	4,296	4,314	4,315	4,323	4,358	4,378	4,399	4,420
Professional Doctoral	4,411	4,359	4,446	4,298	4,188	4,188	4,138	4,087	4,036
Subtotal	15,754	16,273	16,819	16,297	15,753	15,716	15,614	15,513	15,413
<b>TOTAL</b>	<b>48,535</b>	<b>50,275</b>	<b>52,337</b>	<b>52,733</b>	<b>53,280</b>	<b>53,172</b>	<b>52,981</b>	<b>52,792</b>	<b>52,606</b>

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Does not include 'Unclassified' students who are not formally admitted into a degree program but are enrolled (e.g., dual enrolled high school students).

## Percent of Baccalaureate-Seeking Resident Undergraduates Who Earned 15+ Credit Hours

*(Fall terms only)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	21	20	20	22	27	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	28	29	30	31

## 2019 ACCOUNTABILITY PLAN



## UNIVERSITY OF FLORIDA

BOT APPROVED  
04/25/2019ENROLLMENT PLANNING *continued*

## Actual &amp; Planned FTE Enrollment by Residency &amp; Student Level

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
<b>RESIDENT</b>										
LOWER	13,028	12,751	13,084	13,459	13,602	13,688	13,661	13,612	13,563	13,515
UPPER	18,028	18,051	18,372	18,862	19,669	19,793	19,753	19,682	19,612	19,542
GRAD I	3,407	3,378	3,603	3,625	3,645	3,668	3,660	3,647	3,634	3,621
GRAD II	4,961	4,859	4,623	4,527	4,330	4,358	4,349	4,333	4,318	4,302
<b>TOTAL</b>	<b>39,424</b>	<b>39,039</b>	<b>39,682</b>	<b>40,473</b>	<b>41,246</b>	<b>41,507</b>	<b>41,423</b>	<b>41,274</b>	<b>41,127</b>	<b>40,980</b>
<b>NON-RESIDENT</b>										
LOWER	711	855	1,101	1,380	1,461	1,470	1,467	1,462	1,457	1,452
UPPER	851	1,007	1,125	1,332	1,560	1,570	1,566	1,561	1,555	1,550
GRAD I	2,928	2,984	3,264	3,530	3,248	3,268	3,262	3,250	3,238	3,227
GRAD II	2,833	2,815	2,941	3,098	3,117	3,137	3,130	3,119	3,108	3,097
<b>TOTAL</b>	<b>7,322</b>	<b>7,661</b>	<b>8,431</b>	<b>9,340</b>	<b>9,385</b>	<b>9,445</b>	<b>9,425</b>	<b>9,392</b>	<b>9,358</b>	<b>9,326</b>
<b>TOTAL</b>										
LOWER	13,739	13,606	14,185	14,839	15,063	15,158	15,128	15,074	15,020	14,967
UPPER	18,878	19,058	19,497	20,194	21,229	21,363	21,319	21,243	21,167	21,092
GRAD I	6,335	6,362	6,867	7,155	6,892	6,936	6,922	6,897	6,872	6,848
GRAD II	7,794	7,674	7,564	7,624	7,447	7,495	7,479	7,452	7,426	7,399
<b>TOTAL</b>	<b>46,746</b>	<b>46,700</b>	<b>48,113</b>	<b>49,813</b>	<b>50,632</b>	<b>50,952</b>	<b>50,848</b>	<b>50,666</b>	<b>50,485</b>	<b>50,306</b>

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours that degree-seeking students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

## Percent of FTE Enrollment by Method of Instruction

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
<b>UNDERGRADUATE</b>										
Distance (80-100%)	26%	27%	31%	32%	34%	36%	36%	37%	37%	38%
Hybrid (50-79%)	1%	1%	1%	1%	1%	2%	1%	1%	1%	1%
Classroom (0-50%)	73%	72%	68%	67%	65%	62%	63%	62%	62%	61%
<b>GRADUATE</b>										
Distance (80-100%)	26%	28%	28%	29%	29%	30%	31%	31%	31%	31%
Hybrid (50-79%)	2%	2%	2%	2%	3%	2%	1%	1%	1%	2%
Classroom (0-50%)	72%	70%	71%	69%	69%	68%	68%	68%	62%	67%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) that is based on the number of credit hours that degree-seeking students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Classroom/Traditional, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element #2052. \*Percentages may not total 100 due to rounding.



STATE UNIVERSITY SYSTEM of FLORIDA  
Board of Governors

## Educational Plant Survey

### Educational Plant Survey Checklist

EPS Survey Year

**EPS Survey Year** 2018-2019  
**University** UF

#### Educational Plant Survey Checklist

Eps Process Name	Start Date	End Date
Notification Process	29-NOV-18	08-FEB-19
Survey Team Members	08-FEB-19	06-MAR-19
Pre-validation	08-FEB-19	03-MAY-19
Agenda	25-APR-19	25-APR-19
Validation	25-APR-19	18-FEB-19
Needs Assessment	26-APR-19	26-APR-19
Requested Projects for survey recommendation	26-APR-19	26-APR-19
Survey Team Recommendation Letter	26-APR-19	26-APR-19
President Acknowledgement of the EPS Recommendations	02-MAY-19	02-MAY-19
EPS Draft preparation	20-MAY-19	
Board of Trustees Approval		
BOG Approval		
Final EPS Document		



## Educational Plant Survey

## Buildings with Unsatisfactory Conditions

## EPS Survey Year

EPS Survey Year: 2018-2019

University: UF

## Report Description

Additional list of Buildings with Unsatisfactory Building Conditions to be included in the Educational Plant Survey for Validation.

<a href="#">Rept Inst</a>	<a href="#">EPS Survey Year</a>	<a href="#">Occupancy</a>	<a href="#">Site ID</a>	<a href="#">Building ID</a>	<a href="#">Building Name</a>	<a href="#">Building condition</a>	<a href="#">Act Gross Sq Ft</a>	<a href="#">Comments</a>
UF	2018-2019	200912	1	213	Biomedical Sciences Building	Ineligible Space for Space Calculation	162097	Per BOG, C&G space
UF	2018-2019	196701	1	723	Chemical Engineering	Ineligible Space for Space Calculation	53532	Per BOG, C&G space
UF	2018-2019	198501	1	580	Coastal Engineering Lab	Ineligible Space for Space Calculation	1540	Per BOG, C&G space
UF	2018-2019	196601	1	745	Coastal Engineering Shops	Ineligible Space for Space Calculation	4851	Per BOG, C&G space
UF	2018-2019	195601	1	495	Dan McCarty Hall A	Ineligible Space for Space Calculation	66949	Per BOG, C&G space
UF	2018-2019	194601	1	856	Earle B. Phelps Lab	Unsatisfactory space to be demolished	9877	
UF	2018-2019	196401	1	668	Electronic Communications Lab	Ineligible Space for Space Calculation	5654	Per BOG, C&G space
UF	2018-2019	201108	9	3440	Florida Innovation Hub At UF	Ineligible Space for Space Calculation	106000	Does not support UF faculty, staff, or students.
UF	2018-2019	199906	1	1139	Fuel Cell Garage	Ineligible Space for Space Calculation	2035	Per BOG, C&G space
UF	2018-2019	200110	1	774	Greenhouse, Botany	Ineligible Space for Space Calculation	2850	Per BOG, C&G space
UF	2018-2019	196701	1	721	John R. Benton Hall	Ineligible Space for Space Calculation	25878	Per BOG, C&G space
UF	2018-2019	195601	1	473	Lacy Rabon Chilled Water Plant (CWP2)	Unsatisfactory space to be demolished	34772	
UF	2018-2019	196901	1	719	Materials Engineering	Ineligible Space for Space Calculation	34902	Per BOG, C&G space
UF	2018-2019	200408	1	341	Mcguire Ctr For Lepidoptera Res	Ineligible Space for Space Calculation	55731	
UF	2018-2019	196701	1	720	Mechanical & Aerospace Eng B	Ineligible Space for Space Calculation	40981	Per BOG, C&G space
UF	2018-2019	198801	1	99	Microkelvin Laboratory	Ineligible Space for Space Calculation	4351	Per BOG, C&G space
UF	2018-2019	197101	1	117	Music Building	Unsatisfactory space to be demolished	69646	Unsuitable for current use.
UF	2018-2019	199808	1	746	Particle Science & Technology	Ineligible Space for Space Calculation	32069	Per BOG, C&G space

<a href="#">Rept. Inst</a>	<a href="#">EPS Survey Year</a>	<a href="#">Occupancy D</a>	<a href="#">Site ID</a>	<a href="#">Building I</a>	<a href="#">Building Name</a>	<a href="#">Building condition</a>	<a href="#">Act Gross Sq Ft</a>	<a href="#">Comments</a>
UF	2018-2019	193001	1	27	Public Safety	Unsatisfactory space to be demolished	4320	Building condemned.
UF	2018-2019	199611	1	1056	SE Chilled Water Plant (CWP9)	Unsatisfactory space to be demolished	18894	Demolished with Central Utility Plant Project
UF	2018-2019	199005	1	309	Samuel P. Harn Museum Of Art	Ineligible Space for Space Calculation	122884	
UF	2018-2019	197801	1	241	Solar Energy Test House 1	Ineligible Space for Space Calculation	1836	Per BOG, C&G space
UF	2018-2019	197901	1	247	Solar Engineering Laboratory	Ineligible Space for Space Calculation	2397	Per BOG, C&G space
UF	2018-2019	198201	1	34	U. F. Information	Ineligible Space for Space Calculation	2115	Per BOG, C&G space
UF	2018-2019	198906	1801	1013	Whitney Laboratory Whitney Hall	Unsatisfactory space to be demolished	9935	



## Educational Plant Survey

## The Complete List of Buildings for Validation

## EPS Survey Year

EPS Survey Year: 2018-2019

University: UF

## Report Description

The complete list of buildings included in the Educational Plant Survey.

Rept_Inst	EPS_Survey_Year	Occupy_Dt	Site_ID	Building_ID	Building_Name	Permanent	Act Gross Sq Ft	Building Condition	Comments
UF	2018-2019	196911	1	476	Alan and Cathy Hitchcock Field and Fork Pantry	Y	896	Other Buildings need to be Validated	
UF	2018-2019	201806	1	964	Bee Laboratory	Y	8016	Satisfactory Space	-
UF	2018-2019	201812	1	965	Bee Support Building	Y	7475	Other Buildings need to be Validated	
UF	2018-2019	201806	1	966	Bee Support Building Pavilion	Y	1606	Satisfactory Space	-
UF	2018-2019	201702	106	891	Beef Teaching Facility Dorms	Y	23548	Satisfactory Space	-
UF	2018-2019	200912	1	213	Biomedical Sciences Building	Y	162097	Ineligible Space for Space Calculation	Per BOG, C&G space
UF	2018-2019	201401	5402	2250	Caretaker Cottage (Porter)	Y	2090	Satisfactory Space	-
UF	2018-2019	201806	106	899	Cattle Handling Facility	Y	13210	Satisfactory Space	-
UF	2018-2019	201501	1	470	Center for Environmental & Human Toxicology Annex	Y	5258	Satisfactory Space	-
UF	2018-2019	201601	1	401	Center for Outdoor Recreation & Education	Y	6057	Satisfactory Space	-
UF	2018-2019	196701	1	723	Chemical Engineering	Y	53532	Ineligible Space for Space Calculation	Per BOG, C&G space
UF	2018-2019	198501	1	580	Coastal Engineering Lab	Y	1540	Ineligible Space for Space Calculation	Per BOG, C&G space
UF	2018-2019	196601	1	745	Coastal Engineering Shops	Y	4851	Ineligible Space for Space Calculation	Per BOG, C&G space
UF	2018-2019	195601	1	495	Dan McCarty Hall A	Y	66949	Ineligible Space for Space Calculation	Per BOG, C&G space
UF	2018-2019	201407	5402	2220	EQUIPMENT STORAGE	Y	3013	Satisfactory Space	-
UF	2018-2019	194601	1	856	Earle B. Phelps Lab	Y	9877	Unsatisfactory space to be demolished	
UF	2018-2019	196401	1	668	Electronic Communications Lab	Y	5654	Ineligible Space for Space Calculation	Per BOG, C&G space
UF	2018-2019	201403	1	1025	Equine Sports Performance Arena	Y	13321	Satisfactory Space	-
UF	2018-2019	201512	6101	8309	Equipment Building	Y	252	Satisfactory Space	-
UF	2018-2019	201605	2904	5223	Equipment Storage	Y	13000	Satisfactory Space	-
UF	2018-2019	201402	5402	2216	Equipment Storage	Y	3022	Satisfactory Space	-
UF	2018-2019	201601	112	1388	Equipment Storage	Y	3200	Satisfactory Space	-
UF	2018-2019	201508	5701	8420	Equipment Storage	Y	120	Satisfactory Space	-
UF	2018-2019	201412	5301	7131	Equipment Storage	Y	210	Satisfactory Space	-
UF	2018-2019	201508	5301	7129	Equipment Storage Building	Y	280	Satisfactory Space	-
UF	2018-2019	201505	2903	9411	Equipment Storage Building	Y	2720	Satisfactory Space	-
UF	2018-2019	201508	4202	7531	Equipment Storage building	Y	12000	Satisfactory Space	-
UF	2018-2019	201806	106	884	Farm Operations/Conference	Y	10127	Satisfactory Space	-
UF	2018-2019	201507	5402	2285	Fennel Cottage	Y	1286	Satisfactory Space	-
UF	2018-2019	201705	1	503	Field & Fork Storage	Y	700	Satisfactory Space	-
UF	2018-2019	201508	6101	8307	Field Building	Y	263	Satisfactory Space	-
UF	2018-2019	201108	9	3440	Florida Innovation Hub At UF	Y	106000	Ineligible Space for Space Calculation	Does not support UF faculty, staff, or students.
UF	2018-2019	199906	1	1139	Fuel Cell Garage	Y	2035	Ineligible Space for Space Calculation	Per BOG, C&G space
UF	2018-2019	201711	4202	7532	Fuel Tank Shelter	N	920	Satisfactory Space	-
UF	2018-2019	201609	1	214	George T. Harrell, M.D. Medical Education Building	Y	109202	Satisfactory Space	-
UF	2018-2019	201705	5301	7172	Graduate Residence	Y	2916	Satisfactory Space	-
UF	2018-2019	201410	2501	8115	Grazinglands Education Building	Y	2218	Satisfactory Space	-
UF	2018-2019	201608	1	1223	Greenhouse	Y	9893	Satisfactory Space	-
UF	2018-2019	201402	5601	7363	Greenhouse	Y	1092	Satisfactory Space	-
UF	2018-2019	201311	4801	4018	Greenhouse	Y	9368	Satisfactory Space	-
UF	2018-2019	201708	1101	7756	Greenhouse	N	4640	Satisfactory Space	-
UF	2018-2019	201211	6101	8304	Greenhouse	N	864	Other Buildings need to be Validated	
UF	2018-2019	201402	5601	7364	Greenhouse	Y	1092	Satisfactory Space	-
UF	2018-2019	201405	5601	7312	Greenhouse	Y	1092	Satisfactory Space	-
UF	2018-2019	201405	5601	7311	Greenhouse	Y	1092	Satisfactory Space	-
UF	2018-2019	201702	2904	5224	Greenhouse	N	8784	Satisfactory Space	-
UF	2018-2019	200110	1	774	Greenhouse, Botany	Y	2850	Ineligible Space for Space Calculation	Per BOG, C&G space
UF	2018-2019	201804	1	1618	Horse Barn	Y	4311	Satisfactory Space	-

Board of Governors Committees and Meeting - June 11-13, 2019 - Facilities Committee

<u>Rept Inst</u>	<u>EPS Survey Year</u>	<u>Occupy Dt</u>	<u>Site ID</u>	<u>Building ID</u>	<u>Building Name</u>	<u>Permanent</u>	<u>Act Gross</u> <u>Sq Ft</u>	<u>Building Condition</u>	<u>Comments</u>
UF	2018-2019	201611	1	89	IFAS Administrative Services	Y	10823 Satisfactory Space	-	
UF	2018-2019	196709	1	686	J. Wayne Reitz Union	Y	439085 Satisfactory Space	-	
UF	2018-2019	201406	1	65	James W. 'Bill' Heavener Hall	Y	60216 Satisfactory Space	-	
UF	2018-2019	196701	1	721	John R. Benton Hall	Y	25878 Ineligible Space for Space Calculation	-	Per BOG, C&G space
UF	2018-2019	201702	1	275	Joseph Hernandez Hall	Y	109656 Satisfactory Space	-	
UF	2018-2019	195601	1	473	Lacy Rabon Chilled Water Plant (CWP2)	Y	34772 Unsatisfactory space to be demolished	-	
UF	2018-2019	201608	5402	2242	Land Management Building	Y	3205 Satisfactory Space	-	
UF	2018-2019	201511	1	264	MAE Design Center Annex	Y	1234 Satisfactory Space	-	
UF	2018-2019	201508	3803	1850	Marine Lab Research Office	Y	1864 Satisfactory Space	-	
UF	2018-2019	196901	1	719	Materials Engineering	Y	34902 Ineligible Space for Space Calculation	-	Per BOG, C&G space
UF	2018-2019	200408	1	341	Mcquire Ctr For Lepidoptera Res	Y	55731 Ineligible Space for Space Calculation	-	
UF	2018-2019	196701	1	720	Mechanical & Aerospace Eng B	Y	40981 Ineligible Space for Space Calculation	-	Per BOG, C&G space
UF	2018-2019	198801	1	99	Microkelvin Laboratory	Y	4351 Ineligible Space for Space Calculation	-	Per BOG, C&G space
UF	2018-2019	201604	5601	7393	Mix / Load Facility	Y	512 Satisfactory Space	-	
UF	2018-2019	197101	1	117	Music Building	Y	69646 Unsatisfactory space to be demolished	-	Unsuitable for current use.
UF	2018-2019	201709	3803	1851	Nature Coast Biological Station	Y	11270 Satisfactory Space	-	
UF	2018-2019	199808	1	746	Particle Science & Technology	Y	32069 Ineligible Space for Space Calculation	-	Per BOG, C&G space
UF	2018-2019	201508	3803	1852	Pavilion	Y	396 Satisfactory Space	-	
UF	2018-2019	193001	1	27	Public Safety	Y	4320 Unsatisfactory space to be demolished	-	Building condemned.
UF	2018-2019	201603	5301	7199	Pump House	Y	219 Satisfactory Space	-	
UF	2018-2019	201404	2802	7127	Pump House	Y	152 Satisfactory Space	-	
UF	2018-2019	200101	1101	7707	Pump House	N	124 Other Buildings need to be Validated	-	
UF	2018-2019	201401	5402	2252	Pump House (Porter)	Y	40 Satisfactory Space	-	
UF	2018-2019	201803	2501	8116	Research Building	Y	2895 Satisfactory Space	-	
UF	2018-2019	199507	1	19	Rex & Preston Farrior Hall	Y	88306 Satisfactory Space	-	
UF	2018-2019	201404	107	138	Roland T. Stern Learning Center at Austin Cary Forest	Y	8960 Satisfactory Space	-	
UF	2018-2019	199611	1	1056	SE Chilled Water Plant (CWP9)	Y	18894 Unsatisfactory space to be demolished	-	Demolished with Central Utility Plant Project
UF	2018-2019	199005	1	309	Samuel P. Harn Museum Of Art	Y	122884 Ineligible Space for Space Calculation	-	
UF	2018-2019	201404	5301	7118	Screen House	Y	58120 Satisfactory Space	-	
UF	2018-2019	201603	5301	7132	Screen House	Y	396 Satisfactory Space	-	
UF	2018-2019	201401	5402	2260	Security Cottage (Steele)	Y	256 Satisfactory Space	-	
UF	2018-2019	201410	1304	8274	Shade house	Y	21678 Satisfactory Space	-	
UF	2018-2019	197801	1	241	Solar Energy Test House 1	Y	1836 Ineligible Space for Space Calculation	-	Per BOG, C&G space
UF	2018-2019	197901	1	247	Solar Engineering Laboratory	Y	2397 Ineligible Space for Space Calculation	-	Per BOG, C&G space
UF	2018-2019	198001	1	94	Stephen C. O'Connell Center	Y	342961 Satisfactory Space	-	
UF	2018-2019	201404	5301	7119	Storage Building	Y	301 Satisfactory Space	-	
UF	2018-2019	201702	1	675	Storage Building	Y	4928 Satisfactory Space	-	
UF	2018-2019	201801	1	811	Surplus Warehouse	Y	19747 Satisfactory Space	-	
UF	2018-2019	201503	4202	7529	Tunnel House	Y	1152 Satisfactory Space	-	
UF	2018-2019	201803	4202	7533	Tunnel House	Y	7560 Satisfactory Space	-	
UF	2018-2019	201503	4202	7528	Tunnel House	Y	1152 Satisfactory Space	-	
UF	2018-2019	201503	4202	7530	Tunnel House	Y	1152 Satisfactory Space	-	
UF	2018-2019	198201	1	34	U. F. Information	Y	2115 Ineligible Space for Space Calculation	-	Per BOG, C&G space
UF	2018-2019	201612	109	1238	VFD Storage Building (Hague)	N	360 Satisfactory Space	-	
UF	2018-2019	201612	109	1389	VFD Storage Building (Hague)	Y	252 Satisfactory Space	-	
UF	2018-2019	198906	1801	1013	Whitney Laboratory Whitney Hall	Y	9935 Unsatisfactory space to be demolished	-	
UF	2018-2019	190901	1	13	Wilmon E. Newell Hall	Y	36750 Satisfactory Space	-	



STATE UNIVERSITY SYSTEM of FLORIDA  
Board of Governors

## Educational Plant Survey

### Building Condition Assessment Form

EPS Survey Year

Eps survey year 2018-2019  
University UF

#### Report Description

This Report lists the Building condition assessment Form for all the buildings that turned 25 years old since the last Educational Plant Survey.

Q v  Go Actions v APPROVE

Documents	Doc title	Doc type	Doc comment	Doc sent date
<a href="#">Download</a>	UF BCAF Combined 2019	Building Condition Form	-	17-APR-19

1 - 1

#### Report Description

This Report lists the Buildings that turned 25 years old since the last Educational Plant Survey.

Q v  Go Actions v

Rept Inst	Occupy Dt	Site id	Building ID	Building Name ↑	Permanent	Act gross sq ft
UF	199104	0116	1040	Biotechnology #1	Y	43223
UF	199004	0001	0028	Chemistry Laboratory	Y	88732
UF	199108	0001	0465	Elmore Hall For Admin Services	Y	18091
UF	198908	0001	0804	Facilities Services Vehicle Wash/Lube Station	Y	205
UF	199101	0001	0031	Marshall M. Criser Hall	Y	64934
UF	199108	0001	0163	North End Zone Cooling Tower	Y	2420
UF	199111	0001	0315	Phillips Center For The Performing Arts	Y	68039
UF	199005	0001	0295	SW Chilled Water Plant (CWP4)	Y	5898
UF	199005	0001	0309	Samuel P. Ham Museum Of Art	Y	122884
UF	199107	0001	0265	Student Recreation and Fitness Center	Y	56820
UF	198912	0001	0226	Sustainable Materials Management Research Laboratory East	Y	5283
UF	198908	0001	0429	Telecommunications	Y	2363
UF	198909	1801	1012	Whitney Laboratory Marine Lab	Y	24510
UF	198901	1801	1014	Whitney Laboratory Shop	Y	875
UF	198906	1801	1013	Whitney Laboratory Whitney Hall	Y	9935



## STATE UNIVERSITY SYSTEM OF FLORIDA BUILDING SYSTEM CONDITION SURVEY

**University Name:** University of Florida

**Date:** April 15, 2019

**Building Name:** Marshall M. Criser Hall

**Building No:** 0031

**Bldg Occupancy Date:** January 1, 1991

**Bldg Age:** 28.3

### Survey Data

**Building Envelope:**

(Data Element 10067)

**Condition Code:** 2

**Building Roof System:**

(Data Element 10068)

**Condition Code:** 2

**Mechanical Systems:**

(Data Element 10069)

**Condition Code:** 2

**Electrical Systems:**

(Data Element 10070)

**Condition Code:** 2

**Plumbing System:**

(Data Element 10071)

**Condition Code:** 1

### Condition Codes

1. Satisfactory. Building component is suitable for continued use with normal maintenance.
2. Renewal A. Needs minimal capital renewal. The approximate cost is not greater than 25% of the estimated replacement cost of the component.
3. Renewal B. Needs more than minimal capital renewal. The approximate cost is greater than 25% but not greater than 50% of the estimated replacement cost of the component.
4. Renewal C. Requires major capital renewal. The approximate cost is greater than 50% of the replacement cost of the component.
5. Replacement. Component should be replaced.



## STATE UNIVERSITY SYSTEM OF FLORIDA BUILDING SYSTEM CONDITION SURVEY

**University Name:** University of Florida

**Date:** April 15, 2019

**Building Name:** Catering Service Building

**Building No:** 0080

**Bldg Occupancy Date:** August 1, 1992

**Bldg Age:** 26.7

### Survey Data

**Building Envelope:**

(Data Element 10067)

**Condition Code:** 2

**Building Roof System:**

(Data Element 10068)

**Condition Code:** 2

**Mechanical Systems:**

(Data Element 10069)

**Condition Code:** 1

**Electrical Systems:**

(Data Element 10070)

**Condition Code:** 1

**Plumbing System:**

(Data Element 10071)

**Condition Code:** 1

### Condition Codes

1. Satisfactory. Building component is suitable for continued use with normal maintenance.
2. Renewal A. Needs minimal capital renewal. The approximate cost is not greater than 25% of the estimated replacement cost of the component.
3. Renewal B. Needs more than minimal capital renewal. The approximate cost is greater than 25% but not greater than 50% of the estimated replacement cost of the component.
4. Renewal C. Requires major capital renewal. The approximate cost is greater than 50% of the replacement cost of the component.
5. Replacement. Component should be replaced.



## STATE UNIVERSITY SYSTEM OF FLORIDA BUILDING SYSTEM CONDITION SURVEY

**University Name:** University of Florida

**Date:** April 15, 2019

**Building Name:** North End Zone Cooling Tower

**Building No:** 0163

**Bldg Occupancy Date:** August 1, 1991

**Bldg Age:** 27.7

### Survey Data

**Building Envelope:**

(Data Element 10067)

**Condition Code:** 1

**Building Roof System:**

(Data Element 10068)

**Condition Code:** No Roof

**Mechanical Systems:**

(Data Element 10069)

**Condition Code:** 2

**Electrical Systems:**

(Data Element 10070)

**Condition Code:** 2

**Plumbing System:**

(Data Element 10071)

**Condition Code:** 2

### Condition Codes

1. Satisfactory. Building component is suitable for continued use with normal maintenance.
2. Renewal A. Needs minimal capital renewal. The approximate cost is not greater than 25% of the estimated replacement cost of the component.
3. Renewal B. Needs more than minimal capital renewal. The approximate cost is greater than 25% but not greater than 50% of the estimated replacement cost of the component.
4. Renewal C. Requires major capital renewal. The approximate cost is greater than 50% of the replacement cost of the component.
5. Replacement. Component should be replaced.



## STATE UNIVERSITY SYSTEM OF FLORIDA BUILDING SYSTEM CONDITION SURVEY

**University Name:** University of Florida

**Date:** April 15, 2019

**Building Name:** Sustainable Materials Management Research Labo

**Building No:** 0226

**Bldg Occupancy Date:** December 1, 1989

**Bldg Age:** 29.4

### Survey Data

**Building Envelope:**

(Data Element 10067)

**Condition Code:** 1

**Building Roof System:**

(Data Element 10068)

**Condition Code:** 1

**Mechanical Systems:**

(Data Element 10069)

**Condition Code:** 1

**Electrical Systems:**

(Data Element 10070)

**Condition Code:** 1

**Plumbing System:**

(Data Element 10071)

**Condition Code:** 1

### Condition Codes

1. Satisfactory. Building component is suitable for continued use with normal maintenance.
2. Renewal A. Needs minimal capital renewal. The approximate cost is not greater than 25% of the estimated replacement cost of the component.
3. Renewal B. Needs more than minimal capital renewal. The approximate cost is greater than 25% but not greater than 50% of the estimated replacement cost of the component.
4. Renewal C. Requires major capital renewal. The approximate cost is greater than 50% of the replacement cost of the component.
5. Replacement. Component should be replaced.



## STATE UNIVERSITY SYSTEM OF FLORIDA BUILDING SYSTEM CONDITION SURVEY

**University Name:** University of Florida

**Date:** April 15, 2019

**Building Name:** Student Recreation and Fitness Center

**Building No:** 0265

**Bldg Occupancy Date:** July 1, 1991

**Bldg Age:** 27.8

### Survey Data

**Building Envelope:**

(Data Element 10067)

**Condition Code:** 2

**Building Roof System:**

(Data Element 10068)

**Condition Code:** 3

**Mechanical Systems:**

(Data Element 10069)

**Condition Code:** 2

**Electrical Systems:**

(Data Element 10070)

**Condition Code:** 2

**Plumbing System:**

(Data Element 10071)

**Condition Code:** 1

### Condition Codes

1. Satisfactory. Building component is suitable for continued use with normal maintenance.
2. Renewal A. Needs minimal capital renewal. The approximate cost is not greater than 25% of the estimated replacement cost of the component.
3. Renewal B. Needs more than minimal capital renewal. The approximate cost is greater than 25% but not greater than 50% of the estimated replacement cost of the component.
4. Renewal C. Requires major capital renewal. The approximate cost is greater than 50% of the replacement cost of the component.
5. Replacement. Component should be replaced.



## STATE UNIVERSITY SYSTEM OF FLORIDA BUILDING SYSTEM CONDITION SURVEY

**University Name:** University of Florida

**Date:** April 15, 2019

**Building Name:** SW Chilled Water Plant (CWP4)

**Building No:** 0295

**Bldg Occupancy Date:** May 1, 1990

**Bldg Age:** 29

### Survey Data

**Building Envelope:**

(Data Element 10067)

**Condition Code:** 1

**Building Roof System:**

(Data Element 10068)

**Condition Code:** 4

**Mechanical Systems:**

(Data Element 10069)

**Condition Code:** 4

**Electrical Systems:**

(Data Element 10070)

**Condition Code:** 3

**Plumbing System:**

(Data Element 10071)

**Condition Code:** 2

### Condition Codes

1. Satisfactory. Building component is suitable for continued use with normal maintenance.
2. Renewal A. Needs minimal capital renewal. The approximate cost is not greater than 25% of the estimated replacement cost of the component.
3. Renewal B. Needs more than minimal capital renewal. The approximate cost is greater than 25% but not greater than 50% of the estimated replacement cost of the component.
4. Renewal C. Requires major capital renewal. The approximate cost is greater than 50% of the replacement cost of the component.
5. Replacement. Component should be replaced.



## STATE UNIVERSITY SYSTEM OF FLORIDA BUILDING SYSTEM CONDITION SURVEY

**University Name:** University of Florida

**Date:** April 15, 2019

**Building Name:** Samuel P. Harn Museum Of Art

**Building No:** 0309

**Bldg Occupancy Date:** May 1, 1990

**Bldg Age:** 29

### Survey Data

**Building Envelope:**

(Data Element 10067)

**Condition Code:** 5

**Building Roof System:**

(Data Element 10068)

**Condition Code:** 3

**Mechanical Systems:**

(Data Element 10069)

**Condition Code:** 3

**Electrical Systems:**

(Data Element 10070)

**Condition Code:** 2

**Plumbing System:**

(Data Element 10071)

**Condition Code:** 1

### Condition Codes

1. Satisfactory. Building component is suitable for continued use with normal maintenance.
2. Renewal A. Needs minimal capital renewal. The approximate cost is not greater than 25% of the estimated replacement cost of the component.
3. Renewal B. Needs more than minimal capital renewal. The approximate cost is greater than 25% but not greater than 50% of the estimated replacement cost of the component.
4. Renewal C. Requires major capital renewal. The approximate cost is greater than 50% of the replacement cost of the component.
5. Replacement. Component should be replaced.



## STATE UNIVERSITY SYSTEM OF FLORIDA BUILDING SYSTEM CONDITION SURVEY

**University Name:** University of Florida

**Date:** April 15, 2019

**Building Name:** Phillips Center For The Performing Arts

**Building No:** 0315

**Bldg Occupancy Date:** November 1, 1991

**Bldg Age:** 27.5

### Survey Data

**Building Envelope:**

(Data Element 10067)

**Condition Code:** 2

**Building Roof System:**

(Data Element 10068)

**Condition Code:** 3

**Mechanical Systems:**

(Data Element 10069)

**Condition Code:** 3

**Electrical Systems:**

(Data Element 10070)

**Condition Code:** 2

**Plumbing System:**

(Data Element 10071)

**Condition Code:** 1

### Condition Codes

1. Satisfactory. Building component is suitable for continued use with normal maintenance.
2. Renewal A. Needs minimal capital renewal. The approximate cost is not greater than 25% of the estimated replacement cost of the component.
3. Renewal B. Needs more than minimal capital renewal. The approximate cost is greater than 25% but not greater than 50% of the estimated replacement cost of the component.
4. Renewal C. Requires major capital renewal. The approximate cost is greater than 50% of the replacement cost of the component.
5. Replacement. Component should be replaced.



## STATE UNIVERSITY SYSTEM OF FLORIDA BUILDING SYSTEM CONDITION SURVEY

**University Name:** University of Florida

**Date:** April 15, 2019

**Building Name:** Elmore Hall For Admin Services

**Building No:** 0465

**Bldg Occupancy Date:** August 1, 1991

**Bldg Age:** 27.7

### Survey Data

**Building Envelope:**

(Data Element 10067)

**Condition Code:** 3

**Building Roof System:**

(Data Element 10068)

**Condition Code:** 3

**Mechanical Systems:**

(Data Element 10069)

**Condition Code:** 2

**Electrical Systems:**

(Data Element 10070)

**Condition Code:** 2

**Plumbing System:**

(Data Element 10071)

**Condition Code:** 1

### Condition Codes

1. Satisfactory. Building component is suitable for continued use with normal maintenance.
2. Renewal A. Needs minimal capital renewal. The approximate cost is not greater than 25% of the estimated replacement cost of the component.
3. Renewal B. Needs more than minimal capital renewal. The approximate cost is greater than 25% but not greater than 50% of the estimated replacement cost of the component.
4. Renewal C. Requires major capital renewal. The approximate cost is greater than 50% of the replacement cost of the component.
5. Replacement. Component should be replaced.



## STATE UNIVERSITY SYSTEM OF FLORIDA BUILDING SYSTEM CONDITION SURVEY

**University Name:** University of Florida

**Date:** April 15, 2019

**Building Name:** Facilities Services Storage #1

**Building No:** 0794

**Bldg Occupancy Date:** April 1, 1993

**Bldg Age:** 26.1

### Survey Data

**Building Envelope:**

(Data Element 10067)

**Condition Code:** 1

**Building Roof System:**

(Data Element 10068)

**Condition Code:** 2

**Mechanical Systems:**

(Data Element 10069)

**Condition Code:** 2

**Electrical Systems:**

(Data Element 10070)

**Condition Code:** 1

**Plumbing System:**

(Data Element 10071)

**Condition Code:** 1

### Condition Codes

1. Satisfactory. Building component is suitable for continued use with normal maintenance.
2. Renewal A. Needs minimal capital renewal. The approximate cost is not greater than 25% of the estimated replacement cost of the component.
3. Renewal B. Needs more than minimal capital renewal. The approximate cost is greater than 25% but not greater than 50% of the estimated replacement cost of the component.
4. Renewal C. Requires major capital renewal. The approximate cost is greater than 50% of the replacement cost of the component.
5. Replacement. Component should be replaced.



## STATE UNIVERSITY SYSTEM OF FLORIDA BUILDING SYSTEM CONDITION SURVEY

**University Name:** University of Florida

**Date:** April 15, 2019

**Building Name:** Facilities Services Storage #1

**Building No:** 0794

**Bldg Occupancy Date:** April 1, 1993

**Bldg Age:** 26.1

### Survey Data

**Building Envelope:**

(Data Element 10067)

**Condition Code:** 1

**Building Roof System:**

(Data Element 10068)

**Condition Code:** 2

**Mechanical Systems:**

(Data Element 10069)

**Condition Code:** 2

**Electrical Systems:**

(Data Element 10070)

**Condition Code:** 1

**Plumbing System:**

(Data Element 10071)

**Condition Code:** 1

### Condition Codes

1. Satisfactory. Building component is suitable for continued use with normal maintenance.
2. Renewal A. Needs minimal capital renewal. The approximate cost is not greater than 25% of the estimated replacement cost of the component.
3. Renewal B. Needs more than minimal capital renewal. The approximate cost is greater than 25% but not greater than 50% of the estimated replacement cost of the component.
4. Renewal C. Requires major capital renewal. The approximate cost is greater than 50% of the replacement cost of the component.
5. Replacement. Component should be replaced.



## STATE UNIVERSITY SYSTEM OF FLORIDA BUILDING SYSTEM CONDITION SURVEY

**University Name:** University of Florida

**Date:** April 15, 2019

**Building Name:** Facilities Services Vehicle Wash/Lube Station

**Building No:** 0804

**Bldg Occupancy Date:** August 1, 1989

**Bldg Age:** 29.7

### Survey Data

**Building Envelope:**

(Data Element 10067)

**Condition Code:** 2

**Building Roof System:**

(Data Element 10068)

**Condition Code:** 2

**Mechanical Systems:**

(Data Element 10069)

**Condition Code:** 1

**Electrical Systems:**

(Data Element 10070)

**Condition Code:** 1

**Plumbing System:**

(Data Element 10071)

**Condition Code:** 2

### Condition Codes

1. Satisfactory. Building component is suitable for continued use with normal maintenance.
2. Renewal A. Needs minimal capital renewal. The approximate cost is not greater than 25% of the estimated replacement cost of the component.
3. Renewal B. Needs more than minimal capital renewal. The approximate cost is greater than 25% but not greater than 50% of the estimated replacement cost of the component.
4. Renewal C. Requires major capital renewal. The approximate cost is greater than 50% of the replacement cost of the component.
5. Replacement. Component should be replaced.



## STATE UNIVERSITY SYSTEM OF FLORIDA BUILDING SYSTEM CONDITION SURVEY

**University Name:** University of Florida

**Date:** April 15, 2019

**Building Name:** Waste Management Facility

**Building No:** 0831

**Bldg Occupancy Date:** April 1, 1992

**Bldg Age:** 27.1

### Survey Data

**Building Envelope:**

(Data Element 10067)

**Condition Code:** 3

**Building Roof System:**

(Data Element 10068)

**Condition Code:** 4

**Mechanical Systems:**

(Data Element 10069)

**Condition Code:** 3

**Electrical Systems:**

(Data Element 10070)

**Condition Code:** 3

**Plumbing System:**

(Data Element 10071)

**Condition Code:** 3

### Condition Codes

1. Satisfactory. Building component is suitable for continued use with normal maintenance.
2. Renewal A. Needs minimal capital renewal. The approximate cost is not greater than 25% of the estimated replacement cost of the component.
3. Renewal B. Needs more than minimal capital renewal. The approximate cost is greater than 25% but not greater than 50% of the estimated replacement cost of the component.
4. Renewal C. Requires major capital renewal. The approximate cost is greater than 50% of the replacement cost of the component.
5. Replacement. Component should be replaced.



## STATE UNIVERSITY SYSTEM OF FLORIDA BUILDING SYSTEM CONDITION SURVEY

**University Name:** University of Florida

**Date:** April 15, 2019

**Building Name:** Whitney Laboratory Marine Lab

**Building No:** 1012

**Bldg Occupancy Date:** September 1, 1989

**Bldg Age:** 29.6

### Survey Data

**Building Envelope:**

(Data Element 10067)

**Condition Code:** 3

**Building Roof System:**

(Data Element 10068)

**Condition Code:** 2

**Mechanical Systems:**

(Data Element 10069)

**Condition Code:** 4

**Electrical Systems:**

(Data Element 10070)

**Condition Code:** 3

**Plumbing System:**

(Data Element 10071)

**Condition Code:** 3

### Condition Codes

1. Satisfactory. Building component is suitable for continued use with normal maintenance.
2. Renewal A. Needs minimal capital renewal. The approximate cost is not greater than 25% of the estimated replacement cost of the component.
3. Renewal B. Needs more than minimal capital renewal. The approximate cost is greater than 25% but not greater than 50% of the estimated replacement cost of the component.
4. Renewal C. Requires major capital renewal. The approximate cost is greater than 50% of the replacement cost of the component.
5. Replacement. Component should be replaced.



## STATE UNIVERSITY SYSTEM OF FLORIDA BUILDING SYSTEM CONDITION SURVEY

**University Name:** University of Florida

**Date:** April 15, 2019

**Building Name:** Whitney Laboratory Whitney Hall

**Building No:** 1013

**Bldg Occupancy Date:** June 1, 1989

**Bldg Age:** 29.9

### Survey Data

**Building Envelope:**

(Data Element 10067)

**Condition Code:** 3

**Building Roof System:**

(Data Element 10068)

**Condition Code:** 3

**Mechanical Systems:**

(Data Element 10069)

**Condition Code:** 3

**Electrical Systems:**

(Data Element 10070)

**Condition Code:** 2

**Plumbing System:**

(Data Element 10071)

**Condition Code:** 2

### Condition Codes

1. Satisfactory. Building component is suitable for continued use with normal maintenance.
2. Renewal A. Needs minimal capital renewal. The approximate cost is not greater than 25% of the estimated replacement cost of the component.
3. Renewal B. Needs more than minimal capital renewal. The approximate cost is greater than 25% but not greater than 50% of the estimated replacement cost of the component.
4. Renewal C. Requires major capital renewal. The approximate cost is greater than 50% of the replacement cost of the component.
5. Replacement. Component should be replaced.



## STATE UNIVERSITY SYSTEM OF FLORIDA BUILDING SYSTEM CONDITION SURVEY

**University Name:** University of Florida

**Date:** April 15, 2019

**Building Name:** Whitney Laboratory Shop

**Building No:** 1014

**Bldg Occupancy Date:** January 1, 1989

**Bldg Age:** 30.3

### Survey Data

**Building Envelope:**

(Data Element 10067)

**Condition Code:** 3

**Building Roof System:**

(Data Element 10068)

**Condition Code:** 3

**Mechanical Systems:**

(Data Element 10069)

**Condition Code:** 2

**Electrical Systems:**

(Data Element 10070)

**Condition Code:** 2

**Plumbing System:**

(Data Element 10071)

**Condition Code:** 2

### Condition Codes

1. Satisfactory. Building component is suitable for continued use with normal maintenance.
2. Renewal A. Needs minimal capital renewal. The approximate cost is not greater than 25% of the estimated replacement cost of the component.
3. Renewal B. Needs more than minimal capital renewal. The approximate cost is greater than 25% but not greater than 50% of the estimated replacement cost of the component.
4. Renewal C. Requires major capital renewal. The approximate cost is greater than 50% of the replacement cost of the component.
5. Replacement. Component should be replaced.



## STATE UNIVERSITY SYSTEM OF FLORIDA BUILDING SYSTEM CONDITION SURVEY

**University Name:** University of Florida

**Date:** April 15, 2019

**Building Name:** Biotechnology #1

**Building No:** 1040

**Bldg Occupancy Date:** April 1, 1991

**Bldg Age:** 28.1

### Survey Data

**Building Envelope:**

(Data Element 10067)

**Condition Code:** 2

**Building Roof System:**

(Data Element 10068)

**Condition Code:** 4

**Mechanical Systems:**

(Data Element 10069)

**Condition Code:** 3

**Electrical Systems:**

(Data Element 10070)

**Condition Code:** 2

**Plumbing System:**

(Data Element 10071)

**Condition Code:** 3

### Condition Codes

1. Satisfactory. Building component is suitable for continued use with normal maintenance.
2. Renewal A. Needs minimal capital renewal. The approximate cost is not greater than 25% of the estimated replacement cost of the component.
3. Renewal B. Needs more than minimal capital renewal. The approximate cost is greater than 25% but not greater than 50% of the estimated replacement cost of the component.
4. Renewal C. Requires major capital renewal. The approximate cost is greater than 50% of the replacement cost of the component.
5. Replacement. Component should be replaced.

## BUILDING SYSTEM CONDITION SURVEY STATE UNIVERSITY SYSTEM OF FLORIDA

University Name:	UNIVERSITY OF FLORIDA	Date:	4/16/2018
Building Name:	Field Storage (Marianna)	Building No:	8036
Bldg Occupancy Date:	1993-06-01	Bldg Age:	26

Building Envelope: (Data Element 10067)	Condition Code: 1
Building Roof System: (Data Element 10068)	Condition Code: 1
Mechanical Systems: (Data Element 10069)	Condition Code: 1
Electrical Systems: (Data Element 10070)	Condition Code: 1
Plumbing System: (Data Element 10071)	Condition Code: 1

### Condition Codes:

1. Satisfactory. Building component is suitable for continued use with normal maintenance.
2. Renewal A. Needs minimal capital renewal. The approximate cost is not greater than 25% of the estimated replacement cost of the component.
3. Renewal B. Needs more than minimal capital renewal. The approximate cost is greater than 25% but not greater than 50% of the estimated replacement cost of the component.
4. Renewal C. Requires major capital renewal. The approximate cost is greater than 50% of the replacement cost of the component.
5. Replacement. Component should be replaced.



STATE UNIVERSITY SYSTEM of FLORIDA  
Board of Governors

## Educational Plant Survey

### Needs Assessment

#### EPS Survey Year

Eps survey year : 2018-2019

University : UF

#### Report Description

This report includes the sum of the room areas rolled up at the University level for the Five Year Educational Plant Survey report. It includes all sites with room spaces that meet the following criteria:

- Users have been funded using Education General fund category.
- Space\_needs\_exclude flag is N
- The space use code is in the following category groups: 01 - CLASSROOM, 02 - TEACHING\_LAB, 03 - STUDY, 04 - RESEARCH\_LAB, 05 - OFFICE, 06 - AUDITORIUM, 07 - INSTRUCTIONAL\_MEDIA, 09 - CAMPUS\_SUPPORT\_SERVICE, 12 - GYMNASIUM

#### Needs Assessment (Existing Facilities condition)

Space type	Classroom	Study	Teaching_Lab	Office	Research_Lab	Auditorium	Instructional_Media	Gymnasium	Campus Support Service	Total_NASF
Space needs by Space type	333889	689175	417362	1148625	957188	83472	153150	166945	216324	4166129
Satisfactory Space	280611	368456	338109	1200267	546424	68595	5533	43227	141803	2993025
Percent of Space needs met	84 %	53 %	81 %	104 %	57 %	82 %	4 %	26 %	66 %	72 %
Unsatisfactory space to be terminated	-	-	-	-	-	-	-	-	-	-
Unsatisfactory space to be demolished	3927	2959	11141	18931	1216	4252	0	0	1405	43831
Ineligible Space for Space Calculation	4326	1701	10052	49998	83191	12075	0	0	1777	163120
Percent of Space needs met	82 %	53 %	76 %	98 %	48 %	63 %	4 %	26 %	64 %	67 %
Unsatisfactory space with no action required	-	-	-	-	-	-	-	-	-	-
Percent of Space needs met	82 %	53 %	76 %	98 %	48 %	63 %	4 %	26 %	64 %	67 %
Unsatisfactory Space to be Remodeled/Renovated	-	-	-	-	-	-	-	-	-	-
Percent of Space needs met	82 %	53 %	76 %	98 %	48 %	63 %	4 %	26 %	64 %	67 %
Projects under construction	0	993	15238	18709	10338	0	0	0	0	45278
Percent of Space needs met	82 %	53 %	80 %	100 %	49 %	63 %	4 %	26 %	64 %	68 %



## Educational Plant Survey

### Space Factors

#### Description

The 2018 Space Factors given here correspond to the 30 Credit hour FTE standard. Hence, the Traditional and Online FTEs taken from the Workplans' FTE should also correspond to 30 Credit hour FTE standard.

#### EPS Survey Year

Eps survey year : 2018-2019

University : UF

#### Space Factors

Classroom : 9

Teaching lab : 11.25

Study : 13.5

Research Lab : 18.75

Auditorium : 2.25

Instructional Media : 3

Office : 22.5

Gymnasium : 4.5

Campus support service : 4.2375

#### 30 hr FTEs from the Workplan

\*Traditional FTEs :

\*Online FTEs :

#### Report Description

The Space the University should have based on 2018 Space Factors and Traditional and Online FTEs. The FTEs should correspond to 30 Credit hour FTE standard.

#### Space needs by Space type

<u>Rept</u> <u>inst</u> <u>↑=</u>	<u>Eps</u> <u>survey</u> <u>year</u>	<u>Traditional</u> <u>fte</u>	<u>Online</u> <u>fte</u>	<u>Classroom</u>	<u>Study</u>	<u>Teaching</u> <u>Lab</u>	<u>Office</u>	<u>Research</u> <u>Lab</u>	<u>Auditorium</u>	<u>Instructional</u> <u>Media</u>	<u>Gymnasium</u>	<u>Campus</u> <u>Support</u> <u>Service</u>	<u>Total</u> <u>NASF</u>
UF	2018-2019	33611	17439	333,889	689,175	417,362	1,148,625	957,188	83,472	153,150	166,945	216,324	4,166,129



## Educational Plant Survey

## Satisfactory Space

## EPS Survey Year

EPS Survey Year: 2018-2019

University: UF

## Report Description

This report includes the sum of the room areas rolled up at the building level for the Five Year Educational Plant Survey report. It includes all buildings in the Main Campus with room spaces that meet the following criteria:

- Users have been funded using Education General fund category during the selected term.

- Space\_needs\_exclude flag is N

- The space use code is in the following category groups: 01 - CLASSROOM, 02 - TEACHING\_LAB, 03 - STUDY, 04 - RESEARCH\_LAB, 05 - OFFICE, 06 - AUDITORIUM, 07 - INSTRUCTIONAL\_MEDIA, 09 - CAMPUS\_SUPPORT\_SERVICE, 12 - GYMNASIUM

Rept inst	Site ID	Site Name	Bldg id	Bldg name	Classroom	Study	Teaching Lab	Office	Research Lab	Auditorium	Instructional Media	Gymnasium	Campus Support Service	Be fund cat
UF	1	MAIN CAMPUS	641	ACS Housing	-	-	-	-	-	-	-	-	509	EDUC_GENERAL
UF	1	MAIN CAMPUS	476	Alan and Cathy Hitchcock Field and Fork Pantry	-	-	-	143	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	464	Alcohol Storage Facility	-	-	-	-	-	-	-	-	200	EDUC_GENERAL
UF	1	MAIN CAMPUS	724	Alvin P. Black Hall	1,390	254	947	7,701	7,881	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	11	Annie D. Broward Hall	-	652	-	526	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	748	Archie F. Carr Hall	-	363	6,796	7,216	15,551	-	444	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	268	Architecture	1,956	447	24,504	19,858	-	1,559	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	10	B.H. Griffin - W.L. Floyd Hall	1,601	854	357	10,037	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	983	Baughman Meditation Center	-	-	-	-	-	1,423	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	982	Baughman Support Building	-	-	-	299	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	157	Ben Hill Griffin Stadium	-	-	-	13,880	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	213	Biomedical Sciences Building	-	-	428	7,136	15,765	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	759	Bruton-Geer Hall	-	1,078	3,599	14,485	-	-	537	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	132	Centrex (University Police)	-	-	-	3,128	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	448	Century Tower	-	-	0	-	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	726	Chemical Eng Solvent Storage	-	-	-	-	605	-	-	-	1,073	EDUC_GENERAL
UF	1	MAIN CAMPUS	723	Chemical Engineering	1,154	342	7,875	6,345	15,073	-	-	-	1,164	EDUC_GENERAL
UF	1	MAIN CAMPUS	869	Chemical Engineering Digester	-	-	-	-	450	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	958	Chemical Engineering Student Center	-	2,381	-	2,959	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	28	Chemistry Laboratory	4,103	-	267	8,878	35,801	-	-	-	2,667	EDUC_GENERAL
UF	1	MAIN CAMPUS	765	Civil Engineering Storage	-	-	-	-	178	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	580	Coastal Engineering Lab	-	-	-	564	802	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	745	Coastal Engineering Shops	-	-	-	629	3,569	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	729	Coastal Engineering Storage	-	-	-	-	1,147	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	572	Coastal Engineering Test Lab	-	-	-	87	925	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	571	Coastal Engineering Wave Tank	-	-	-	554	5,039	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	607	Coastal Engineering Lab	-	-	-	-	880	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	3	Col. Edgar S. Walker Hall	-	-	250	9,141	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	742	Comm & Neurobio Sci Surge #5	-	-	-	-	-	-	-	-	325	EDUC_GENERAL
UF	1	MAIN CAMPUS	203	Communicore	-	-	-	2,487	1,480	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	42	Computer Sciences/Engineering	13,883	1,132	11,765	22,500	13,630	-	-	-	941	EDUC_GENERAL
UF	1	MAIN CAMPUS	495	Dan McCarthy Hall A	-	-	-	245	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	497	Dan McCarthy Hall C	2,924	-	-	2,892	1,722	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	29	David Stuzin Hall	5,928	222	-	24,508	576	-	534	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	683	EH&S Program Support Building	-	-	-	2,144	-	-	-	-	593	EDUC_GENERAL

Board of Governors Committees and Meeting - June 11-13, 2019 - Facilities Committee

<u>Rept inst</u>	<u>Site ID</u>	<u>Site Name</u>	<u>Bldg id</u>	<u>Bldg name</u>	<u>Classroom</u>	<u>Study</u>	<u>Teaching Lab</u>	<u>Office</u>	<u>Research Lab</u>	<u>Auditorium</u>	<u>Instructional Media</u>	<u>Gymnasium</u>	<u>Campus Support Service</u>	<u>Be fund cat</u>
UF	1	MAIN CAMPUS	836	EH&S Storage	-	-	-	-	-	-	-	-	255	EDUC_GENERAL
UF	1	MAIN CAMPUS	179	EHS Administrative Offices	-	-	-	7,932	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	153	Earl and Christy Powell Hall	-	-	-	11,683	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	856	Earle B. Phelps Lab	-	355	305	3,546	1,216	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	668	Electronic Communications Lab	-	-	-	1,398	2,379	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	465	Elmore Hall For Admin Services	-	-	-	12,541	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	33	Engineering	9,720	-	13,139	25,726	31,224	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	1124	Engineering Clock Tower	-	-	-	-	-	35	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	760	Engineering Design Building	-	-	-	2,189	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	700	Facilities Services Administration	-	-	-	7,613	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	703	Facilities Services Building Services	-	-	-	2,521	-	-	-	-	-	538 EDUC_GENERAL
UF	1	MAIN CAMPUS	705	Facilities Services Central Stores	-	-	-	1,004	-	-	-	-	-	22,161 EDUC_GENERAL
UF	1	MAIN CAMPUS	707	Facilities Services Garage North	-	-	-	-	-	-	-	-	-	2,253 EDUC_GENERAL
UF	1	MAIN CAMPUS	708	Facilities Services Garage South	-	-	-	-	-	-	-	-	-	2,337 EDUC_GENERAL
UF	1	MAIN CAMPUS	704	Facilities Services Grounds	-	-	-	1,414	-	-	-	-	-	2,415 EDUC_GENERAL
UF	1	MAIN CAMPUS	809	Facilities Services Grounds Admin.	-	-	-	1,368	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	701	Facilities Services Human Resources	-	-	-	1,200	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	702	Facilities Services Maintenance	-	308	-	9,141	-	-	-	-	-	18,640 EDUC_GENERAL
UF	1	MAIN CAMPUS	706	Facilities Services Motor Pool	-	-	-	479	-	-	-	-	-	7,140 EDUC_GENERAL
UF	1	MAIN CAMPUS	794	Facilities Services Storage #1	-	-	-	-	-	-	-	-	-	1,624 EDUC_GENERAL
UF	1	MAIN CAMPUS	546	Facilities Services Storage #2	-	-	-	-	-	-	-	-	-	4,548 EDUC_GENERAL
UF	1	MAIN CAMPUS	850	Facilities Services Storage #2	-	-	-	-	-	-	-	-	-	1,767 EDUC_GENERAL
UF	1	MAIN CAMPUS	709	Facilities Services Storage #3	-	-	-	-	-	-	-	-	-	1,344 EDUC_GENERAL
UF	1	MAIN CAMPUS	804	Facilities Services Vehicle Wash/Lube Station	-	-	-	-	-	-	-	-	-	85 EDUC_GENERAL
UF	1	MAIN CAMPUS	503	Field & Fork Storage	-	-	-	-	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	597	Fine Arts A	-	9,641	-	5,782	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	598	Fine Arts B	2,438	-	-	746	-	2,888	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	599	Fine Arts C	4,819	726	33,895	9,715	-	935	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	269	Fine Arts D	702	-	13,045	2,333	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	21	Florida Gymnasium	7,977	392	5,615	31,961	16,085	-	-	17,168	937	EDUC_GENERAL
UF	1	MAIN CAMPUS	552	Florida Pool Office/Lockers	-	-	-	829	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	184	Frederick N Rhines Hall	-	1,412	3,779	14,630	26,202	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	1139	Fuel Cell Garage	-	-	-	-	1,527	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	5	George A. Smathers Library	-	43,833	-	14,399	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	4	George Peabody Hall	-	37	-	15,280	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	214	George T. Harrell, M.D. Medical Education Building	-	-	-	1,584	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	54	Gerson Hall	6,416	1,569	-	8,594	-	246	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	659	Greenhouse, Botany	-	-	-	-	529	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	774	Greenhouse, Botany	-	-	-	-	2,754	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	820	Greenhouse, Zoology	-	-	-	-	644	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	687	H. Philip Constans Theatre	-	-	17,264	4,571	-	23,095	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	688	Harry H. Sisler Hall	-	-	1,613	7,015	26,124	-	-	-	-	1,519 EDUC_GENERAL
UF	1	MAIN CAMPUS	64	Hough Hall	11,784	4,261	423	16,182	-	-	-	-	-	98 EDUC_GENERAL
UF	1	MAIN CAMPUS	32	Hub	-	2,929	-	22,624	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	18	Infirmery	-	-	-	4,408	-	-	-	-	-	EDUC_GENERAL

Board of Governors Committees and Meeting - June 11-13, 2019 - Facilities Committee

<u>Rept inst</u>	<u>Site ID</u>	<u>Site Name</u>	<u>Bldg id</u>	<u>Bldg name</u>	<u>Classroom</u>	<u>Study</u>	<u>Teaching Lab</u>	<u>Office</u>	<u>Research Lab</u>	<u>Auditorium</u>	<u>Instructional Media</u>	<u>Gymnasium</u>	<u>Campus Support Service</u>	<u>Be fund cat</u>
UF	1	MAIN CAMPUS	686	J. Wayne Reitz Union	-	-	-	6,611	-	-	-	-	102	EDUC_GENERAL
UF	1	MAIN CAMPUS	7	James N. Anderson Hall	4,796	423	-	15,441	450	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	65	James W. 'Bill' Heavener Hall	9,775	2,699	3,719	8,001	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	102	James W. Norman Gym	-	-	2,753	3,425	-	-	832	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	101	James W. Norman Hall	12,321	193	3,303	24,084	905	-	-	-	1,235	EDUC_GENERAL
UF	1	MAIN CAMPUS	103	James W. Norman Hall Addition	4,534	17,521	9,405	33,644	606	-	213	-	45	EDUC_GENERAL
UF	1	MAIN CAMPUS	72	Jim and Alexis Pugh Hall	5,589	1,168	848	9,909	-	2,913	91	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	26	John J. Tigert Hall	-	175	-	40,462	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	721	John R. Benton Hall	463	1,359	1,315	4,631	6,955	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	275	Joseph Hernandez Hall	-	456	22,498	6,146	25,887	1,650	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	24	Joseph Weil Hall	5,268	4,077	10,205	55,704	18,640	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	14	Kathryn Chicone Ustler Hall	1,741	627	-	4,442	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	8	Keene-Flint Hall	9,085	970	1,238	10,213	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	114	Lab Of Southeastern Archeology	-	-	1,111	735	-	-	-	-	97	EDUC_GENERAL
UF	1	MAIN CAMPUS	473	Lacy Rabon Chilled Water Plant (CWP2)	-	144	-	1,552	-	-	-	-	1,379	EDUC_GENERAL
UF	1	MAIN CAMPUS	689	Library West	-	107,111	739	15,004	-	113	-	-	546	EDUC_GENERAL
UF	1	MAIN CAMPUS	2	Linton E. Grinter Hall	-	632	-	30,186	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	272	M.E. Rinker Hall	7,111	-	8,628	12,473	-	-	-	-	349	EDUC_GENERAL
UF	1	MAIN CAMPUS	111	Manning J. Dauer Hall	378	973	-	18,416	2,848	-	-	-	215	EDUC_GENERAL
UF	1	MAIN CAMPUS	31	Marshall M. Criser Hall	-	-	-	37,113	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	764	Martin H Levin Advocacy Center	-	281	7,113	452	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	719	Materials Engineering	-	-	-	8,505	12,325	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	596	May A. Mann Jennings Hall Office	-	-	-	3,177	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	1053	McCarty Chilled Water Plant (CWP5)	-	-	-	67	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	725	Mechanical & Aerospace Eng A	1,867	-	2,188	9,696	9,751	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	720	Mechanical & Aerospace Eng B	2,709	-	434	7,305	11,926	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	183	Mechanical & Aerospace Eng C	-	-	8,922	3,448	7,525	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	980	Mechanical and Aerospace Student Design Center	-	-	3,057	-	1,518	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	722	Merwin J. Larsen Hall	3,459	-	1,261	9,615	6,300	-	-	-	480	EDUC_GENERAL
UF	1	MAIN CAMPUS	99	Microkelvin Laboratory	-	-	-	319	2,813	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	117	Music Building	3,927	2,460	10,836	11,883	-	4,252	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	508	NS Field Station	-	-	-	1,962	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	70	Nanoscale Research Facility	-	-	242	7,828	16,156	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	6	Nathan P. Bryan Hall	-	1,420	631	24,306	705	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	554	Nuclear Field Building	-	-	-	1,150	4,107	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	557	Nuclear Reactor	-	-	265	4,098	4,804	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	634	Nuclear Sciences	1,111	211	7,513	11,306	17,668	-	73	-	65	EDUC_GENERAL
UF	1	MAIN CAMPUS	848	Nuclear Waste Storage	-	-	-	-	-	-	-	-	255	EDUC_GENERAL
UF	1	MAIN CAMPUS	91	O'Connell Ctr Storage	-	-	-	-	-	-	-	-	7,768	EDUC_GENERAL
UF	1	MAIN CAMPUS	67	Observatory	-	-	447	-	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	746	Particle Science & Technology	-	-	-	5,422	5,382	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	131	Percy L. Reed Laboratory	-	-	3,045	3,029	4,027	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	12	Peter Rolfs Hall	2,308	-	5,055	5,823	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	92	Physics Building	11,312	1,115	12,986	48,543	56,537	-	-	-	1,620	EDUC_GENERAL
UF	1	MAIN CAMPUS	308	Powell Hall (FLMNH)	-	-	-	-	-	56	-	-	-	EDUC_GENERAL

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<u>Rept inst</u>	<u>Site ID</u>	<u>Site Name</u>	<u>Bldg id</u>	<u>Bldg name</u>	<u>Classroom</u>	<u>Study</u>	<u>Teaching Lab</u>	<u>Office</u>	<u>Research Lab</u>	<u>Auditorium</u>	<u>Instructional Media</u>	<u>Gymnasium</u>	<u>Campus Support Service</u>	<u>Be fund cat</u>
UF	1	MAIN CAMPUS	749	Psychology Building	2,990	-	820	13,133	19,571	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	27	Public Safety	-	-	-	1,950	-	-	-	-	-	26 EDUC_GENERAL
UF	1	MAIN CAMPUS	30	Rae O. Weimer Hall	9,986	-	10,667	33,979	203	-	753	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	267	Ralph D. Turlington Hall	23,376	690	9,423	58,881	11,396	-	2,056	-	-	498 EDUC_GENERAL
UF	1	MAIN CAMPUS	19	Rex & Preston Farrior Hall	-	-	-	5,090	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	100	Robert C. Williamson Hall	3,230	-	3,908	11,379	22,220	-	-	-	-	153 EDUC_GENERAL
UF	1	MAIN CAMPUS	43	Robert Marston Science Library	-	81,143	729	3,846	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	309	Samuel P. Harn Museum Of Art	-	-	-	7,347	-	12,075	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	211	Sanitary Lift Station L1	-	-	-	-	-	-	-	-	-	1,784 EDUC_GENERAL
UF	1	MAIN CAMPUS	241	Solar Energy Test House 1	-	-	-	-	1,588	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	247	Solar Engineering Laboratory	-	-	-	-	333	-	-	-	-	613 EDUC_GENERAL
UF	1	MAIN CAMPUS	316	Southwest Recreation Center	-	-	-	-	-	-	-	26	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	757	Spessard L. Holland Law Center	24,965	50,300	-	42,195	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	110	Steinbrenner Band Hall	-	1,185	8,493	1,600	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	94	Stephen C. O'Connell Center	-	-	50	2,228	-	-	-	26,033	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	714	Surplus / Facilities Annex	-	-	-	2,388	-	-	-	-	-	19,098 EDUC_GENERAL
UF	1	MAIN CAMPUS	609	Surplus Property Warehouse	-	-	-	-	-	-	-	-	-	3,523 EDUC_GENERAL
UF	1	MAIN CAMPUS	811	Surplus Warehouse	-	-	-	1,199	-	-	-	-	-	14,601 EDUC_GENERAL
UF	1	MAIN CAMPUS	226	Sustainable Materials Management Research Laboratory East	-	-	-	-	1,874	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	771	Sustainable Materials Management Research Laboratory West	-	-	-	-	3,458	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	38	T.W. Bryant Space Science Ctr	2,265	322	-	12,208	4,182	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	105	The 105 Classroom Building	3,703	-	-	3,682	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	9	Townes R. Leigh Hall	3,494	-	19,403	10,794	16,300	-	-	-	-	1,950 EDUC_GENERAL
UF	1	MAIN CAMPUS	34	U. F. Information	-	-	-	152	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	715	U.F. Mail & Documents Services	-	-	-	1,807	-	-	-	-	-	3,939 EDUC_GENERAL
UF	1	MAIN CAMPUS	886	UF Bookstore & Welcome Center	-	-	-	884	-	1,887	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	1	University Auditorium	-	-	502	2,373	-	15,468	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	51	University Police Annex #1	-	-	-	3,122	-	-	-	-	-	312 EDUC_GENERAL
UF	1	MAIN CAMPUS	1131	Upd Evidence Building	-	-	-	-	-	-	-	-	-	1,496 EDUC_GENERAL
UF	1	MAIN CAMPUS	406	Walter J. Matherly Hall	16,110	-	947	9,874	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	831	Waste Management Facility	-	-	-	1,345	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	1070	Water Reclamation Admin. Bldg.	-	-	-	2,009	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	1072	Water Reclamation Chemical Stg	-	-	-	-	-	-	-	-	-	767 EDUC_GENERAL
UF	1	MAIN CAMPUS	1071	Water Reclamation Shop/Storage	-	-	-	398	-	-	-	-	-	1,281 EDUC_GENERAL
UF	1	MAIN CAMPUS	25	Weil Chilled Water Plant (CWP1)	-	-	-	555	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	747	William Bartram Hall	825	395	4,147	8,717	15,089	-	-	-	-	680 EDUC_GENERAL
UF	1	MAIN CAMPUS	22	William G. Carleton Auditorium	8,610	-	-	-	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	13	Wilton E. Newell Hall	-	14,926	-	438	-	-	-	-	-	EDUC_GENERAL
UF	1	MAIN CAMPUS	655	Winston W. Little Hall	16,259	1,829	2,293	18,155	-	-	-	-	-	674 EDUC_GENERAL
UF	1	MAIN CAMPUS	158	Yon Hall	249	463	1,104	13,663	2,617	-	-	-	-	1,119 EDUC_GENERAL



## Educational Plant Survey

## UF Building Inventory

## EPS Survey Year

EPS Survey Year: 2018-2019

University: UF

## Report Description

This report shows the current approved data for all the buildings in the University.

Rept inst	Occupy dt	Site ID	Site Name	Bldg id	Bldg nameAscending	Permanent	Farm	Walkway	Act gross sq ft
UF	196301	1	MAIN CAMPUS	641	ACS Housing	Y	N	N	11796
UF	197001	1	MAIN CAMPUS	336	ACS Housing	Y	N	N	5779
UF	196001	1	MAIN CAMPUS	604	ACS Housing #2	Y	N	N	2874
UF	197201	1	MAIN CAMPUS	335	ACS Storage	Y	N	N	600
UF	196201	1	MAIN CAMPUS	633	ACS Storage	Y	N	N	2885
UF	198912	1	MAIN CAMPUS	201	Academic Research Building	Y	N	N	274907
UF	195601	5701	WEST FLORIDA REC JAY	8416	Admin Office	Y	N	N	3690
UF	200012	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	1232	Administration Bldg (Mlhpr)	Y	N	N	1982
UF	201008	4202	PLANT SCIENCE RESEARCH & EDUCATION UNIT CITRA	7525	Administration Building	Y	Y	N	3432
UF	198601	3101	FL MEDICAL ENTOMOLOGY LAB VERO BEACH	4255	Administration/Laboratory	Y	N	N	2878
UF	199910	1	MAIN CAMPUS	1162	Administration/Maintenance Bld	Y	N	N	1882
UF	200212	5301	CITRUS REC LAKE ALFRED	7192	Ag Eng / Maint Facility	Y	N	N	14130
UF	200810	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7750	Ag Eng/Maintenance Facility	Y	Y	N	7000
UF	198301	1	MAIN CAMPUS	825	Agric Engineering Field Lab	N	N	N	105
UF	198301	1	MAIN CAMPUS	819	Agric Engineering Field Lab	Y	Y	N	82
UF	197301	1	MAIN CAMPUS	616	Agric Engineering Field Lab	Y	Y	N	3497
UF	197601	1	MAIN CAMPUS	543	Agricultural Engineering Bldg	Y	N	N	2250
UF	198501	1	MAIN CAMPUS	227	Agricultural Engineering Shop	Y	Y	N	6277
UF	194701	1	MAIN CAMPUS	168	Agricultural Networks Laboratory	Y	N	N	1722
UF	198401	1	MAIN CAMPUS	128	Agronomy Drying Facility	Y	Y	N	1222
UF	197801	108	BEEF UNIT MONTEOCHA	909	Agronomy Field Lab (Bru)	Y	N	N	2680
UF	194001	1	MAIN CAMPUS	147	Agronomy Plant Intro Lab	Y	N	N	447
UF	196301	1	MAIN CAMPUS	658	Agronomy Plant Introduct. Lab	Y	N	N	747
UF	198801	108	BEEF UNIT MONTEOCHA	948	Agronomy Scale Shed (Bru)	Y	Y	N	1620
UF	196911	1	MAIN CAMPUS	476	Alan and Cathy Hitchcock Field and Fork Pantry	Y	N	N	896
UF	193901	1	MAIN CAMPUS	135	Albert A. Murphree Hall	Y	N	N	97450
UF	201205	1	MAIN CAMPUS	464	Alcohol Storage Facility	N	N	N	256
UF	199601	1	MAIN CAMPUS	1087	Alfred A. Ring Tennis Pavilion	Y	N	N	22867
UF	195501	1	MAIN CAMPUS	413	Alpha Chi Omega	Y	N	N	21184
UF	195401	1	MAIN CAMPUS	409	Alpha Delta Pi	Y	N	N	17592

Board of Governors Committees and Meeting - June 11-13, 2019 - Facilities Committee

Rept inst	Occupy dt	Site ID	Site Name	Bldg id	Bldg nameAscending	Permanent	Farm	Walkway	Act gross sq ft
UF	195701	1	MAIN CAMPUS	417	Alpha Epsilon Phi	Y	N	N	12537
UF	195810	1	MAIN CAMPUS	431	Alpha Epsilon Pi	Y	N	N	14350
UF	195801	1	MAIN CAMPUS	426	Alpha Gamma Rho	Y	N	N	14530
UF	-	1	MAIN CAMPUS	3392	Alpha Gamma Rho	Y	N	N	23737
UF	195401	1	MAIN CAMPUS	408	Alpha Omicron Pi	Y	N	N	16585
UF	-	1	MAIN CAMPUS	3393	Alpha Tau Omega	Y	N	N	45860
UF	196701	1	MAIN CAMPUS	724	Alvin P. Black Hall	Y	N	N	37307
UF	199512	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	1327	Anaerobic Digester (Hague)	Y	N	N	420
UF	192901	1	MAIN CAMPUS	16	Andrew Sledd Hall	Y	N	N	43310
UF	195001	1	MAIN CAMPUS	41	Angela Mallory Hall	Y	N	N	26361
UF	195501	1	MAIN CAMPUS	478	Animal Building	Y	Y	N	2327
UF	200308	1	MAIN CAMPUS	1371	Animal Care Extension Facility 1	Y	N	N	5744
UF	196001	1	MAIN CAMPUS	603	Animal Fac Kennel Core Bldg	Y	N	N	1916
UF	198001	3101	FL MEDICAL ENTOMOLOGY LAB VERO BEACH	4242	Animal House	Y	Y	N	690
UF	195501	1	MAIN CAMPUS	1115	Animal Nutrition Walkway	Y	N	Y	390
UF	199907	1	MAIN CAMPUS	1196	Animal Research Chem Storage	N	N	N	80
UF	195207	108	BEEF UNIT MONTEOCHA	119	Animal Sci Feed Storage (Bru)	Y	Y	N	1838
UF	195701	1	MAIN CAMPUS	466	Animal Sci. Physiology Barn	Y	Y	N	9867
UF	197101	1	MAIN CAMPUS	627	Animal Science Hay Barn	Y	Y	N	3280
UF	196001	1	MAIN CAMPUS	628	Animal Science Pole Barn	Y	Y	N	13200
UF	195601	1	MAIN CAMPUS	483	Animal Science Preparation Bld	N	N	N	1065
UF	201201	1	MAIN CAMPUS	867	Animal Science Security Residence	N	N	N	924
UF	198201	1	MAIN CAMPUS	547	Animal Science Solvent Storage	Y	Y	N	443
UF	198501	1	MAIN CAMPUS	499	Animal Sciences Building	Y	N	N	28847
UF	198201	1	MAIN CAMPUS	459	Animal Sciences Building	Y	N	N	66817
UF	201103	5601	INDIAN RIVER REC FT PIERCE	7374	Animal Shelter (Zoo)	Y	Y	N	240
UF	201103	5601	INDIAN RIVER REC FT PIERCE	7372	Animal Shelter (Zoo)	Y	Y	N	240
UF	201103	5601	INDIAN RIVER REC FT PIERCE	7373	Animal Shelter (Zoo)	Y	Y	N	240
UF	201103	5601	INDIAN RIVER REC FT PIERCE	7375	Animal Shelter (Zoo)	Y	Y	N	240
UF	199910	3201	NORTH FLORIDA REC MARIANNA	8026	Animal Working Pens	Y	Y	N	11432
UF	199910	3201	NORTH FLORIDA REC MARIANNA	8024	Animal Working Pens	Y	Y	N	800
UF	195401	1	MAIN CAMPUS	11	Annie D. Broward Hall	Y	N	N	158373
UF	200703	601	FT LAUDERDALE REC	5052	Apiary Storage Bldg	Y	N	N	240
UF	198206	1	MAIN CAMPUS	947	Apiary Storage Building	Y	N	N	894
UF	201508	1901	APALACHICOLA	1902	Aquaculture Facility	Y	N	N	1250
UF	200805	5601	INDIAN RIVER REC FT PIERCE	7365	Aquaculture Research Center	Y	N	N	7500
UF	193701	1	MAIN CAMPUS	120	Aquatic Food Prod. Pilot Plant	Y	N	N	16860
UF	200905	1	MAIN CAMPUS	1379	Aquatic Pathobiology	Y	N	N	6970
UF	199703	1	MAIN CAMPUS	461	Aquatic Products Lab	Y	N	N	10309
UF	197601	1	MAIN CAMPUS	865	Aquatic Weed Research	N	N	N	279
UF	198101	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	544	Aquatic Weeds Annex (Milhpr)	Y	N	N	12620
UF	198101	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	460	Aquatic Weeds Res Ctr (Milhpr)	Y	N	N	3440
UF	197401	1	MAIN CAMPUS	748	Archie F. Carr Hall	Y	N	N	46469
UF	197901	1	MAIN CAMPUS	268	Architecture	Y	N	N	126267
UF	199910	3201	NORTH FLORIDA REC MARIANNA	8025	Arena	Y	N	N	4800
UF	200701	5502	CITY OF ST. AUGUSTINE	3902	Arrivas House	Y	N	N	4824
UF	200509	1	MAIN CAMPUS	1774	Attendant Booth at Cultural Plaza Parking	N	N	N	40
UF	200509	1	MAIN CAMPUS	1775	Attendant Booth at Orthopaedics Parking	N	N	N	40
UF	199705	1	MAIN CAMPUS	1194	Attendant Booth at SOC Gated Lot	N	N	N	23
UF	195501	2801	4H CAMP CLOVERLEAF LAKE PLACID	9619	Auditorium	Y	N	N	3390
UF	195501	4001	4H CAMP CHERRY LAKE MADISON	9213	Auditorium	Y	N	N	2970
UF	195501	4602	4H CAMP TIMPOOCHEE NICEVILLE	9318	Auditorium/Residence	Y	N	N	4870
UF	200306	18	Eastside Library Facilities	1630	Auxiliary Library Facility	Y	N	N	42505
UF	199601	7	AYERS MEDICAL PLAZA	3260	Ayers Medical Plaza	Y	N	N	87296
UF	191207	1	MAIN CAMPUS	10	B.H. Griffin - W.L. Floyd Hall	Y	N	N	22912
UF	199507	1	MAIN CAMPUS	1049	Baby Gator	Y	N	N	11083
UF	200811	1	MAIN CAMPUS	452	Baby Gator Storage	N	N	N	216
UF	199812	120	BOSTON FARM/SANTA FE RIVER RANCH	1365	Barn	Y	N	N	3585
UF	192701	5001	EVERGLADES REC BELLE GLADE	7426	Barn	Y	Y	N	16250
UF	200612	1	MAIN CAMPUS	656	Baseball Locker Room Facility	Y	N	N	21798
UF	198901	1	MAIN CAMPUS	506	Baseball Stadium Ticket Booth	Y	N	N	270
UF	197701	1	MAIN CAMPUS	206	Basic Science Building	Y	N	N	85005

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<a href="#">Rept inst</a>	<a href="#">Occupy dt</a>	<a href="#">Site ID</a>	<a href="#">Site Name</a>	<a href="#">Bldg id</a>	<a href="#">Bldg nameAscending</a>	<a href="#">Permanent</a>	<a href="#">Farm</a>	<a href="#">Walkway</a>	<a href="#">Act gross sq ft</a>
UF	200110	1	MAIN CAMPUS	1169	Basketball Practice Facility	Y	N	N	50990
UF	195501	4602	4H CAMP TIMPOOCHEE NICEVILLE	9315	Bath House	Y	N	N	440
UF	200005	1	MAIN CAMPUS	983	Baughman Meditation Center	Y	N	N	1737
UF	200005	1	MAIN CAMPUS	982	Baughman Support Building	Y	N	N	1523
UF	201806	1	MAIN CAMPUS	964	Bee Laboratory	Y	N	N	8016
UF	201812	1	MAIN CAMPUS	965	Bee Support Building	Y	N	N	7475
UF	201806	1	MAIN CAMPUS	966	Bee Support Building Pavilion	Y	N	N	1606
UF	201702	106	BEEF TEACHING UNIT SAND HILL	891	Beef Teaching Facility Dorms	Y	N	N	23548
UF	195301	1	MAIN CAMPUS	434	Behavior Lab Annex	Y	N	N	800
UF	198201	5301	CITRUS REC LAKE ALFRED	7167	Ben Hill Griffin Citrus Hall	Y	N	N	20730
UF	193001	1	MAIN CAMPUS	157	Ben Hill Griffin Stadium	Y	N	N	120625
UF	200701	5502	CITY OF ST. AUGUSTINE	3917	Benet House	Y	N	N	2552
UF	195001	1	MAIN CAMPUS	45	Benjamin A. Tolbert Hall	Y	N	N	54300
UF	196701	1	MAIN CAMPUS	1104	Benton Walkways	Y	N	Y	3000
UF	195501	1	MAIN CAMPUS	430	Beta Theta Pi	Y	N	N	18067
UF	199211	1	MAIN CAMPUS	1222	Bio-Containment Facility	Y	N	N	4773
UF	198601	1	MAIN CAMPUS	350	Bio-Control Laboratory	Y	Y	N	3098
UF	198601	1	MAIN CAMPUS	710	Bio-Tech Lab	Y	Y	N	3304
UF	198701	1304	TROPICAL REC HOMESTEAD	8253	Bio-Technology Bldg	Y	N	N	5356
UF	196801	5301	CITRUS REC LAKE ALFRED	7103	Biochemistry Building	Y	N	N	8792
UF	200912	1	MAIN CAMPUS	213	Biomedical Sciences Building	Y	N	N	162097
UF	201204	6201	BKI BIOREFINERY	8802	Biorefinery Office	N	N	N	2160
UF	198301	1	MAIN CAMPUS	245	Bioremediation Lab	N	N	N	914
UF	199104	116	Progress Corporate Park	1040	Biotechnology #1	Y	N	N	43223
UF	199606	116	Progress Corporate Park	1044	Biowaste Treatment Facility	Y	N	N	1000
UF	199012	4001	4H CAMP CHERRY LAKE MADISON	9229	Boat Equipment Storage	N	N	N	290
UF	199012	2801	4H CAMP CLOVERLEAF LAKE PLACID	9630	Boat House	Y	N	N	120
UF	198001	3101	FL MEDICAL ENTOMOLOGY LAB VERO BEACH	4245	Boat House	Y	N	N	1530
UF	200506	1	MAIN CAMPUS	936	Boat Shelter	N	N	N	300
UF	196601	1	MAIN CAMPUS	713	Bookstore Warehouse	N	N	N	9600
UF	199809	1	MAIN CAMPUS	1128	Brain Institute Bridge	Y	N	Y	2591
UF	197401	4201	EQUINE SCIENCES CENTER LOWELL	7204	Broodmare Barn	Y	Y	N	7220
UF	200010	1	MAIN CAMPUS	1011	Broward Dining Center	Y	N	N	22658
UF	200612	1	MAIN CAMPUS	353	Broward Outdoor Recreation Center Pavilion (BORC)	Y	N	N	1296
UF	200608	1	MAIN CAMPUS	351	Broward Outdoor Recreation Complex Gatehouse (BORC)	Y	N	N	138
UF	200608	1	MAIN CAMPUS	352	Broward Outdoor Recreation Complex Restrooms (BORC)	Y	N	N	1043
UF	198401	1	MAIN CAMPUS	759	Bruton-Geer Hall	Y	N	N	48976
UF	199205	1	MAIN CAMPUS	185	Bryan Fire Pump Building	Y	N	N	278
UF	201507	5402	ORDWAY-SWISHER BIOLOGICAL STATION MELROSE	2280	Bunkhouse	Y	N	N	3798
UF	201105	5402	ORDWAY-SWISHER BIOLOGICAL STATION MELROSE	2207	Bunkhouse (Wodey)	Y	N	N	2268
UF	200307	16	EASTSIDE CAMPUS	1604	OCE Faculty / Staff	Y	N	N	16732
UF	199612	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	1312	Calf Barn (Hague)	Y	Y	N	8400
UF	195501	4001	4H CAMP CHERRY LAKE MADISON	9221	Camp Restroom	Y	N	N	600
UF	195501	4001	4H CAMP CHERRY LAKE MADISON	9228	Camp Restroom	Y	N	N	600
UF	195501	2801	4H CAMP CLOVERLEAF LAKE PLACID	9608	Camper Cabin	Y	N	N	310
UF	195501	2801	4H CAMP CLOVERLEAF LAKE PLACID	9610	Camper Cabin	Y	N	N	310
UF	195501	2801	4H CAMP CLOVERLEAF LAKE PLACID	9602	Camper Cabin	Y	N	N	310
UF	195501	2801	4H CAMP CLOVERLEAF LAKE PLACID	9613	Camper Cabin	Y	N	N	310
UF	195501	2801	4H CAMP CLOVERLEAF LAKE PLACID	9609	Camper Cabin	Y	N	N	310
UF	195501	2801	4H CAMP CLOVERLEAF LAKE PLACID	9606	Camper Cabin	Y	N	N	310
UF	195501	2801	4H CAMP CLOVERLEAF LAKE PLACID	9612	Camper Cabin	Y	N	N	310
UF	195501	2801	4H CAMP CLOVERLEAF LAKE PLACID	9601	Camper Cabin	Y	N	N	310
UF	195501	2801	4H CAMP CLOVERLEAF LAKE PLACID	9604	Camper Cabin	Y	N	N	310
UF	195501	2801	4H CAMP CLOVERLEAF LAKE PLACID	9611	Camper Cabin	Y	N	N	310
UF	195501	2801	4H CAMP CLOVERLEAF LAKE PLACID	9603	Camper Cabin	Y	N	N	310
UF	195501	2801	4H CAMP CLOVERLEAF LAKE PLACID	9605	Camper Cabin	Y	N	N	310
UF	195501	4001	4H CAMP CHERRY LAKE MADISON	9203	Camper Cabin	Y	N	N	240
UF	195501	4001	4H CAMP CHERRY LAKE MADISON	9202	Camper Cabin	Y	N	N	290
UF	195501	4001	4H CAMP CHERRY LAKE MADISON	9209	Camper Cabin	Y	N	N	240
UF	195501	4001	4H CAMP CHERRY LAKE MADISON	9206	Camper Cabin	Y	N	N	240
UF	195501	4001	4H CAMP CHERRY LAKE MADISON	9201	Camper Cabin	Y	N	N	290
UF	195501	4001	4H CAMP CHERRY LAKE MADISON	9222	Camper Cabin	Y	N	N	240
UF	195501	4001	4H CAMP CHERRY LAKE MADISON	9223	Camper Cabin	Y	N	N	240
UF	195501	4001	4H CAMP CHERRY LAKE MADISON	9208	Camper Cabin	Y	N	N	240
UF	195501	4001	4H CAMP CHERRY LAKE MADISON	9224	Camper Cabin	Y	N	N	290
UF	195501	4001	4H CAMP CHERRY LAKE MADISON	9210	Camper Cabin	Y	N	N	240
UF	195501	4001	4H CAMP CHERRY LAKE MADISON	9207	Camper Cabin	Y	N	N	240
UF	195501	4001	4H CAMP CHERRY LAKE MADISON	9204	Camper Cabin	Y	N	N	240
UF	195501	4001	4H CAMP CHERRY LAKE MADISON	9225	Camper Cabin	Y	N	N	290
UF	195501	4001	4H CAMP CHERRY LAKE MADISON	9205	Camper Cabin	Y	N	N	240
UF	199102	4602	4H CAMP TIMPOOCHEE NICEVILLE	9336	Camper Cabin	Y	N	N	1480
UF	198701	4602	4H CAMP TIMPOOCHEE NICEVILLE	9332	Camper Cabin	Y	N	N	1480
UF	199101	4602	4H CAMP TIMPOOCHEE NICEVILLE	9337	Camper Cabin	Y	N	N	1480
UF	199101	4602	4H CAMP TIMPOOCHEE NICEVILLE	9338	Camper Cabin	Y	N	N	1480
UF	198908	4602	4H CAMP TIMPOOCHEE NICEVILLE	9333	Camper Cabin	Y	N	N	1480
UF	198908	4602	4H CAMP TIMPOOCHEE NICEVILLE	9334	Camper Cabin	Y	N	N	1480
UF	199102	4602	4H CAMP TIMPOOCHEE NICEVILLE	9335	Camper Cabin	Y	N	N	1480
UF	200606	1	MAIN CAMPUS	1376	Cancer/Genetics Research Complex	Y	N	N	281886
UF	199912	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7741	Canker Spray Booth	N	N	N	40
UF	201401	5402	ORDWAY-SWISHER BIOLOGICAL STATION MELROSE	2250	Caretaker Cottage (Porter)	Y	N	N	2090
UF	196401	1	MAIN CAMPUS	680	Carpenter Shop	Y	N	N	2674
UF	200701	5502	CITY OF ST. AUGUSTINE	3935	Carpenter Storage	N	N	N	50
UF	198801	1	MAIN CAMPUS	1210	Carport	N	N	N	280
UF	199907	6101	NORTH FLORIDA REC LIVE OAK	8330	Carport	Y	Y	N	420
UF	199208	1	MAIN CAMPUS	80	Catering Service Building	Y	N	N	126

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UF	197501	106	BEEF TEACHING UNIT SAND HILL	894	Cattle Barn	Y	Y	N	7768
UF	200112	2501	RANGE CATTLE REC ONA	8129	Cattle Feeding Facility	Y	Y	N	9000
UF	201806	106	BEEF TEACHING UNIT SAND HILL	899	Cattle Handling Facility	Y	N	N	13210
UF	200310	116	Progress Corporate Park	1383	Center Of Excellence	Y	N	N	22662
UF	195501	1	MAIN CAMPUS	471	Center for Environmental & Human Toxicology	Y	N	N	10542
UF	201501	1	MAIN CAMPUS	470	Center for Environmental & Human Toxicology Annex	Y	N	N	5258
UF	194701	1	MAIN CAMPUS	162	Center for Online Learning and Technology	Y	N	N	6094
UF	201601	1	MAIN CAMPUS	401	Center for Outdoor Recreation & Education	Y	N	N	6057
UF	196801	1	MAIN CAMPUS	132	Centrex (University Police)	Y	N	N	9824
UF	195501	1	MAIN CAMPUS	448	Century Tower	Y	N	N	10594
UF	200701	5502	CITY OF ST. AUGUSTINE	3910	Cerveau House	Y	N	N	2434
UF	200801	4602	4H CAMP TIMPOOCHEE NICEVILLE	9344	Chelco Pavilion	Y	Y	N	6000
UF	197701	1	MAIN CAMPUS	726	Chemical Eng Solvent Storage	N	N	N	2665
UF	196701	1	MAIN CAMPUS	723	Chemical Engineering	Y	N	N	53532
UF	198801	1	MAIN CAMPUS	869	Chemical Engineering Digester	N	N	N	512
UF	201207	1	MAIN CAMPUS	958	Chemical Engineering Student Center	Y	N	N	11789
UF	197301	1	MAIN CAMPUS	548	Chemical Storage	Y	Y	N	152
UF	197401	1	MAIN CAMPUS	838	Chemical Storage	Y	Y	N	160
UF	198401	601	FT LAUDERDALE REC	5030	Chemical Storage	Y	Y	N	418
UF	199302	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7718	Chemical Storage	Y	Y	N	58120
UF	198701	1304	TROPICAL REC HOMESTEAD	8255	Chemical Storage	Y	Y	N	620
UF	198401	2501	RANGE CATTLE REC ONA	8146	Chemical Storage	Y	Y	N	380
UF	198401	5601	INDIAN RIVER REC FT PIERCE	7320	Chemical Storage	Y	Y	N	380
UF	198501	5701	WEST FLORIDA REC JAY	8449	Chemical Storage	Y	Y	N	380
UF	198401	6101	NORTH FLORIDA REC LIVE OAK	8327	Chemical Storage	Y	Y	N	380
UF	198101	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	545	Chemical Storage (Mlhp)	Y	Y	N	111
UF	198501	5504	HASTINGS REC SE	8711	Chemical Storage (farm)	Y	Y	N	380
UF	199004	1	MAIN CAMPUS	28	Chemistry Laboratory	Y	N	N	88732
UF	195601	1	MAIN CAMPUS	414	Chi Omega	Y	N	N	17910
UF	196901	1	MAIN CAMPUS	419	Chi Phi	Y	N	N	14450
UF	201103	5601	INDIAN RIVER REC FT PIERCE	7378	Chicken House (Zoo)	Y	Y	N	256
UF	201007	5001	EVERGLADES REC BELLE GLADE	7495	Chiller	Y	Y	N	144
UF	200104	2001	NORTH FLORIDA REC QUINCY	7910	Chiller Pump House	Y	N	N	722
UF	199912	4801	MID FLORIDA REC APOPKA	4027	Chiller Pump House	Y	N	N	124
UF	197001	1304	TROPICAL REC HOMESTEAD	8237	Chiller/Pump House	Y	Y	N	250
UF	200701	5502	CITY OF ST. AUGUSTINE	3936	Choza	N	N	N	256
UF	200902	4202	PLANT SCIENCE RESEARCH & EDUCATION UNIT CITRA	7523	Citrus Quarantine Greenhouse	Y	Y	N	5313
UF	201501	5801	Citylab-Sarasota	L0009	Citylab-Sarasota	Y	N	N	7376
UF	198101	1	MAIN CAMPUS	765	Civil Engineering Storage	N	N	N	203
UF	200203	3803	NATURE COAST BIOLOGICAL STATION CEDAR KEY	1370	Clam Genetics Facility	N	N	N	1568
UF	199411	1	MAIN CAMPUS	1067	Clarifier (East)	Y	N	N	5280
UF	199411	1	MAIN CAMPUS	1068	Clarifier (West)	Y	N	N	5280
UF	201103	5601	INDIAN RIVER REC FT PIERCE	7370	Classroom (Zoo)	Y	Y	N	864
UF	200201	5402	ORDWAY-SWISHER BIOLOGICAL STATION MELROSE	2202	Classroom / Office	Y	N	N	3029
UF	201306	1	MAIN CAMPUS	1375	Clinical & Translational Research Building	Y	N	N	128903
UF	200411	1	MAIN CAMPUS	896	Clinical and Translational Science Inst.	N	N	N	4592
UF	198501	1	MAIN CAMPUS	580	Coastal Engineering Lab	Y	N	N	1540
UF	196601	1	MAIN CAMPUS	745	Coastal Engineering Shops	Y	N	N	4851
UF	196601	1	MAIN CAMPUS	729	Coastal Engineering Storage	Y	N	N	1235
UF	195701	1	MAIN CAMPUS	572	Coastal Engineering Test Lab	Y	N	N	1085
UF	195701	1	MAIN CAMPUS	571	Coastal Engineering Wave Tank	Y	N	N	40605
UF	196001	1	MAIN CAMPUS	607	Coastal Engineering Lab	Y	N	N	1200
UF	192601	1	MAIN CAMPUS	3	Col. Edgar S. Walker Hall	Y	N	N	26058
UF	196601	1	MAIN CAMPUS	742	Comm & Neuro Sci Surge #5	Y	N	N	3007
UF	200603	3201	NORTH FLORIDA REC MARIANNA	8035	Commodity Barn	Y	N	N	2960
UF	194601	1	MAIN CAMPUS	60	Communication/Extension Annex	Y	N	N	8285
UF	201407	5402	ORDWAY-SWISHER BIOLOGICAL STATION MELROSE	2241	Communications Tower	Y	N	N	90
UF	197501	1	MAIN CAMPUS	203	Communicore	Y	N	N	336591
UF	198101	1	MAIN CAMPUS	35	Computer Power Supply	Y	N	N	900
UF	198601	1	MAIN CAMPUS	42	Computer Sciences/Engineering	Y	N	N	119961
UF	196801	1	MAIN CAMPUS	1047	Condensate Pump House	N	N	N	144
UF	200012	5001	EVERGLADES REC BELLE GLADE	7404	Conference Center	Y	N	N	7193
UF	198801	5501	HASTINGS REC NW	8713	Conference Center	Y	Y	N	743
UF	200107	6101	NORTH FLORIDA REC LIVE OAK	8329	Conference Facility	Y	Y	N	3000
UF	192901	1	MAIN CAMPUS	78	Conferences and Institutes	Y	N	N	4426
UF	198701	1304	TROPICAL REC HOMESTEAD	8280	Conover Walkway	Y	N	Y	800
UF	195501	4001	4H CAMP CHERRY LAKE MADISON	9215	Control Cottage	Y	N	N	610
UF	195501	4001	4H CAMP CHERRY LAKE MADISON	9227	Control Cottage	Y	N	N	870
UF	195501	4001	4H CAMP CHERRY LAKE MADISON	9226	Control Cottage	Y	N	N	870
UF	198201	4801	MID FLORIDA REC APOPKA	4017	Cooler Building	Y	N	N	2711
UF	200701	5502	CITY OF ST. AUGUSTINE	3918	Coquina Warehouse	Y	N	N	2270
UF	195801	1	MAIN CAMPUS	277	Corry	Y	N	N	10910
UF	195901	1	MAIN CAMPUS	288	Corry	Y	N	N	18410
UF	195801	1	MAIN CAMPUS	276	Corry	Y	N	N	6920
UF	195501	1	MAIN CAMPUS	289	Corry	Y	N	N	18410
UF	195801	1	MAIN CAMPUS	283	Corry	Y	N	N	10910
UF	195801	1	MAIN CAMPUS	279	Corry	Y	N	N	10910
UF	195801	1	MAIN CAMPUS	284	Corry	Y	N	N	10910
UF	195801	1	MAIN CAMPUS	282	Corry	Y	N	N	10910
UF	195801	1	MAIN CAMPUS	281	Corry	Y	N	N	10910
UF	195801	1	MAIN CAMPUS	278	Corry	Y	N	N	10910

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UF	195801	1	MAIN CAMPUS	280	Corry	Y	N	N	10910
UF	195801	1	MAIN CAMPUS	286	Corry	Y	N	N	10910
UF	195801	1	MAIN CAMPUS	285	Corry	Y	N	N	10910
UF	201204	1	MAIN CAMPUS	287	Corry Village Commons	Y	N	N	12683
UF	199401	6801	Preservation Institute, MASSACHUSETTS	2602	Cottage	Y	N	N	530
UF	199401	6801	Preservation Institute, MASSACHUSETTS	2604	Cottage	Y	N	N	530
UF	199401	6801	Preservation Institute, MASSACHUSETTS	2603	Cottage	Y	N	N	530
UF	201309	5402	ORDWAY-SWISHER BIOLOGICAL STATION MELROSE	2235	Cottage (Bell)	Y	N	N	1400
UF	201205	5402	ORDWAY-SWISHER BIOLOGICAL STATION MELROSE	2230	Cottage (Cofrin)	Y	Y	N	1938
UF	201002	1	MAIN CAMPUS	81	Counseling And Wellness Center	Y	N	N	23635
UF	199305	1	MAIN CAMPUS	1018	Courteis Equine Teaching Hosp	Y	N	N	60463
UF	201002	1	MAIN CAMPUS	169	Criser CIB	Y	N	N	264
UF	196801	1	MAIN CAMPUS	152	Crops And Soils Field Lab	Y	N	N	2090
UF	197901	1	MAIN CAMPUS	48	Cwp #1 Weil Cooling Towers	Y	N	N	7964
UF	199502	1	MAIN CAMPUS	1054	Cwp #5 Mccarty Cooling Towers	Y	N	N	8007
UF	201508	1	MAIN CAMPUS	86	Cypress Hall Student Housing	Y	N	N	85155
UF	195601	1	MAIN CAMPUS	495	Dan McCarty Hall A	Y	N	N	66949
UF	195601	1	MAIN CAMPUS	496	Dan McCarty Hall B	Y	N	N	44695
UF	195601	1	MAIN CAMPUS	497	Dan McCarty Hall C	Y	N	N	32079
UF	195601	1	MAIN CAMPUS	498	Dan McCarty Hall D	Y	N	N	63454
UF	198101	1	MAIN CAMPUS	29	David Stuzin Hall	Y	N	N	59799
UF	199103	1	MAIN CAMPUS	170	Davis Cancer Pavilion	Y	N	N	129999
UF	200701	5502	CITY OF ST. AUGUSTINE	3920	De Hita House	Y	N	N	638
UF	200701	5502	CITY OF ST. AUGUSTINE	3901	De Mesa Sanchez House	Y	N	N	4039
UF	197501	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	919	Dehorning Facility (Hague)	Y	Y	N	310
UF	196601	1	MAIN CAMPUS	423	Delta Chi	Y	N	N	8217
UF	195501	1	MAIN CAMPUS	411	Delta Delta Delta	Y	N	N	24705
UF	195201	1	MAIN CAMPUS	407	Delta Gamma	Y	N	N	19942
UF	196301	1	MAIN CAMPUS	657	Delta Phi Epsilon	Y	N	N	13895
UF	-	1	MAIN CAMPUS	3317	Delta Tau Delta	Y	N	N	35400
UF	-	1	MAIN CAMPUS	3388	Delta Upsilon	Y	N	N	20800
UF	200408	1	MAIN CAMPUS	903	Delta Zeta	Y	N	N	16345
UF	201201	601	FT LAUDERDALE REC	5010	Demonstration Facility	Y	Y	N	1296
UF	197501	1	MAIN CAMPUS	205	Dental Science	Y	N	N	499630
UF	200604	1	MAIN CAMPUS	165	Deriso Hall	Y	N	N	11083
UF	196501	1	MAIN CAMPUS	300	Diamond	Y	N	N	12180
UF	196501	1	MAIN CAMPUS	305	Diamond	Y	N	N	5969
UF	196501	1	MAIN CAMPUS	303	Diamond	Y	N	N	18310
UF	196501	1	MAIN CAMPUS	297	Diamond	Y	N	N	12180
UF	196501	1	MAIN CAMPUS	306	Diamond	Y	N	N	18310
UF	196501	1	MAIN CAMPUS	299	Diamond	Y	N	N	12180
UF	196501	1	MAIN CAMPUS	298	Diamond	Y	N	N	12180
UF	196501	1	MAIN CAMPUS	307	Diamond	Y	N	N	4800
UF	196501	1	MAIN CAMPUS	304	Diamond	Y	N	N	12300
UF	196501	1	MAIN CAMPUS	296	Diamond	Y	N	N	12180
UF	196501	1	MAIN CAMPUS	301	Diamond	Y	N	N	12180
UF	196501	1	MAIN CAMPUS	302	Diamond	Y	N	N	18310
UF	199012	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7747	Diesel Pump Storage	N	N	N	80
UF	199012	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7746	Diesel Pump Storage	N	N	N	80
UF	200407	2904	GULF COAST REC BALM	5230	Diesel Pumphouse	Y	N	N	640
UF	199612	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	1332	Digestor Mechanical (Hague)	Y	Y	N	400
UF	199404	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	1133	Digestor Office (Hague)	Y	Y	N	95
UF	195501	2801	4H CAMP CLOVERLEAF LAKE PLACID	9620	Dining Hall	Y	N	N	3550
UF	195501	4001	4H CAMP CHERRY LAKE MADISON	9214	Dining Hall	Y	N	N	3300
UF	197201	4602	4H CAMP TIMPOOCHEE NICEVILLE	9317	Dining Hall	Y	N	N	7380
UF	196901	1	MAIN CAMPUS	816	Distillation Building	Y	Y	N	684
UF	195207	107	AUSTIN CARY MEMORIAL FOREST	1245	Dist Office/Div Of Forestry- ACMF	Y	Y	N	503
UF	199412	5001	EVERGLADES REC BELLE GLADE	7411	Dormitory	Y	N	N	3180
UF	198601	5301	CITRUS REC LAKE ALFRED	7171	Dormitory	Y	N	N	1850
UF	199401	6801	Preservation Institute, MASSACHUSETTS	2601	Dormitory	Y	N	N	2880
UF	195501	4602	4H CAMP TIMPOOCHEE NICEVILLE	9304	Dry Storage	Y	N	N	250
UF	200312	2001	NORTH FLORIDA REC QUINCY	7995	Dryer Building	Y	N	N	3000
UF	198801	108	BEEF UNIT MONTEOCHA	905	Drying & Grinding Bldg (Bru)	Y	Y	N	800
UF	197301	1	MAIN CAMPUS	842	Drying Building	Y	Y	N	572
UF	198001	1	MAIN CAMPUS	200	Drying Facility, Forestry	Y	Y	N	256
UF	201103	5601	INDIAN RIVER REC FT PIERCE	7377	Duck House (Zoo)	Y	Y	N	256
UF	193901	1	MAIN CAMPUS	134	Duncan U. Fletcher Hall	Y	N	N	50500
UF	199912	1	MAIN CAMPUS	1173	EH&S Fumigation Chamber	N	N	N	35
UF	199912	1	MAIN CAMPUS	1174	EH&S Fumigation Storage	N	N	N	77
UF	199912	1	MAIN CAMPUS	1177	EH&S Pest Control Storage	N	N	N	190
UF	196501	1	MAIN CAMPUS	683	EH&S Program Support Building	N	N	N	4376
UF	197501	1	MAIN CAMPUS	836	EH&S Storage	Y	N	N	290
UF	194901	1	MAIN CAMPUS	179	EHS Administrative Offices	Y	N	N	13250
UF	201407	5402	ORDWAY-SWISHER BIOLOGICAL STATION MELROSE	2220	EQUIPMENT STORAGE	Y	Y	N	3013
UF	197601	1	MAIN CAMPUS	153	Earl and Christy Powell Hall	Y	N	N	23324
UF	195301	1	MAIN CAMPUS	127	Earl and Christy Powell University House	Y	N	N	10262
UF	194601	1	MAIN CAMPUS	856	Earle B. Phelps Lab	Y	N	N	9877
UF	201006	16	EASTSIDE CAMPUS	1628	East Campus Office Building	Y	N	N	83526
UF	201301	16	EASTSIDE CAMPUS	1629	East Campus Utility Yard	Y	N	N	10359
UF	196101	1	MAIN CAMPUS	592	East Hall	Y	N	N	44230
UF	199804	11	EASTSIDE COMMUNITY PRACTICE	1147	Eastside Clinic	Y	N	N	15855
UF	195701	1	MAIN CAMPUS	941	Editorial Publications Storage	Y	Y	N	2860
UF	193901	107	AUSTIN CARY MEMORIAL FOREST	137	Education Bldg, Forestry- ACMF	Y	Y	N	1251

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UF	198801	1304	TROPICAL REC HOMESTEAD	8260	Educational Support Building	Y	Y	N	3070
UF	200603	2904	GULF COAST REC BALM	5233	Electric Pump House	N	N	N	160
UF	200401	2904	GULF COAST REC BALM	5231	Electric Pumphouse	Y	N	N	736
UF	197701	1304	TROPICAL REC HOMESTEAD	8242	Electrical Vault	Y	Y	N	300
UF	196401	1	MAIN CAMPUS	668	Electronic Communications Lab	Y	N	N	5654
UF	199108	1	MAIN CAMPUS	465	Elmore Hall For Admin Services	Y	N	N	18091
UF	200912	1	MAIN CAMPUS	1377	Emerging Pathogens Institute	Y	N	N	93018
UF	200208	1	MAIN CAMPUS	261	Emerson Alumni Hall	Y	N	N	62129
UF	199701	1	MAIN CAMPUS	33	Engineering	Y	N	N	142093
UF	200301	1	MAIN CAMPUS	1124	Engineering Clock Tower	Y	N	N	81
UF	198501	1	MAIN CAMPUS	760	Engineering Design Building	N	N	N	2880
UF	199601	1	MAIN CAMPUS	1107	Engineering Walkways	Y	N	Y	1720
UF	199605	1	MAIN CAMPUS	40	Enterprise Infrastructure and Operations Generator	Y	N	N	350
UF	198701	1304	TROPICAL REC HOMESTEAD	8256	Entomology Building	Y	N	N	2888
UF	197501	2001	NORTH FLORIDA REC QUINCY	7990	Entomology Building	Y	N	N	2160
UF	196001	1	MAIN CAMPUS	619	Entomology Field Laboratory	Y	N	N	830
UF	199202	1	MAIN CAMPUS	1270	Entomology Greenhouse	Y	Y	N	180
UF	201202	1	MAIN CAMPUS	1299	Entomology Greenhouse	Y	Y	N	648
UF	201202	1	MAIN CAMPUS	1298	Entomology Greenhouse	Y	Y	N	648
UF	197101	1	MAIN CAMPUS	946	Entomology Implement Shed	Y	Y	N	960
UF	201007	4801	MID FLORIDA REC APOPKA	4050	Entomology Rearing Facility	Y	Y	N	4182
UF	199601	1	MAIN CAMPUS	1358	Entomology Shadehouse, North	Y	N	N	1200
UF	199601	1	MAIN CAMPUS	1359	Entomology Shadehouse, South	Y	N	N	1200
UF	197301	1	MAIN CAMPUS	346	Entomology Shop	Y	Y	N	1631
UF	196801	1304	TROPICAL REC HOMESTEAD	8235	Entomology-Pathology Building	Y	N	N	5505
UF	198601	1	MAIN CAMPUS	243	Environmental Biotech. Lab	Y	Y	N	2138
UF	200106	1	MAIN CAMPUS	1356	Environmental Hort Support	Y	N	N	2400
UF	198201	1	MAIN CAMPUS	246	Environmental Microbiology	Y	Y	N	2661
UF	199705	5301	CITRUS REC LAKE ALFRED	7107	Environmental Quality Lab	Y	Y	N	4000
UF	199505	1	MAIN CAMPUS	1231	Environmental Soil Bin	Y	Y	N	210
UF	199102	1	MAIN CAMPUS	1265	Environmental Stress Lab	Y	N	N	4000
UF	197601	4801	MID FLORIDA REC APOPKA	4012	Environmental Testing	Y	Y	N	2882
UF	198912	1	MAIN CAMPUS	1020	Equine Barn A	Y	N	N	8371
UF	198912	1	MAIN CAMPUS	1021	Equine Barn B	Y	N	N	8894
UF	201403	1	MAIN CAMPUS	1025	Equine Sports Performance Arena	Y	N	N	13321
UF	201512	6101	NORTH FLORIDA REC LIVE OAK	8309	Equipment Building	Y	Y	N	252
UF	195101	5701	WEST FLORIDA REC JAY	8410	Equipment Shop	Y	Y	N	2960
UF	198301	1	MAIN CAMPUS	812	Equipment Storage	N	N	N	100
UF	198501	1	MAIN CAMPUS	238	Equipment Storage	Y	Y	N	2504
UF	198401	1	MAIN CAMPUS	914	Equipment Storage	Y	Y	N	1804
UF	199901	1	MAIN CAMPUS	1247	Equipment Storage	Y	Y	N	3200
UF	198012	1	MAIN CAMPUS	97	Equipment Storage	Y	Y	N	520
UF	195207	108	BEEF UNIT MONTEOCHA	196	Equipment Storage	Y	Y	N	2963
UF	196301	108	BEEF UNIT MONTEOCHA	646	Equipment Storage	Y	Y	N	3923
UF	195301	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	438	Equipment Storage	Y	N	N	8047
UF	201601	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	1388	Equipment Storage	Y	Y	N	3200
UF	200103	120	BOSTON FARM/SANTA FE RIVER RANCH	1310	Equipment Storage	Y	N	N	11250
UF	199812	120	BOSTON FARM/SANTA FE RIVER RANCH	1308	Equipment Storage	Y	Y	N	1750
UF	201209	601	FT LAUDERDALE REC	5013	Equipment Storage	N	N	N	360
UF	199612	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7725	Equipment Storage	Y	Y	N	12000
UF	201508	1901	APALACHICOLA	1903	Equipment Storage	Y	N	N	638
UF	199601	2001	NORTH FLORIDA REC QUINCY	7994	Equipment Storage	Y	Y	N	1300
UF	200606	2001	NORTH FLORIDA REC QUINCY	7996	Equipment Storage	Y	N	N	3600
UF	201007	2501	RANGE CATTLE REC ONA	8114	Equipment Storage	Y	Y	N	240
UF	199001	2801	4H CAMP CLOVERLEAF LAKE PLACID	9633	Equipment Storage	N	N	N	1
UF	201605	2904	GULF COAST REC BALM	5223	Equipment Storage	Y	N	N	13000
UF	200402	2904	GULF COAST REC BALM	5204	Equipment Storage	Y	N	N	12000
UF	198001	3101	FL MEDICAL ENTOMOLOGY LAB VERO BEACH	4254	Equipment Storage	Y	Y	N	230
UF	198001	3101	FL MEDICAL ENTOMOLOGY LAB VERO BEACH	4243	Equipment Storage	Y	Y	N	395
UF	200312	3201	NORTH FLORIDA REC MARIANNA	8031	Equipment Storage	Y	N	N	6000
UF	200108	3201	NORTH FLORIDA REC MARIANNA	8030	Equipment Storage	Y	N	N	4000
UF	200103	4202	PLANT SCIENCE RESEARCH & EDUCATION UNIT CITRA	7508	Equipment Storage	Y	N	N	11958
UF	201106	4202	PLANT SCIENCE RESEARCH & EDUCATION UNIT CITRA	7526	Equipment Storage	Y	Y	N	12000
UF	200103	4202	PLANT SCIENCE RESEARCH & EDUCATION UNIT CITRA	7509	Equipment Storage	Y	N	N	11980
UF	200210	4202	PLANT SCIENCE RESEARCH & EDUCATION UNIT CITRA	7506	Equipment Storage	Y	N	N	11886
UF	199912	4602	4H CAMP TIMPOOCHEE NICEVILLE	9341	Equipment Storage	Y	N	N	52
UF	200206	4801	MID FLORIDA REC APOPKA	4034	Equipment Storage	Y	N	N	4000
UF	200107	4801	MID FLORIDA REC APOPKA	4032	Equipment Storage	Y	N	N	5400
UF	200802	5001	EVERGLADES REC BELLE GLADE	7441	Equipment Storage	Y	Y	N	2500
UF	196901	5001	EVERGLADES REC BELLE GLADE	7474	Equipment Storage	Y	Y	N	5900
UF	200001	5001	EVERGLADES REC BELLE GLADE	7477	Equipment Storage	Y	Y	N	2120
UF	201412	5301	CITRUS REC LAKE ALFRED	7131	Equipment Storage	Y	N	N	210
UF	200207	5301	CITRUS REC LAKE ALFRED	7194	Equipment Storage	Y	N	N	11500
UF	201112	5301	CITRUS REC LAKE ALFRED	7111	Equipment Storage	N	N	N	48
UF	201106	5301	CITRUS REC LAKE ALFRED	7108	Equipment Storage	Y	Y	N	520
UF	201402	5402	ORDWAY-SWISHER BIOLOGICAL STATION MELROSE	2216	Equipment Storage	Y	Y	N	3022
UF	200306	5601	INDIAN RIVER REC FT PIERCE	7346	Equipment Storage	N	N	N	3750
UF	197801	5601	INDIAN RIVER REC FT PIERCE	7318	Equipment Storage	Y	Y	N	2250
UF	201204	5701	WEST FLORIDA REC JAY	8413	Equipment Storage	Y	Y	N	144
UF	201508	5701	WEST FLORIDA REC JAY	8420	Equipment Storage	Y	N	N	120
UF	200512	5701	WEST FLORIDA REC JAY	8461	Equipment Storage	Y	Y	N	4800
UF	196201	5701	WEST FLORIDA REC JAY	8423	Equipment Storage	Y	Y	N	3600

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UF	201204	5701	WEST FLORIDA REC JAY	8414	Equipment Storage	Y	Y	N	100
UF	200706	5701	WEST FLORIDA REC JAY	8477	Equipment Storage	Y	N	N	3998
UF	201112	6101	NORTH FLORIDA REC LIVE OAK	8303	Equipment Storage	N	N	N	5400
UF	201103	5601	INDIAN RIVER REC FT PIERCE	7390	Equipment Storage (Fta)	Y	Y	N	2400
UF	201103	5601	INDIAN RIVER REC FT PIERCE	7392	Equipment Storage (Fta)	Y	Y	N	7500
UF	199512	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	629	Equipment Storage (Hague)	Y	Y	N	6860
UF	198501	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	761	Equipment Storage (Hague)	Y	Y	N	2026
UF	199803	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	1343	Equipment Storage (Hague)	Y	N	N	6000
UF	199406	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	482	Equipment Storage (Mlthpr)	Y	Y	N	540
UF	196801	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	472	Equipment Storage (Mlthpr)	Y	Y	N	3104
UF	195501	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	479	Equipment Storage (Mlthpr)	Y	Y	N	4966
UF	198910	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	873	Equipment Storage (Mlthpr)	Y	Y	N	4001
UF	199605	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	1256	Equipment Storage (Mlthpr)	Y	Y	N	5000
UF	197501	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	792	Equipment Storage (Mlthpr)	Y	Y	N	840
UF	199012	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	1396	Equipment Storage (Mlthpr)	Y	Y	N	1616
UF	201105	5402	ORDWAY-SWISHER BIOLOGICAL STATION MELROSE	2209	Equipment Storage (Wodey)	Y	Y	N	792
UF	201105	5402	ORDWAY-SWISHER BIOLOGICAL STATION MELROSE	2208	Equipment Storage (Wodey)	Y	Y	N	960
UF	198701	1304	TROPICAL REC HOMESTEAD	8259	Equipment Storage / Office	Y	N	N	5310
UF	200201	5402	ORDWAY-SWISHER BIOLOGICAL STATION MELROSE	2201	Equipment Storage / Office	Y	N	N	5247
UF	196401	1304	TROPICAL REC HOMESTEAD	8226	Equipment Storage Bldg	Y	Y	N	4400
UF	201012	4202	PLANT SCIENCE RESEARCH & EDUCATION UNIT CITRA	7501	Equipment Storage Bldg	Y	Y	N	408
UF	201410	1	MAIN CAMPUS	957	Equipment Storage Building	Y	Y	N	630
UF	200902	2801	4H CAMP CLOVERLEAF LAKE PLACID	9631	Equipment Storage Building	Y	Y	N	160
UF	201505	2903	TROPICAL AQUACULTURE LAB RUSKIN	9411	Equipment Storage Building	Y	Y	N	2720
UF	197001	3201	NORTH FLORIDA REC MARIANNA	8005	Equipment Storage Building	Y	Y	N	2400
UF	197401	3201	NORTH FLORIDA REC MARIANNA	8011	Equipment Storage Building	Y	Y	N	2840
UF	200903	4602	4H CAMP TIMPOOCHEE NICEVILLE	9345	Equipment Storage Building	Y	Y	N	192
UF	201508	5301	CITRUS REC LAKE ALFRED	7129	Equipment Storage Building	Y	N	N	280
UF	200210	5601	INDIAN RIVER REC FT PIERCE	7345	Equipment Storage Building	Y	Y	N	1800
UF	201508	4202	PLANT SCIENCE RESEARCH & EDUCATION UNIT CITRA	7531	Equipment Storage building	Y	N	N	12000
UF	199207	107	AUSTIN CARY MEMORIAL FOREST	1246	Equipment Storage, Forestry-Acmf	Y	Y	N	580
UF	195401	107	AUSTIN CARY MEMORIAL FOREST	453	Equipment Storage, Forestry-Acmf	Y	Y	N	1672
UF	200007	4202	PLANT SCIENCE RESEARCH & EDUCATION UNIT CITRA	7503	Equipment Storage/ Mix-Load Bldg	Y	N	N	12019
UF	200212	5301	CITRUS REC LAKE ALFRED	7193	Equipment Storage/Growth Room	Y	N	N	9000
UF	200406	5601	INDIAN RIVER REC FT PIERCE	7343	Exotic/Aquatic Plant Quarantine	Y	N	N	19783
UF	194701	1	MAIN CAMPUS	57	Facilities Office	Y	N	N	877
UF	194801	1	MAIN CAMPUS	124	Facilities Office	Y	N	N	12191
UF	196601	1	MAIN CAMPUS	700	Facilities Services Administration	Y	N	N	12147
UF	196601	1	MAIN CAMPUS	703	Facilities Services Building Services	Y	N	N	5357
UF	196601	1	MAIN CAMPUS	705	Facilities Services Central Stores	Y	N	N	24075
UF	195301	1	MAIN CAMPUS	806	Facilities Services Electrical Storage	Y	N	N	830
UF	196901	1	MAIN CAMPUS	707	Facilities Services Garage North	Y	N	N	2253
UF	196901	1	MAIN CAMPUS	708	Facilities Services Garage South	Y	N	N	2392
UF	196601	1	MAIN CAMPUS	704	Facilities Services Grounds	Y	N	N	5528
UF	199605	1	MAIN CAMPUS	809	Facilities Services Grounds Admin.	Y	N	N	2203
UF	196501	1	MAIN CAMPUS	835	Facilities Services Grounds Storage	N	N	N	141
UF	197101	1	MAIN CAMPUS	701	Facilities Services Human Resources	Y	N	N	1921
UF	196601	1	MAIN CAMPUS	702	Facilities Services Maintenance	Y	N	N	39880
UF	198006	1	MAIN CAMPUS	807	Facilities Services Masonry Shop	N	N	N	1990
UF	199407	1	MAIN CAMPUS	706	Facilities Services Motor Pool	Y	N	N	9806
UF	199304	1	MAIN CAMPUS	794	Facilities Services Storage #1	Y	N	N	2000
UF	199408	1	MAIN CAMPUS	850	Facilities Services Storage #2	Y	N	N	2169
UF	197807	1	MAIN CAMPUS	546	Facilities Services Storage #2	Y	N	N	4868
UF	198101	1	MAIN CAMPUS	709	Facilities Services Storage #3	N	N	N	1403
UF	197901	1	MAIN CAMPUS	270	Facilities Services Training Trlr	N	N	N	1097
UF	198908	1	MAIN CAMPUS	804	Facilities Services Vehicle Wash/Lube Station	Y	N	N	205
UF	200812	2501	RANGE CATTLE REC ONA	8153	Faculty / Equipment Storage	Y	Y	N	9000
UF	199112	1602	HSC - JACKSONVILLE	2215	Faculty Clinic Building - T28	Y	N	N	23142
UF	198501	3201	NORTH FLORIDA REC MARIANNA	8019	Farm Equipment Bldg	Y	Y	N	2400
UF	198801	2001	NORTH FLORIDA REC QUINCY	7981	Farm Equipment Storage	Y	Y	N	4500
UF	197001	4201	EQUINE SCIENCES CENTER LOWELL	7200	Farm Manager Residence	Y	N	N	1170
UF	200109	5504	HASTINGS REC SE	8704	Farm Operations Bldg (farm)	Y	N	N	5005
UF	200109	2001	NORTH FLORIDA REC QUINCY	7919	Farm Operations Facility	Y	N	N	9250
UF	201806	106	BEEF TEACHING UNIT SAND HILL	884	Farm Operations/Conference	Y	N	N	10127
UF	200601	2904	GULF COAST REC BALM	5205	Farm Worker Residence	Y	N	N	812

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UF	201009	601	FT LAUDERDALE REC	5080	Fau Bc90	Y	N	N	10295
UF	201003	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	854	Feed Barn (Hague)	Y	Y	N	21400
UF	200706	3201	NORTH FLORIDA REC MARIANNA	8037	Feed Efficiency Equipment Storage	Y	Y	N	12000
UF	200810	3201	NORTH FLORIDA REC MARIANNA	8039	Feed Efficiency Office	Y	Y	N	237
UF	200406	3201	NORTH FLORIDA REC MARIANNA	8033	Feed Facility	Y	N	N	24000
UF	200112	120	BOSTON FARM/SANTA FE RIVER RANCH	1367	Feed Grain Bin	Y	N	N	113
UF	195801	2501	RANGE CATTLE REC ONA	8126	Feed Mill	Y	Y	N	5000
UF	199301	3201	NORTH FLORIDA REC MARIANNA	8013	Feed Mill	Y	Y	N	1850
UF	196501	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	690	Feed Storage Building (Hague)	Y	Y	N	4900
UF	199006	108	BEEF UNIT MONTEOCHA	1280	Feeding Barn	Y	Y	N	9000
UF	200707	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	828	Feeding Barn (Hague)	Y	Y	N	17500
UF	201507	5402	ORDWAY-SWISHER BIOLOGICAL STATION MELROSE	2285	Fennel Cottage	Y	N	N	1286
UF	197801	1	MAIN CAMPUS	976	Fertilizer Storage	Y	Y	N	483
UF	200010	601	FT LAUDERDALE REC	5038	Fertilizer Storage	Y	N	N	720
UF	195301	2501	RANGE CATTLE REC ONA	8121	Fertilizer Storage	Y	Y	N	840
UF	200306	4202	PLANT SCIENCE RESEARCH & EDUCATION UNIT CITRA	7516	Fertilizer Storage	Y	N	N	720
UF	198401	5001	EVERGLADES REC BELLE GLADE	7488	Fertilizer Storage	Y	Y	N	2050
UF	200504	5701	WEST FLORIDA REC JAY	8459	Fertilizer Storage	N	N	N	288
UF	196001	6101	NORTH FLORIDA REC LIVE OAK	8310	Fertilizer Storage	Y	Y	N	700
UF	200210	5601	INDIAN RIVER REC FT PIERCE	7344	Fertilizer/Chemical Storage Bldg	Y	Y	N	800
UF	199507	1	MAIN CAMPUS	1076	Fiber Hut Aero	Y	N	N	160
UF	200606	1	MAIN CAMPUS	500	Fiber Hut CSE	Y	N	N	220
UF	200507	16	EASTSIDE CAMPUS	1627	Fiber Hut Eastside Campus	Y	N	N	264
UF	200506	1	MAIN CAMPUS	437	Fiber Hut Elmore	Y	N	N	264
UF	200312	1	MAIN CAMPUS	730	Fiber Hut Ffield	Y	N	N	220
UF	200301	1	MAIN CAMPUS	180	Fiber Hut MAE	Y	N	N	220
UF	199504	1	MAIN CAMPUS	1048	Fiber Hut Mowry	Y	N	N	160
UF	201705	1	MAIN CAMPUS	503	Field & Fork Storage	Y	N	N	700
UF	194701	5501	HASTINGS REC NW	8705	Field Bldg	Y	Y	N	2400
UF	199712	2903	TROPICAL AQUACULTURE LAB RUSKIN	9404	Field Building	N	N	N	800
UF	199512	4801	MID FLORIDA REC APOPKA	4029	Field Building	Y	Y	N	1380
UF	195401	5001	EVERGLADES REC BELLE GLADE	7457	Field Building	Y	Y	N	1900
UF	201508	6101	NORTH FLORIDA REC LIVE OAK	8307	Field Building	Y	N	N	263
UF	199802	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	1339	Field Building (Forage)	Y	N	N	5600
UF	195701	1	MAIN CAMPUS	935	Field Lab	Y	N	N	1547
UF	199304	1	MAIN CAMPUS	851	Field Lab, Forestry	N	N	N	355
UF	196801	1	MAIN CAMPUS	191	Field Lab, Forestry	Y	Y	N	1411
UF	193901	107	AUSTIN CARY MEMORIAL FOREST	139	Field Lab, Forestry-Acmf	N	N	N	1140
UF	197901	107	AUSTIN CARY MEMORIAL FOREST	143	Field Lab/Storage, Forestry-Acmf	N	N	N	800
UF	193901	107	AUSTIN CARY MEMORIAL FOREST	140	Field Lab/Storage, Forestry-Acmf	N	N	N	1014
UF	198701	107	AUSTIN CARY MEMORIAL FOREST	926	Field Lab/Tank, Forestry-Acmf	Y	N	N	720
UF	197001	601	FT LAUDERDALE REC	5011	Field Laboratory	Y	N	N	940
UF	200610	2501	RANGE CATTLE REC ONA	8151	Field Research Support	Y	N	N	9600
UF	200506	4202	PLANT SCIENCE RESEARCH & EDUCATION UNIT CITRA	7519	Field Research Support	Y	N	N	15000
UF	200507	5701	WEST FLORIDA REC JAY	8458	Field Research Support	Y	N	N	6000
UF	198301	1	MAIN CAMPUS	829	Field Storage	N	N	N	112
UF	198101	601	FT LAUDERDALE REC	5021	Field Storage	Y	Y	N	3150
UF	199306	3201	NORTH FLORIDA REC MARIANNA	8036	Field Storage	Y	N	N	4200
UF	199412	5001	EVERGLADES REC BELLE GLADE	7408	Field Storage	Y	Y	N	360
UF	199412	5001	EVERGLADES REC BELLE GLADE	7415	Field Storage	N	N	N	360
UF	199907	5601	INDIAN RIVER REC FT PIERCE	7335	Field Storage	N	N	N	200
UF	200502	5601	INDIAN RIVER REC FT PIERCE	7330	Field Storage	N	N	N	48
UF	199907	5601	INDIAN RIVER REC FT PIERCE	7334	Field Storage	N	N	N	200
UF	199907	5601	INDIAN RIVER REC FT PIERCE	7333	Field Storage	N	N	N	200
UF	199807	5601	INDIAN RIVER REC FT PIERCE	7337	Field Storage	N	N	N	200
UF	200502	5601	INDIAN RIVER REC FT PIERCE	7326	Field Storage	N	N	N	80
UF	199807	5601	INDIAN RIVER REC FT PIERCE	7339	Field Storage	N	N	N	200
UF	200502	5601	INDIAN RIVER REC FT PIERCE	7327	Field Storage	N	N	N	80
UF	195101	5601	INDIAN RIVER REC FT PIERCE	7307	Field Storage	Y	N	N	2360
UF	200012	5601	INDIAN RIVER REC FT PIERCE	7336	Field Storage	N	N	N	200
UF	199806	5601	INDIAN RIVER REC FT PIERCE	7338	Field Storage	N	N	N	200
UF	200306	5601	INDIAN RIVER REC FT PIERCE	7356	Field Storage	Y	Y	N	200
UF	200502	5601	INDIAN RIVER REC FT PIERCE	7328	Field Storage	N	N	N	80
UF	200502	5601	INDIAN RIVER REC FT PIERCE	7329	Field Storage	N	N	N	48
UF	195801	6101	NORTH FLORIDA REC LIVE OAK	8308	Field Storage	Y	Y	N	1800
UF	200306	6101	NORTH FLORIDA REC LIVE OAK	8332	Field Storage	Y	Y	N	160
UF	200305	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	1239	Field Storage (Milhpr)	N	N	N	96
UF	200307	5301	CITRUS REC LAKE ALFRED	7197	Field Storage Building	Y	N	N	160
UF	196701	1	MAIN CAMPUS	71	Field Support	Y	Y	N	3766
UF	200603	1	MAIN CAMPUS	916	Field Support	N	N	N	240
UF	200103	4202	PLANT SCIENCE RESEARCH & EDUCATION UNIT CITRA	7510	Field Support	Y	N	N	15000
UF	200606	4202	PLANT SCIENCE RESEARCH & EDUCATION UNIT CITRA	7521	Field Support	Y	N	N	2000
UF	200706	5701	WEST FLORIDA REC JAY	8478	Field Support	Y	N	N	8438
UF	200205	5701	WEST FLORIDA REC JAY	8456	Field Support	Y	N	N	8409
UF	195901	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	583	Field Support (Milhpr)	Y	Y	N	1994
UF	198001	3101	FL MEDICAL ENTOMOLOGY LAB VERO BEACH	4253	Field Support Bldg	Y	Y	N	320
UF	201102	2001	NORTH FLORIDA REC QUINCY	7911	Field Support Building	Y	Y	N	600
UF	200912	2501	RANGE CATTLE REC ONA	8113	Field Support Building	Y	Y	N	600
UF	200312	5301	CITRUS REC LAKE ALFRED	7196	Field Support Building	Y	N	N	4000
UF	196401	1	MAIN CAMPUS	597	Fine Arts A	Y	N	N	30353
UF	196401	1	MAIN CAMPUS	598	Fine Arts B	Y	N	N	12839
UF	196401	1	MAIN CAMPUS	599	Fine Arts C	Y	N	N	79623
UF	197901	1	MAIN CAMPUS	269	Fine Arts D	Y	N	N	29508
UF	196401	1	MAIN CAMPUS	1101	Fine Arts Walkway	Y	N	Y	1732
UF	199001	107	AUSTIN CARY MEMORIAL FOREST	404	Fire Pump House	Y	Y	N	311
UF	199108	1	MAIN CAMPUS	1043	Fla. Museum Storage Shed	N	N	N	225

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Rept inst	Occupy dt	Site ID	Site Name	Bldg id	Bldg nameAscending	Permanent	Farm	Walkway	Act gross sq ft
UF	201203	1	MAIN CAMPUS	FLAV	Flavet Field	Y	N	N	1
UF	198301	1	MAIN CAMPUS	109	Finnh Pole Barn	Y	N	N	2104
UF	200701	5502	CITY OF ST. AUGUSTINE	3923	Florencia House	Y	N	N	2105
UF	200310	116	Progress Corporate Park	1380	Florida Biologix	Y	N	N	23932
UF	199109	1	MAIN CAMPUS	159	Florida Field North End Zone	Y	N	N	186560
UF	198201	1	MAIN CAMPUS	155	Florida Field South End Zone	Y	N	N	113602
UF	194901	1	MAIN CAMPUS	21	Florida Gymnasium	Y	N	N	167550
UF	201108	9	Innovation Square at UF	3440	Florida Innovation Hub At UF	Y	N	N	106000
UF	193001	1	MAIN CAMPUS	93	Florida Outdoor Pool	Y	N	N	1725
UF	198201	1	MAIN CAMPUS	236	Florida Pool Compressor Bldg	Y	N	N	197
UF	195601	1	MAIN CAMPUS	552	Florida Pool Office/Lockers	Y	N	N	1502
UF	198101	1	MAIN CAMPUS	803	Florida Sea Grant	N	N	N	2624
UF	196901	1	MAIN CAMPUS	475	Food Science & Human Nutrition	Y	N	N	44399
UF	196701	1	MAIN CAMPUS	493	Food Science Storage	Y	Y	N	800
UF	196501	1	MAIN CAMPUS	685	Food/Environ Toxicology Lab	Y	N	N	8625
UF	197501	2001	NORTH FLORIDA REC QUINCY	7991	Forage Evaluation Lab	Y	N	N	1970
UF	201004	2501	RANGE CATTLE REC ONA	8155	Forage Field Lab	Y	Y	N	2588
UF	196301	5001	EVERGLADES REC BELLE GLADE	7468	Forage Processing	Y	Y	N	2440
UF	199307	1	MAIN CAMPUS	844	Forest Stewardship	N	N	N	434
UF	198901	107	AUSTIN CARY MEMORIAL FOREST	1254	Forester Office, Forestry-Acmf	Y	Y	N	290
UF	198901	107	AUSTIN CARY MEMORIAL FOREST	1255	Forester Storage, Forestry-Acmf	Y	Y	N	60
UF	194801	1	MAIN CAMPUS	107	Forestry Resource and Conservation	Y	Y	N	3597
UF	196801	601	FT LAUDERDALE REC	5002	Forman Annex	Y	N	N	2730
UF	201205	4202	PLANT SCIENCE RESEARCH & EDUCATION UNIT CITRA	7527	Frank Stronach Plant Science Center	Y	N	N	15462
UF	195501	1	MAIN CAMPUS	474	Frazier Rogers Hall	Y	N	N	62470
UF	194801	1	MAIN CAMPUS	184	Frederick N Rhines Hall	Y	N	N	76304
UF	199211	1	MAIN CAMPUS	1264	Fruit Crops Pole Barn	Y	Y	N	4633
UF	198801	1	MAIN CAMPUS	1250	Fruit Packing	Y	N	N	2183
UF	199906	1	MAIN CAMPUS	1139	Fuel Cell Garage	Y	N	N	2035
UF	200912	5701	WEST FLORIDA REC JAY	8479	Fuel Island	Y	Y	N	921
UF	196301	1304	TROPICAL REC HOMESTEAD	8224	Fuel Storage Building	Y	Y	N	140
UF	199103	1	MAIN CAMPUS	1296	Fuel Storage Tank	Y	Y	N	855
UF	199102	108	BEEF UNIT MONTEOCHA	1294	Fuel Storage Tank (Bru)	Y	Y	N	920
UF	199101	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	1293	Fuel Storage Tank (Hague)	Y	Y	N	1132
UF	199102	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	1295	Fuel Storage Tank (Milhpr)	Y	Y	N	920
UF	201711	4202	PLANT SCIENCE RESEARCH & EDUCATION UNIT CITRA	7532	Fuel Tank Shelter	N	N	N	920
UF	199103	601	FT LAUDERDALE REC	5035	Fuel Tank Storage	Y	Y	N	1130
UF	199007	1304	TROPICAL REC HOMESTEAD	8281	Fuel Tank Storage	Y	Y	N	1132
UF	199008	2501	RANGE CATTLE REC ONA	8149	Fuel Tank Storage	Y	Y	N	1130
UF	200307	8	Art HAUS Site	3324	GRADhaus	Y	N	N	6100
UF	200701	5502	CITY OF ST. AUGUSTINE	3905	Gallegos House	Y	N	N	905
UF	194101	2501	RANGE CATTLE REC ONA	8102	Garage	Y	N	N	420
UF	193701	5501	HASTINGS REC NW	8702	Garage	Y	N	N	1080
UF	197401	108	BEEF UNIT MONTEOCHA	910	Garage (Bru)	Y	N	N	830
UF	197801	1	MAIN CAMPUS	255	Gator Band Shell	Y	N	N	2370
UF	197801	1	MAIN CAMPUS	256	Gator Bandshell Restrooms	Y	N	N	842
UF	199605	1	MAIN CAMPUS	359	Gator Corner Dining Center	Y	N	N	21696
UF	198701	1304	TROPICAL REC HOMESTEAD	8258	Gazebo	Y	Y	N	190
UF	195201	1	MAIN CAMPUS	23	Gen. James A. Van Fleet Hall	Y	N	N	20081
UF	197501	1	MAIN CAMPUS	204	General Services	Y	N	N	42832
UF	196401	1	MAIN CAMPUS	695	Generator	Y	N	N	240
UF	201808	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	1059	Generator	N	N	N	144
UF	192610	1	MAIN CAMPUS	5	George A. Smathers Library	Y	N	N	115397
UF	191209	1	MAIN CAMPUS	4	George Peabody Hall	Y	N	N	35139
UF	201609	1	MAIN CAMPUS	214	George T. Harrell, M.D. Medical Education Building	Y	N	N	109202
UF	200312	1	MAIN CAMPUS	54	Gerson Hall	Y	N	N	41736
UF	198801	1	MAIN CAMPUS	678	Golf Cart Storage	Y	N	N	3599
UF	197101	1	MAIN CAMPUS	822	Golf Club Comfort Station	Y	N	N	149
UF	196301	1	MAIN CAMPUS	821	Golf Club Workshop	Y	N	N	3975
UF	200701	5502	CITY OF ST. AUGUSTINE	3909	Gomez House	N	N	N	314
UF	200701	5502	CITY OF ST. AUGUSTINE	3921	Gonzalez House	Y	N	N	519
UF	200701	5502	CITY OF ST. AUGUSTINE	3928	Gonzalez Restrooms	N	N	N	182
UF	200701	5502	CITY OF ST. AUGUSTINE	3900	Government House	Y	N	N	23934
UF	196001	5504	HASTINGS REC SE	8706	Grading Barn (farm)	Y	Y	N	4650
UF	200403	4801	MID FLORIDA REC APOPKA	4047	Grading Facility	Y	N	N	577
UF	201005	601	FT LAUDERDALE REC	5078	Graduate Residence	Y	Y	N	2688
UF	200512	601	FT LAUDERDALE REC	5051	Graduate Residence	Y	N	N	2426
UF	200810	1304	TROPICAL REC HOMESTEAD	8268	Graduate Residence	Y	Y	N	1884
UF	200810	1304	TROPICAL REC HOMESTEAD	8269	Graduate Residence	Y	Y	N	1884
UF	200810	1304	TROPICAL REC HOMESTEAD	8270	Graduate Residence	Y	Y	N	1884
UF	200109	2001	NORTH FLORIDA REC QUINCY	7921	Graduate Residence	Y	N	N	1944
UF	200507	2903	TROPICAL AQUACULTURE LAB RUSKIN	9407	Graduate Residence	N	N	N	896
UF	200404	2904	GULF COAST REC BALM	5209	Graduate Residence	Y	N	N	2649
UF	200001	4201	EQUINE SCIENCES CENTER LOWELL	7220	Graduate Residence	N	N	N	1248
UF	201502	4201	EQUINE SCIENCES CENTER LOWELL	7201	Graduate Residence	Y	N	N	1210
UF	201705	5301	CITRUS REC LAKE ALFRED	7172	Graduate Residence	Y	N	N	2916
UF	200407	5601	INDIAN RIVER REC FT PIERCE	7357	Graduate Residence	Y	N	N	2485
UF	194801	5701	WEST FLORIDA REC JAY	8424	Graduate Residence	Y	N	N	1179
UF	196101	1	MAIN CAMPUS	589	Graham Area Office	Y	N	N	18200
UF	199108	3201	NORTH FLORIDA REC MARIANNA	8021	Grain Bin	Y	Y	N	180
UF	198201	3201	NORTH FLORIDA REC MARIANNA	8017	Grain Bin	Y	Y	N	90
UF	198401	3201	NORTH FLORIDA REC MARIANNA	8018	Grain Bin	Y	Y	N	90
UF	200301	3201	NORTH FLORIDA REC MARIANNA	8044	Grain Bin	N	Y	N	50
UF	201508	5701	WEST FLORIDA REC JAY	8418	Grain Storage Bin	Y	Y	N	63

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UF	201508	5701	WEST FLORIDA REC JAY	8419	Grain Storage Bin	Y	Y	N	63
UF	201410	2501	RANGE CATTLE REC ONA	8115	Grazinglands Education Building	Y	N	N	2218
UF	198812	5001	EVERGLADES REC BELLE GLADE	7403	Greenhouse	Y	Y	N	3476
UF	200507	1	MAIN CAMPUS	777	Greenhouse	N	N	N	960
UF	201001	1	MAIN CAMPUS	834	Greenhouse	Y	Y	N	1800
UF	199912	1	MAIN CAMPUS	1305	Greenhouse	Y	Y	N	247
UF	200111	1	MAIN CAMPUS	1354	Greenhouse	Y	Y	N	648
UF	199912	1	MAIN CAMPUS	1303	Greenhouse	Y	Y	N	247
UF	200611	1	MAIN CAMPUS	74	Greenhouse	Y	N	N	5760
UF	200102	1	MAIN CAMPUS	1362	Greenhouse	Y	Y	N	648
UF	199406	1	MAIN CAMPUS	1257	Greenhouse	Y	Y	N	113
UF	201508	1	MAIN CAMPUS	780	Greenhouse	Y	N	N	1808
UF	199912	1	MAIN CAMPUS	1306	Greenhouse	Y	Y	N	247
UF	199912	1	MAIN CAMPUS	1301	Greenhouse	Y	Y	N	247
UF	192901	1	MAIN CAMPUS	46	Greenhouse	Y	N	N	3027
UF	200001	1	MAIN CAMPUS	799	Greenhouse	Y	N	N	1010
UF	200411	1	MAIN CAMPUS	776	Greenhouse	Y	Y	N	960
UF	199912	1	MAIN CAMPUS	1304	Greenhouse	Y	Y	N	247
UF	200102	1	MAIN CAMPUS	1360	Greenhouse	Y	Y	N	648
UF	192701	1	MAIN CAMPUS	44	Greenhouse	Y	N	N	2804
UF	200102	1	MAIN CAMPUS	1361	Greenhouse	Y	Y	N	648
UF	201608	1	MAIN CAMPUS	1223	Greenhouse	Y	N	N	9893
UF	201002	1	MAIN CAMPUS	624	Greenhouse	Y	Y	N	1296
UF	200107	1	MAIN CAMPUS	1364	Greenhouse	Y	N	N	2916
UF	200210	1	MAIN CAMPUS	1363	Greenhouse	Y	Y	N	8756
UF	199912	1	MAIN CAMPUS	1302	Greenhouse	Y	Y	N	247
UF	200511	1	MAIN CAMPUS	975	Greenhouse	Y	N	N	1544
UF	200907	601	FT LAUDERDALE REC	5075	Greenhouse	Y	Y	N	10585
UF	196801	601	FT LAUDERDALE REC	5005	Greenhouse	Y	Y	N	610
UF	200907	601	FT LAUDERDALE REC	5074	Greenhouse	Y	Y	N	3025
UF	196801	601	FT LAUDERDALE REC	5004	Greenhouse	Y	Y	N	610
UF	200907	601	FT LAUDERDALE REC	5072	Greenhouse	Y	Y	N	2989
UF	201901	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7757	Greenhouse	Y	Y	N	5160
UF	199108	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7717	Greenhouse	Y	Y	N	1980
UF	200812	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7752	Greenhouse	Y	Y	N	162
UF	201212	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7704	Greenhouse	Y	Y	N	2820
UF	196301	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7708	Greenhouse	Y	Y	N	660
UF	201708	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7756	Greenhouse	N	Y	N	4640
UF	199008	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7715	Greenhouse	Y	Y	N	3500
UF	200812	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7754	Greenhouse	Y	Y	N	162
UF	200812	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7755	Greenhouse	Y	Y	N	162
UF	199612	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7722	Greenhouse	Y	Y	N	2000
UF	201901	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7757	Greenhouse	Y	Y	N	5160
UF	201212	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7704	Greenhouse	Y	Y	N	2820
UF	196301	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7708	Greenhouse	Y	Y	N	660
UF	196501	1304	TROPICAL REC HOMESTEAD	8228	Greenhouse	Y	Y	N	440
UF	196501	1304	TROPICAL REC HOMESTEAD	8227	Greenhouse	Y	Y	N	370
UF	196801	1304	TROPICAL REC HOMESTEAD	8233	Greenhouse	Y	Y	N	230
UF	198401	1304	TROPICAL REC HOMESTEAD	8249	Greenhouse	Y	Y	N	350
UF	197601	1304	TROPICAL REC HOMESTEAD	8239	Greenhouse	Y	Y	N	3590
UF	201201	1304	TROPICAL REC HOMESTEAD	8271	Greenhouse	Y	Y	N	4868
UF	195801	1304	TROPICAL REC HOMESTEAD	8222	Greenhouse	Y	Y	N	1810
UF	198401	1304	TROPICAL REC HOMESTEAD	8251	Greenhouse	Y	Y	N	370
UF	198401	1304	TROPICAL REC HOMESTEAD	8250	Greenhouse	Y	Y	N	350
UF	200305	1304	TROPICAL REC HOMESTEAD	8262	Greenhouse	Y	Y	N	1056
UF	200305	1304	TROPICAL REC HOMESTEAD	8263	Greenhouse	Y	Y	N	1056
UF	197401	2001	NORTH FLORIDA REC QUINCY	7982	Greenhouse	Y	Y	N	1330
UF	200910	2001	NORTH FLORIDA REC QUINCY	7997	Greenhouse	Y	Y	N	2592
UF	197001	2001	NORTH FLORIDA REC QUINCY	7972	Greenhouse	Y	Y	N	650
UF	200806	2001	NORTH FLORIDA REC QUINCY	7938	Greenhouse	Y	Y	N	1440
UF	197401	2001	NORTH FLORIDA REC QUINCY	7983	Greenhouse	Y	Y	N	720
UF	200110	2001	NORTH FLORIDA REC QUINCY	7922	Greenhouse	Y	N	N	2100
UF	197401	2001	NORTH FLORIDA REC QUINCY	7984	Greenhouse	Y	Y	N	720
UF	200806	2001	NORTH FLORIDA REC QUINCY	7939	Greenhouse	Y	Y	N	1440
UF	195701	2001	NORTH FLORIDA REC QUINCY	7956	Greenhouse	Y	Y	N	200
UF	197001	2001	NORTH FLORIDA REC QUINCY	7973	Greenhouse	Y	Y	N	650
UF	195701	2001	NORTH FLORIDA REC QUINCY	7957	Greenhouse	Y	Y	N	200
UF	199502	2001	NORTH FLORIDA REC QUINCY	7905	Greenhouse	Y	Y	N	360
UF	200606	2501	RANGE CATTLE REC ONA	8152	Greenhouse	Y	Y	N	1600
UF	201112	2903	TROPICAL AQUACULTURE LAB RUSKIN	9403	Greenhouse	N	N	N	2160
UF	200810	2903	TROPICAL AQUACULTURE LAB RUSKIN	9410	Greenhouse	Y	Y	N	2160
UF	200605	2903	TROPICAL AQUACULTURE LAB RUSKIN	9409	Greenhouse	Y	Y	N	2160
UF	200403	2903	TROPICAL AQUACULTURE LAB RUSKIN	9406	Greenhouse	Y	Y	N	2160
UF	199912	2903	TROPICAL AQUACULTURE LAB RUSKIN	9405	Greenhouse	N	N	N	2100
UF	201702	2904	GULF COAST REC BALM	5224	Greenhouse	N	N	N	8784
UF	200402	2904	GULF COAST REC BALM	5212	Greenhouse	Y	N	N	8995
UF	200712	2904	GULF COAST REC BALM	5219	Greenhouse	Y	Y	N	2331
UF	200402	2904	GULF COAST REC BALM	5213	Greenhouse	Y	N	N	2234
UF	200402	2904	GULF COAST REC BALM	5215	Greenhouse	Y	N	N	8900
UF	200402	2904	GULF COAST REC BALM	5216	Greenhouse	Y	N	N	2225
UF	200402	2904	GULF COAST REC BALM	5218	Greenhouse	Y	N	N	7199
UF	200402	2904	GULF COAST REC BALM	5214	Greenhouse	Y	N	N	2234
UF	201205	2904	GULF COAST REC BALM	5221	Greenhouse	Y	Y	N	2348
UF	200402	2904	GULF COAST REC BALM	5217	Greenhouse	Y	N	N	2225
UF	200108	3201	NORTH FLORIDA REC MARIANNA	8029	Greenhouse	Y	Y	N	1800
UF	197101	3201	NORTH FLORIDA REC MARIANNA	8007	Greenhouse	Y	Y	N	710
UF	200402	4202	PLANT SCIENCE RESEARCH & EDUCATION UNIT CITRA	7517	Greenhouse	Y	N	N	3456
UF	200601	4202	PLANT SCIENCE RESEARCH & EDUCATION UNIT CITRA	7520	Greenhouse	Y	N	N	2116
UF	200306	4202	PLANT SCIENCE RESEARCH & EDUCATION UNIT CITRA	7514	Greenhouse	Y	N	N	21777
UF	200306	4202	PLANT SCIENCE RESEARCH & EDUCATION UNIT CITRA	7513	Greenhouse	Y	N	N	19760
UF	200908	4801	MID FLORIDA REC APOPKA	4052	Greenhouse	Y	Y	N	4608
UF	200306	4801	MID FLORIDA REC APOPKA	4046	Greenhouse	Y	N	N	6000
UF	200112	4801	MID FLORIDA REC APOPKA	4037	Greenhouse	N	N	N	2886

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UF	199910	4801	MID FLORIDA REC APOPKA	4025	Greenhouse	Y	Y	N	7200
UF	199912	4801	MID FLORIDA REC APOPKA	4038	Greenhouse	N	N	N	1440
UF	199910	4801	MID FLORIDA REC APOPKA	4024	Greenhouse	Y	N	N	7200
UF	201311	4801	MID FLORIDA REC APOPKA	4018	Greenhouse	Y	Y	N	9368
UF	200907	4801	MID FLORIDA REC APOPKA	4051	Greenhouse	Y	Y	N	15876
UF	200306	4801	MID FLORIDA REC APOPKA	4046	Greenhouse	Y	N	N	6000
UF	200112	4801	MID FLORIDA REC APOPKA	4036	Greenhouse	N	N	N	2880
UF	200908	4801	MID FLORIDA REC APOPKA	4052	Greenhouse	Y	Y	N	4608
UF	197701	4801	MID FLORIDA REC APOPKA	4015	Greenhouse	Y	Y	N	1680
UF	200206	4801	MID FLORIDA REC APOPKA	4035	Greenhouse	Y	Y	N	1440
UF	197701	4801	MID FLORIDA REC APOPKA	4016	Greenhouse	Y	Y	N	1680
UF	199512	4801	MID FLORIDA REC APOPKA	4028	Greenhouse	Y	Y	N	2090
UF	198301	5001	EVERGLADES REC BELLE GLADE	7490	Greenhouse	Y	Y	N	340
UF	196701	5001	EVERGLADES REC BELLE GLADE	7473	Greenhouse	Y	Y	N	730
UF	198301	5001	EVERGLADES REC BELLE GLADE	7489	Greenhouse	Y	Y	N	340
UF	200810	5001	EVERGLADES REC BELLE GLADE	7439	Greenhouse	Y	Y	N	6000
UF	200901	5001	EVERGLADES REC BELLE GLADE	7413	Greenhouse	Y	N	N	468
UF	195601	5001	EVERGLADES REC BELLE GLADE	7460	Greenhouse	Y	Y	N	650
UF	195801	5001	EVERGLADES REC BELLE GLADE	7463	Greenhouse	Y	Y	N	460
UF	198301	5001	EVERGLADES REC BELLE GLADE	7492	Greenhouse	Y	Y	N	390
UF	195101	5001	EVERGLADES REC BELLE GLADE	7485	Greenhouse	Y	N	N	468
UF	195101	5001	EVERGLADES REC BELLE GLADE	7450	Greenhouse	Y	Y	N	480
UF	198301	5001	EVERGLADES REC BELLE GLADE	7491	Greenhouse	Y	Y	N	340
UF	199505	5301	CITRUS REC LAKE ALFRED	7189	Greenhouse	Y	Y	N	528
UF	197401	5301	CITRUS REC LAKE ALFRED	7164	Greenhouse	Y	Y	N	1033
UF	198801	5301	CITRUS REC LAKE ALFRED	7176	Greenhouse	Y	Y	N	1522
UF	200510	5301	CITRUS REC LAKE ALFRED	7198	Greenhouse	Y	N	N	4550
UF	199108	5301	CITRUS REC LAKE ALFRED	7115	Greenhouse	Y	Y	N	1900
UF	198801	5301	CITRUS REC LAKE ALFRED	7179	Greenhouse	Y	Y	N	1080
UF	198901	5301	CITRUS REC LAKE ALFRED	7183	Greenhouse	Y	Y	N	1080
UF	198801	5301	CITRUS REC LAKE ALFRED	7175	Greenhouse	Y	Y	N	2214
UF	199904	5301	CITRUS REC LAKE ALFRED	7190	Greenhouse	N	N	N	3631
UF	200210	5301	CITRUS REC LAKE ALFRED	7195	Greenhouse	Y	Y	N	2908
UF	198801	5301	CITRUS REC LAKE ALFRED	7174	Greenhouse	Y	Y	N	1278
UF	201306	5301	CITRUS REC LAKE ALFRED	7113	Greenhouse	Y	Y	N	1475
UF	199505	5301	CITRUS REC LAKE ALFRED	7187	Greenhouse	Y	Y	N	520
UF	198901	5301	CITRUS REC LAKE ALFRED	7181	Greenhouse	Y	Y	N	1920
UF	199505	5301	CITRUS REC LAKE ALFRED	7186	Greenhouse	Y	Y	N	220
UF	199505	5301	CITRUS REC LAKE ALFRED	7188	Greenhouse	Y	Y	N	384
UF	198801	5301	CITRUS REC LAKE ALFRED	7180	Greenhouse	Y	Y	N	1090
UF	200102	5301	CITRUS REC LAKE ALFRED	7191	Greenhouse	Y	Y	N	2916
UF	198801	5301	CITRUS REC LAKE ALFRED	7177	Greenhouse	Y	Y	N	1080
UF	199604	5301	CITRUS REC LAKE ALFRED	7142	Greenhouse	Y	Y	N	378
UF	201405	5601	INDIAN RIVER REC FT PIERCE	7311	Greenhouse	Y	N	N	1092
UF	200812	5601	INDIAN RIVER REC FT PIERCE	7367	Greenhouse	Y	Y	N	2376
UF	201405	5601	INDIAN RIVER REC FT PIERCE	7312	Greenhouse	Y	N	N	1092
UF	201402	5601	INDIAN RIVER REC FT PIERCE	7363	Greenhouse	Y	N	N	1092
UF	200012	5601	INDIAN RIVER REC FT PIERCE	7347	Greenhouse	N	N	N	1406
UF	201402	5601	INDIAN RIVER REC FT PIERCE	7364	Greenhouse	Y	N	N	1092
UF	200401	5601	INDIAN RIVER REC FT PIERCE	7358	Greenhouse	Y	Y	N	3456
UF	198601	5601	INDIAN RIVER REC FT PIERCE	7323	Greenhouse	Y	Y	N	1350
UF	200601	5601	INDIAN RIVER REC FT PIERCE	7362	Greenhouse	Y	N	N	1440
UF	199906	5601	INDIAN RIVER REC FT PIERCE	7303	Greenhouse	Y	Y	N	4220
UF	200612	5701	WEST FLORIDA REC JAY	8462	Greenhouse	Y	N	N	1440
UF	200307	5702	WEST FLORIDA REC MILTON	8471	Greenhouse	Y	Y	N	4000
UF	200307	5702	WEST FLORIDA REC MILTON	8470	Greenhouse	Y	Y	N	4000
UF	200001	6101	NORTH FLORIDA REC LIVE OAK	8302	Greenhouse	Y	Y	N	1300
UF	197801	6101	NORTH FLORIDA REC LIVE OAK	8322	Greenhouse	Y	Y	N	1100
UF	201211	6101	NORTH FLORIDA REC LIVE OAK	8304	Greenhouse	N	N	N	864
UF	198901	6101	NORTH FLORIDA REC LIVE OAK	8328	Greenhouse	Y	Y	N	1440
UF	195801	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	566	Greenhouse (Mlthpr)	Y	Y	N	235
UF	199505	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	1281	Greenhouse (Mlthpr)	Y	Y	N	1030
UF	195801	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	581	Greenhouse (Mlthpr)	Y	Y	N	232
UF	195801	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	568	Greenhouse (Mlthpr)	Y	Y	N	235
UF	195801	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	563	Greenhouse (Mlthpr)	Y	Y	N	235
UF	195801	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	564	Greenhouse (Mlthpr)	Y	Y	N	235
UF	195501	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	480	Greenhouse (Mlthpr)	Y	Y	N	3440
UF	195801	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	567	Greenhouse (Mlthpr)	Y	Y	N	235
UF	195801	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	565	Greenhouse (Mlthpr)	Y	Y	N	235
UF	199710	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	1345	Greenhouse (Mlthpr)	Y	Y	N	3024
UF	195801	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	784	Greenhouse (Mlthpr)	Y	Y	N	2480
UF	201303	5504	HASTINGS REC SE	8708	Greenhouse (farm)	Y	Y	N	3240
UF	196401	2501	RANGE CATTLE REC ONA	8131	Greenhouse - Lab Building	Y	N	N	2110
UF	196601	1	MAIN CAMPUS	735	Greenhouse, Agronomy	Y	Y	N	259
UF	196601	1	MAIN CAMPUS	736	Greenhouse, Agronomy	Y	Y	N	259
UF	195701	1	MAIN CAMPUS	933	Greenhouse, Agronomy	Y	Y	N	306
UF	195701	1	MAIN CAMPUS	932	Greenhouse, Agronomy	Y	Y	N	306
UF	195701	1	MAIN CAMPUS	934	Greenhouse, Agronomy	Y	Y	N	306
UF	201002	1	MAIN CAMPUS	360	Greenhouse, Agronomy	Y	Y	N	648
UF	195701	1	MAIN CAMPUS	931	Greenhouse, Agronomy	Y	Y	N	305
UF	196401	1	MAIN CAMPUS	676	Greenhouse, Agronomy	Y	Y	N	305
UF	195701	1	MAIN CAMPUS	505	Greenhouse, Agronomy	Y	Y	N	305
UF	195701	1	MAIN CAMPUS	930	Greenhouse, Agronomy	Y	Y	N	259
UF	196201	1	MAIN CAMPUS	649	Greenhouse, Agronomy	Y	Y	N	305
UF	196601	1	MAIN CAMPUS	731	Greenhouse, Agronomy	Y	Y	N	259
UF	196801	1	MAIN CAMPUS	824	Greenhouse, Agronomy	Y	Y	N	269
UF	196601	1	MAIN CAMPUS	734	Greenhouse, Agronomy	Y	Y	N	259
UF	196301	1	MAIN CAMPUS	651	Greenhouse, Agronomy	Y	Y	N	305
UF	200110	1	MAIN CAMPUS	774	Greenhouse, Botany	Y	N	N	2850

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UF	196301	1	MAIN CAMPUS	659	Greenhouse, Botany	N	N	N	594
UF	195501	1	MAIN CAMPUS	485	Greenhouse, CLAS	Y	Y	N	8081
UF	199208	1	MAIN CAMPUS	1279	Greenhouse, Entomology	Y	Y	N	1357
UF	199202	1	MAIN CAMPUS	1272	Greenhouse, Entomology	Y	Y	N	180
UF	199202	1	MAIN CAMPUS	1277	Greenhouse, Entomology	Y	Y	N	180
UF	199408	1	MAIN CAMPUS	1268	Greenhouse, Entomology	Y	Y	N	363
UF	199202	1	MAIN CAMPUS	1274	Greenhouse, Entomology	Y	Y	N	180
UF	195501	1	MAIN CAMPUS	491	Greenhouse, Entomology	Y	Y	N	287
UF	196201	1	MAIN CAMPUS	644	Greenhouse, Entomology	Y	Y	N	305
UF	199202	1	MAIN CAMPUS	1276	Greenhouse, Entomology	Y	Y	N	180
UF	198801	1	MAIN CAMPUS	798	Greenhouse, Entomology	Y	Y	N	540
UF	195701	1	MAIN CAMPUS	939	Greenhouse, Entomology	Y	Y	N	232
UF	196001	1	MAIN CAMPUS	618	Greenhouse, Entomology	Y	Y	N	305
UF	196301	1	MAIN CAMPUS	642	Greenhouse, Entomology	Y	Y	N	305
UF	195501	1	MAIN CAMPUS	950	Greenhouse, Entomology	Y	Y	N	2022
UF	195501	1	MAIN CAMPUS	492	Greenhouse, Entomology	Y	Y	N	287
UF	197801	1	MAIN CAMPUS	929	Greenhouse, Entomology	Y	Y	N	294
UF	195701	1	MAIN CAMPUS	938	Greenhouse, Entomology	Y	Y	N	232
UF	199202	1	MAIN CAMPUS	1271	Greenhouse, Entomology	Y	Y	N	180
UF	199202	1	MAIN CAMPUS	1275	Greenhouse, Entomology	Y	Y	N	180
UF	199408	1	MAIN CAMPUS	1269	Greenhouse, Entomology	Y	Y	N	363
UF	199202	1	MAIN CAMPUS	1273	Greenhouse, Entomology	Y	Y	N	180
UF	198907	1	MAIN CAMPUS	108	Greenhouse, FLNMH	N	N	N	986
UF	197701	1	MAIN CAMPUS	846	Greenhouse, Food Science	Y	Y	N	1279
UF	196601	1	MAIN CAMPUS	739	Greenhouse, Forestry	Y	Y	N	257
UF	198201	1	MAIN CAMPUS	677	Greenhouse, Forestry	Y	Y	N	1293
UF	196601	1	MAIN CAMPUS	738	Greenhouse, Forestry	Y	Y	N	257
UF	197101	1	MAIN CAMPUS	849	Greenhouse, Forestry	Y	Y	N	234
UF	196601	1	MAIN CAMPUS	740	Greenhouse, Forestry	Y	Y	N	257
UF	199102	1	MAIN CAMPUS	645	Greenhouse, Forestry	Y	Y	N	4690
UF	197801	1	MAIN CAMPUS	679	Greenhouse, Forestry	Y	Y	N	264
UF	196301	1	MAIN CAMPUS	671	Greenhouse, Forestry	Y	Y	N	220
UF	198801	1	MAIN CAMPUS	1207	Greenhouse, Fruit Crops	Y	Y	N	4305
UF	198801	1	MAIN CAMPUS	1206	Greenhouse, Fruit Crops	Y	Y	N	4111
UF	198301	1	MAIN CAMPUS	973	Greenhouse, Fruit Crops	Y	Y	N	985
UF	196401	1	MAIN CAMPUS	682	Greenhouse, Fruit Crops	Y	Y	N	1285
UF	199106	1	MAIN CAMPUS	1266	Greenhouse, Fruit Crops	Y	Y	N	1329
UF	198401	1	MAIN CAMPUS	972	Greenhouse, Fruit Crops	Y	Y	N	480
UF	199410	1	MAIN CAMPUS	469	Greenhouse, Hort Sciences	Y	Y	N	948
UF	195501	1	MAIN CAMPUS	490	Greenhouse, Nematology	Y	Y	N	287
UF	198701	1	MAIN CAMPUS	978	Greenhouse, Ornamental Hort	Y	Y	N	2472
UF	198801	1	MAIN CAMPUS	1201	Greenhouse, Ornamental Hort	Y	Y	N	4108
UF	198801	1	MAIN CAMPUS	1220	Greenhouse, Ornamental Hort	Y	Y	N	4100
UF	198801	1	MAIN CAMPUS	1203	Greenhouse, Ornamental Hort	Y	Y	N	3946
UF	198801	1	MAIN CAMPUS	1218	Greenhouse, Ornamental Hort	Y	Y	N	339
UF	198801	1	MAIN CAMPUS	1204	Greenhouse, Ornamental Hort	Y	Y	N	2752
UF	198801	1	MAIN CAMPUS	1215	Greenhouse, Ornamental Hort	Y	Y	N	6620
UF	198801	1	MAIN CAMPUS	1219	Greenhouse, Ornamental Hort	Y	Y	N	339
UF	198801	1	MAIN CAMPUS	1202	Greenhouse, Ornamental Hort	Y	Y	N	3946
UF	198801	1	MAIN CAMPUS	1216	Greenhouse, Ornamental Hort	Y	Y	N	323
UF	198801	1	MAIN CAMPUS	1217	Greenhouse, Ornamental Hort	Y	Y	N	339
UF	198601	1	MAIN CAMPUS	971	Greenhouse, Pathology	Y	Y	N	3417
UF	197101	1	MAIN CAMPUS	840	Greenhouse, Plant Pathology	Y	Y	N	259
UF	195501	1	MAIN CAMPUS	487	Greenhouse, Plant Pathology	Y	Y	N	288
UF	196301	1	MAIN CAMPUS	650	Greenhouse, Plant Pathology	Y	Y	N	305
UF	196701	1	MAIN CAMPUS	586	Greenhouse, Plant Pathology	Y	Y	N	510
UF	195401	1	MAIN CAMPUS	444	Greenhouse, Plant Pathology	Y	Y	N	215
UF	196701	1	MAIN CAMPUS	585	Greenhouse, Plant Pathology	Y	Y	N	510
UF	195501	1	MAIN CAMPUS	488	Greenhouse, Plant Pathology	Y	Y	N	288
UF	197201	1	MAIN CAMPUS	861	Greenhouse, Plant Pathology	Y	Y	N	259
UF	197201	1	MAIN CAMPUS	861	Greenhouse, Plant Pathology	Y	Y	N	259
UF	195101	1	MAIN CAMPUS	90	Greenhouse, Plant Pathology	Y	Y	N	257
UF	195201	1	MAIN CAMPUS	55	Greenhouse, Plant Pathology	Y	Y	N	249
UF	195501	1	MAIN CAMPUS	486	Greenhouse, Plant Pathology	Y	Y	N	552
UF	196101	1	MAIN CAMPUS	622	Greenhouse, Plant Pathology	Y	Y	N	305
UF	197101	1	MAIN CAMPUS	858	Greenhouse, Plant Pathology	Y	Y	N	510
UF	196601	1	MAIN CAMPUS	728	Greenhouse, Plant Pathology	Y	Y	N	259
UF	195201	1	MAIN CAMPUS	47	Greenhouse, Plant Pathology	Y	Y	N	241
UF	197101	1	MAIN CAMPUS	853	Greenhouse, Plant Pathology	Y	Y	N	510
UF	196401	1	MAIN CAMPUS	666	Greenhouse, Plant Pathology	Y	Y	N	305
UF	195701	1	MAIN CAMPUS	507	Greenhouse, Plant Pathology	Y	Y	N	281
UF	195501	1	MAIN CAMPUS	489	Greenhouse, Plant Pathology	Y	Y	N	264
UF	196101	1	MAIN CAMPUS	623	Greenhouse, Plant Pathology	Y	Y	N	305
UF	197101	1	MAIN CAMPUS	841	Greenhouse, Plant Pathology	Y	Y	N	259
UF	195101	1	MAIN CAMPUS	88	Greenhouse, Plant Pathology	Y	Y	N	257

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UF	197701	1	MAIN CAMPUS	875	Greenhouse, Plant Pathology	Y	Y	N	305
UF	196601	1	MAIN CAMPUS	733	Greenhouse, Soils	Y	Y	N	259
UF	196601	1	MAIN CAMPUS	732	Greenhouse, Soils	Y	Y	N	259
UF	199312	1	MAIN CAMPUS	1286	Greenhouse, Turfgrass	Y	Y	N	160
UF	199312	1	MAIN CAMPUS	1287	Greenhouse, Turfgrass	Y	Y	N	160
UF	199312	1	MAIN CAMPUS	1283	Greenhouse, Turfgrass	Y	Y	N	2738
UF	199312	1	MAIN CAMPUS	1284	Greenhouse, Turfgrass	Y	Y	N	160
UF	199312	1	MAIN CAMPUS	1285	Greenhouse, Turfgrass	Y	Y	N	160
UF	198201	1	MAIN CAMPUS	441	Greenhouse, Vegetable Crops	Y	Y	N	2417
UF	198801	1	MAIN CAMPUS	1208	Greenhouse, Vegetable Crops	Y	Y	N	1298
UF	196901	1	MAIN CAMPUS	820	Greenhouse, Zoology	N	N	N	675
UF	198910	1	MAIN CAMPUS	669	Greenhouse,Plant Pathology	Y	Y	N	1833
UF	198501	1	MAIN CAMPUS	463	Greenhouse,Vegetable Crops	Y	Y	N	2417
UF	198910	1	MAIN CAMPUS	1249	Greenhouse-Fruit Drying	Y	Y	N	3641
UF	193701	5501	HASTINGS REC NW	8703	Greenhouse-Headhouse	Y	Y	N	677
UF	201301	1	MAIN CAMPUS	630	Grounds Storage Building	Y	N	N	5400
UF	198801	1	MAIN CAMPUS	674	Guy Bostick Golf Clubhouse	Y	N	N	10554
UF	201509	5801	Citylab-Sarasota	L0012	Guy Peterson Architecture	Y	N	N	1
UF	196701	1	MAIN CAMPUS	687	H. Philip Constans Theatre	Y	N	N	88677
UF	196001	1	MAIN CAMPUS	1127	H.C. Animal Facs Walkways	Y	N	Y	1140
UF	197601	1	MAIN CAMPUS	832	H.S. Newins-E.A. Ziegler Hall	Y	N	N	59278
UF	201007	1	MAIN CAMPUS	2020	HSC Modular Building	N	N	N	10514
UF	200701	5502	CITY OF ST. AUGUSTINE	3911	Haas House	Y	N	N	1794
UF	196801	601	FT LAUDERDALE REC	5001	Hamilton M. Forman Building	Y	N	N	29553
UF	200701	5502	CITY OF ST. AUGUSTINE	3932	Harness Shop	Y	N	N	566
UF	195001	1	MAIN CAMPUS	52	Harold C. Riker Hall	Y	N	N	43440
UF	196701	1	MAIN CAMPUS	688	Harry H. Sisler Hall	Y	N	N	69333
UF	196101	1	MAIN CAMPUS	588	Harry R. Trusler Hall	Y	N	N	40540
UF	200012	2903	TROPICAL AQUACULTURE LAB RUSKIN	9402	Hatchery	Y	Y	N	5200
UF	199812	120	BOSTON FARM/SANTA FE RIVER RANCH	1366	Hay Barn	Y	N	N	7500
UF	199708	2501	RANGE CATTLE REC ONA	8133	Hay Barn	Y	N	N	3600
UF	199708	2501	RANGE CATTLE REC ONA	8134	Hay Barn	Y	N	N	3591
UF	197601	4201	EQUINE SCIENCES CENTER LOWELL	7210	Hay Barn	Y	Y	N	2310
UF	199910	3201	NORTH FLORIDA REC MARIANNA	8028	Hay Storage	Y	Y	N	5150
UF	195601	2501	RANGE CATTLE REC ONA	8125	Haydrying	Y	Y	N	840
UF	201111	1	MAIN CAMPUS	1373	Head House	N	N	N	1204
UF	192901	1	MAIN CAMPUS	76	Head House	Y	N	N	796
UF	200907	601	FT LAUDERDALE REC	5070	Head House	Y	Y	N	5950
UF	200212	4801	MID FLORIDA REC APOPKA	4044	Head House	Y	N	N	696
UF	196201	5701	WEST FLORIDA REC JAY	8426	Head House	Y	Y	N	861
UF	192801	1	MAIN CAMPUS	403	Head house	Y	N	N	812
UF	195901	1	MAIN CAMPUS	561	Headhouse	Y	Y	N	1446
UF	197901	1	MAIN CAMPUS	711	Headhouse	Y	Y	N	8076
UF	196701	1	MAIN CAMPUS	584	Headhouse	Y	Y	N	384
UF	196801	601	FT LAUDERDALE REC	5003	Headhouse	Y	Y	N	589
UF	196701	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7710	Headhouse	Y	Y	N	330
UF	197301	1304	TROPICAL REC HOMESTEAD	8238	Headhouse	Y	N	N	1080
UF	200305	1304	TROPICAL REC HOMESTEAD	8264	Headhouse	Y	Y	N	2048
UF	200109	2001	NORTH FLORIDA REC QUINCY	7920	Headhouse	Y	Y	N	900
UF	198501	2001	NORTH FLORIDA REC QUINCY	7907	Headhouse	Y	Y	N	900
UF	200402	2904	GULF COAST REC BALM	5208	Headhouse	Y	N	N	3200
UF	200306	4202	PLANT SCIENCE RESEARCH & EDUCATION UNIT CITRA	7515	Headhouse	Y	N	N	4000
UF	199612	4801	MID FLORIDA REC APOPKA	4021	Headhouse	Y	Y	N	1292
UF	196101	5001	EVERGLADES REC BELLE GLADE	7472	Headhouse	Y	Y	N	260
UF	198801	5301	CITRUS REC LAKE ALFRED	7178	Headhouse	Y	Y	N	1200
UF	197301	1	MAIN CAMPUS	1209	Headhouse, Ornamental Hort	Y	Y	N	3081
UF	200505	1	MAIN CAMPUS	660	Headhouse/Greenhouse	Y	N	N	2414
UF	200105	1	MAIN CAMPUS	698	Health Center Surge #2	Y	N	N	2289
UF	196501	1	MAIN CAMPUS	684	Health Center Surge #4	N	N	N	3859
UF	200302	1	MAIN CAMPUS	212	Health Prof. Nursing And Pharmacy	Y	N	N	197046
UF	199411	1	MAIN CAMPUS	1090	Health Sci Ctr Admin Services	Y	N	N	183220
UF	200204	1	MAIN CAMPUS	892	HealthStreet	Y	N	N	14569
UF	199712	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	1314	Heifer Rear Ofc/Res (Hague)	N	N	N	1440
UF	190501	1	MAIN CAMPUS	15	Henry H. Buckman Hall	Y	N	N	31754
UF	196401	5001	EVERGLADES REC BELLE GLADE	7469	Herbicide Building	Y	Y	N	1060
UF	196101	1304	TROPICAL REC HOMESTEAD	8225	Herbicide Storage Bldg	Y	Y	N	90
UF	199109	1	MAIN CAMPUS	160	Heritage Hall	Y	N	N	23251
UF	199701	1307	INTERNATIONALLY EDUCATED DENTISTS	2324	Hialeah Dental Clinic	Y	N	N	9097
UF	195401	1	MAIN CAMPUS	880	Hispanic/Latino Cultures	Y	N	N	3062
UF	195501	4602	4H CAMP TIMPOOCHEE NICEVILLE	9314	Historical Cabin	Y	N	N	250
UF	196801	1	MAIN CAMPUS	758	Holland Law Chilled Water Plant (CWP7)	Y	N	N	4755
UF	195501	4602	4H CAMP TIMPOOCHEE NICEVILLE	9323	Honey House	Y	Y	N	1280
UF	197101	1	MAIN CAMPUS	940	Honey Lab	Y	N	N	1005
UF	196001	2801	4H CAMP CLOVERLEAF LAKE PLACID	9626	Honeyhouse	Y	Y	N	460
UF	197101	1	MAIN CAMPUS	882	Horse Barn	Y	Y	N	1868
UF	201804	1	MAIN CAMPUS	1618	Horse Barn	Y	N	N	4311
UF	196901	2501	RANGE CATTLE REC ONA	8139	Horse Barn	Y	Y	N	1490
UF	195501	4602	4H CAMP TIMPOOCHEE NICEVILLE	9327	Horsestall	Y	Y	N	1450
UF	195501	4602	4H CAMP TIMPOOCHEE NICEVILLE	9328	Horsestall	Y	Y	N	1450
UF	194601	5001	EVERGLADES REC BELLE GLADE	7437	Horticulture, Plant Breeding	N	N	N	1920
UF	199807	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	1325	Hospital Barn (Hague)	Y	Y	N	2400
UF	201006	1	MAIN CAMPUS	64	Hough Hall	Y	N	N	72724
UF	198601	1	MAIN CAMPUS	541	Housing Furniture Shop	Y	N	N	7500
UF	196701	1	MAIN CAMPUS	753	Housing Office	Y	N	N	18156
UF	200403	1	MAIN CAMPUS	1199	Housing Supply Warehouse	Y	N	N	15050

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UF	195001	1	MAIN CAMPUS	32	Hub	Y	N	N	67981
UF	196701	1	MAIN CAMPUS	454	Human Development Center	Y	N	N	63302
UF	200704	19	Human Resources	3381	Human Resources Building	Y	N	N	29842
UF	200208	1	MAIN CAMPUS	576	Hume Hall Commons Building	Y	N	N	13294
UF	200208	1	MAIN CAMPUS	575	Hume Hall East Residence	Y	N	N	75973
UF	200308	1	MAIN CAMPUS	574	Hume Hall Staff Apartments	Y	N	N	3708
UF	200208	1	MAIN CAMPUS	578	Hume Hall Support Building	Y	N	N	448
UF	200208	1	MAIN CAMPUS	577	Hume Hall West Residence	Y	N	N	75973
UF	198501	1	MAIN CAMPUS	808	Hvac/Electrical Shop	Y	N	N	3038
UF	200403	1304	TROPICAL REC HOMESTEAD	8266	Hydrology Building	Y	N	N	1792
UF	201504	1	MAIN CAMPUS	654	Hydrology Storage Building	Y	N	N	1200
UF	201611	1	MAIN CAMPUS	89	IFAS Administrative Services	Y	N	N	10823
UF	201310	1	MAIN CAMPUS	69	IFAS Communication Services	Y	N	N	6203
UF	195401	1	MAIN CAMPUS	440	IFAS Extension Bookstore	Y	N	N	2111
UF	192801	1	MAIN CAMPUS	468	IFAS Greenhouse	Y	N	N	2575
UF	197301	1	MAIN CAMPUS	344	IFAS Laboratory (Agy)	Y	N	N	1104
UF	197401	1	MAIN CAMPUS	345	IFAS Laboratory (Agy)	Y	N	N	2121
UF	197901	1	MAIN CAMPUS	716	IFAS Mechanical Equipment Bldg	Y	N	N	4246
UF	194501	1	MAIN CAMPUS	63	IFAS Office / Lab	Y	N	N	2256
UF	195201	1	MAIN CAMPUS	433	IFAS Pump House	Y	Y	N	79
UF	198801	1	MAIN CAMPUS	263	IFAS Pump House	Y	Y	N	122
UF	197601	1	MAIN CAMPUS	974	IFAS Pump House	Y	Y	N	119
UF	193801	1	MAIN CAMPUS	56	IFAS Restroom	N	N	N	72
UF	197001	1	MAIN CAMPUS	342	IFAS Storage (Agy)	Y	Y	N	455
UF	196401	1	MAIN CAMPUS	665	IFAS Warehouse	Y	N	N	5000
UF	196301	1	MAIN CAMPUS	664	IFAS Warehouse	Y	N	N	4967
UF	198901	1	MAIN CAMPUS	1117	IFAS Warehouse Walkway	Y	N	Y	680
UF	196201	1	MAIN CAMPUS	340	IFAS Wildlife Ecology Lab	Y	N	N	1111
UF	195401	1	MAIN CAMPUS	339	IFAS Wildlife Ecology Lab	Y	N	N	2226
UF	197301	1	MAIN CAMPUS	615	IFAS Wildlife Ecology Storage	Y	Y	N	3180
UF	195701	1	MAIN CAMPUS	937	Implement Shed	Y	Y	N	648
UF	196501	5501	HASTINGS REC NW	8709	Implement Shed	Y	Y	N	1680
UF	198601	5601	INDIAN RIVER REC FT PIERCE	7321	Indian River Research and Education Center	Y	N	N	43794
UF	201508	1	MAIN CAMPUS	860	Indoor Football Facility	Y	N	N	87218
UF	193101	1	MAIN CAMPUS	18	Infirmary	Y	N	N	50177
UF	195801	1	MAIN CAMPUS	555	Information Booth, University	Y	N	N	156
UF	198501	5001	EVERGLADES REC BELLE GLADE	7498	Insectary	Y	Y	N	1080
UF	197301	5301	CITRUS REC LAKE ALFRED	7163	Insectary	Y	Y	N	810
UF	198701	1304	TROPICAL REC HOMESTEAD	8257	Insectary Building	Y	Y	N	1900
UF	195401	1	MAIN CAMPUS	874	Institute Of Black Culture	Y	N	N	2970
UF	-	18	Eastside Library Facilities	1633	Interim Library Facility 1	Y	N	N	36527
UF	-	18	Eastside Library Facilities	1634	Interim Library Facility 2	Y	N	N	9992
UF	200212	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7742	Irrigation Storage	N	N	N	250
UF	199506	1001	CAMP BLANDING	1721	Isi-1 Camp Blanding	N	N	N	285
UF	199506	1001	CAMP BLANDING	1722	Isi-2 Camp Blanding	N	N	N	285
UF	199506	1001	CAMP BLANDING	1723	Isi-3 Camp Blanding	N	N	N	285
UF	199506	1001	CAMP BLANDING	1724	Isi-4 Camp Blanding	N	N	N	285
UF	196709	1	MAIN CAMPUS	686	J. Wayne Reitz Union	Y	N	N	439085
UF	198601	1	MAIN CAMPUS	562	James G. Pressly Stadium	Y	N	N	11605
UF	191209	1	MAIN CAMPUS	7	James N. Anderson Hall	Y	N	N	47628
UF	201406	1	MAIN CAMPUS	65	James W. 'Bill' Heavener Hall	Y	N	N	60216
UF	193201	1	MAIN CAMPUS	102	James W. Norman Gym	Y	N	N	18059
UF	193201	1	MAIN CAMPUS	101	James W. Norman Hall	Y	N	N	90266
UF	197901	1	MAIN CAMPUS	103	James W. Norman Hall Addition	Y	N	N	130431
UF	200801	1	MAIN CAMPUS	72	Jim and Alexis Pugh Hall	Y	N	N	45532
UF	200701	5502	CITY OF ST. AUGUSTINE	3915	Joaneda House	Y	N	N	1216
UF	195001	1	MAIN CAMPUS	26	John J. Tigert Hall	Y	N	N	83343
UF	196701	1	MAIN CAMPUS	721	John R. Benton Hall	Y	N	N	25878
UF	201702	1	MAIN CAMPUS	275	Joseph Hernandez Hall	Y	N	N	109656
UF	195001	1	MAIN CAMPUS	24	Joseph Weil Hall	Y	N	N	158558
UF	197001	1	MAIN CAMPUS	181	Joshua C. Dickinson Hall	Y	N	N	115036
UF	197101	1	MAIN CAMPUS	400	Kappa Alpha	Y	N	N	15626
UF	195601	1	MAIN CAMPUS	415	Kappa Delta	Y	N	N	16722
UF	-	1	MAIN CAMPUS	3390	Kappa Kappa Gamma	Y	N	N	17509
UF	200801	1	MAIN CAMPUS	902	Kappa Sigma	Y	N	N	1
UF	191906	1	MAIN CAMPUS	14	Kathryn Chicone Ustler Hall	Y	N	N	15842
UF	199611	1	MAIN CAMPUS	1160	Katie Seashore Pressly Softball Stadium	Y	N	N	3429
UF	190904	1	MAIN CAMPUS	8	Keene-Flint Hall	Y	N	N	58774
UF	199101	1	MAIN CAMPUS	1009	Keys Residential Complex	Y	N	N	15233
UF	199101	1	MAIN CAMPUS	1007	Keys Residential Complex	Y	N	N	15233
UF	199101	1	MAIN CAMPUS	1005	Keys Residential Complex	Y	N	N	15233
UF	199101	1	MAIN CAMPUS	1010	Keys Residential Complex	Y	N	N	15233
UF	199101	1	MAIN CAMPUS	1006	Keys Residential Complex	Y	N	N	15233
UF	199101	1	MAIN CAMPUS	1008	Keys Residential Complex	Y	N	N	15233
UF	199101	1	MAIN CAMPUS	1004	Keys Residential Complex	Y	N	N	15233
UF	199101	1	MAIN CAMPUS	1001	Keys Residential Complex	Y	N	N	8015
UF	199101	1	MAIN CAMPUS	1003	Keys Residential Complex	Y	N	N	15233
UF	199101	1	MAIN CAMPUS	1002	Keys Residential Complex	Y	N	N	15233
UF	196101	1	MAIN CAMPUS	591	Klein H. Graham Hall	Y	N	N	39800

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Rept inst	Occupy dt	Site ID	Site Name	Bldg id	Bldg nameAscending	Permanent	Farm	Walkway	Act gross sq ft
UF	198901	5301	CITRUS REC LAKE ALFRED	7185	Lab / Storage Facility	Y	Y	N	940
UF	201302	1304	TROPICAL REC HOMESTEAD	8223	Lab Building	Y	N	N	6232
UF	199112	1	MAIN CAMPUS	114	Lab Of Southeastern Archeology	N	N	N	2720
UF	198001	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	504	Lab/Storage Facility (Mlhpr)	Y	Y	N	1058
UF	198401	2001	NORTH FLORIDA REC QUINCY	7903	Laboratory	Y	N	N	2200
UF	198001	3101	FL MEDICAL ENTOMOLOGY LAB VERO BEACH	4246	Laboratory	Y	N	N	2690
UF	197401	4201	EQUINE SCIENCES CENTER LOWELL	7207	Laboratory Bldg	Y	N	N	3480
UF	198801	1	MAIN CAMPUS	1214	Laboratory Building	Y	N	N	5366
UF	198801	1	MAIN CAMPUS	1205	Laboratory Building	Y	N	N	3007
UF	195501	5301	CITRUS REC LAKE ALFRED	7130	Laboratory Building	Y	N	N	3570
UF	193701	5501	HASTINGS REC NW	8701	Laboratory Office Building	Y	N	N	4290
UF	194801	5301	CITRUS REC LAKE ALFRED	7124	Laboratory/Office Bldg	Y	N	N	37105
UF	200908	1	MAIN CAMPUS	1121	Lacrosse Grand Stand	Y	N	N	5898
UF	200908	1	MAIN CAMPUS	1123	Lacrosse Locker Building	Y	N	N	11846
UF	200908	1	MAIN CAMPUS	1122	Lacrosse Maintenance Building	Y	N	N	1780
UF	200908	1	MAIN CAMPUS	1120	Lacrosse Ticket Booth	Y	N	N	174
UF	195601	1	MAIN CAMPUS	473	Lacy Rabon Chilled Water Plant (CWP2)	Y	N	N	34772
UF	197401	107	AUSTIN CARY MEMORIAL FOREST	925	Lake Mize Restrms, Forestry-Acmf	Y	Y	N	110
UF	199801	114	LAKE WAUBURG	1159	Lake Wauburg North Shop	N	N	N	613
UF	199101	114	LAKE WAUBURG	1158	Lake Wauburg North Storage Shed	N	N	N	194
UF	200008	1	MAIN CAMPUS	1180	Lakeside Residential Complex	Y	N	N	6860
UF	200008	1	MAIN CAMPUS	1181	Lakeside Residential Complex	Y	N	N	30255
UF	200008	1	MAIN CAMPUS	1184	Lakeside Residential Complex	Y	N	N	40360
UF	200008	1	MAIN CAMPUS	1183	Lakeside Residential Complex	Y	N	N	30255
UF	200008	1	MAIN CAMPUS	1182	Lakeside Residential Complex	Y	N	N	30255
UF	200008	1	MAIN CAMPUS	1185	Lakeside Residential Complex	Y	N	N	40360
UF	200206	1	MAIN CAMPUS	1186	Lakeside Residential Complex	Y	N	N	2565
UF	196501	1	MAIN CAMPUS	421	Lambda Chi Alpha	Y	N	N	12752
UF	201608	5402	ORDWAY-SWISHER BIOLOGICAL STATION MELROSE	2242	Land Management Building	Y	N	N	3205
UF	199506	1001	CAMP BLANDING	1720	Launch Trailer Camp Blanding	N	N	N	100
UF	198401	1	MAIN CAMPUS	1106	Law Center Walkway	Y	N	Y	2180
UF	195501	2801	4H CAMP CLOVERLEAF LAKE PLACID	9607	Leaders Cabin	Y	N	N	370
UF	195501	2801	4H CAMP CLOVERLEAF LAKE PLACID	9614	Leaders Cabin	Y	N	N	370
UF	199008	1602	HSC - JACKSONVILLE	2213	Learning Resource Center - T38	Y	N	N	30001
UF	196701	1	MAIN CAMPUS	1102	Leigh Hall Walkways	Y	N	Y	910
UF	199512	1	MAIN CAMPUS	1000	Lemerand Athletics Center	Y	N	N	45953
UF	200408	1	MAIN CAMPUS	349	Lepidoptera Res Ctr Greenhouse	Y	N	N	1000
UF	200306	18	Eastside Library Facilities	1631	Library Storage	Y	N	N	4878
UF	200306	18	Eastside Library Facilities	1632	Library Storage	Y	N	N	1706
UF	196701	1	MAIN CAMPUS	689	Library West	Y	N	N	177923
UF	196901	2501	RANGE CATTLE REC ONA	8132	Library-Office Building	Y	N	N	1920
UF	198301	1001	CAMP BLANDING	225	Lightning Res Fac Camp Blanding	N	N	N	2970
UF	197101	1	MAIN CAMPUS	2	Linton E. Grinter Hall	Y	N	N	56432
UF	199110	1	MAIN CAMPUS	556	Little Hall Express	Y	N	N	2451
UF	200212	1	MAIN CAMPUS	272	M.E. Rinker Hall	Y	N	N	56352
UF	201511	1	MAIN CAMPUS	264	MAE Design Center Annex	Y	N	N	1234
UF	197109	1	MAIN CAMPUS	365	Maguire 1	Y	N	N	7330
UF	197101	1	MAIN CAMPUS	366	Maguire 2	Y	N	N	7330
UF	197101	1	MAIN CAMPUS	367	Maguire 3	Y	N	N	7330
UF	197101	1	MAIN CAMPUS	368	Maguire 4	Y	N	N	7330
UF	197101	1	MAIN CAMPUS	369	Maguire 5	Y	N	N	7330
UF	197101	1	MAIN CAMPUS	370	Maguire 6	Y	N	N	7330
UF	197101	1	MAIN CAMPUS	371	Maguire 7	Y	N	N	7330
UF	197101	1	MAIN CAMPUS	372	Maguire 8	Y	N	N	7330
UF	197101	1	MAIN CAMPUS	373	Maguire 9	Y	N	N	7330
UF	197101	1	MAIN CAMPUS	374	Maguire 10	Y	N	N	7330
UF	197101	1	MAIN CAMPUS	375	Maguire 11	Y	N	N	7330
UF	197101	1	MAIN CAMPUS	376	Maguire 12	Y	N	N	7330
UF	197101	1	MAIN CAMPUS	377	Maguire 13	Y	N	N	3000
UF	197101	1	MAIN CAMPUS	378	Maguire 14	Y	N	N	7330
UF	197101	1	MAIN CAMPUS	379	Maguire 15	Y	N	N	7330
UF	197101	1	MAIN CAMPUS	380	Maguire 16	Y	N	N	7330
UF	197101	1	MAIN CAMPUS	381	Maguire 17	Y	N	N	7330
UF	197101	1	MAIN CAMPUS	382	Maguire 18	Y	N	N	7330
UF	197101	1	MAIN CAMPUS	383	Maguire 19	Y	N	N	3690
UF	197101	1	MAIN CAMPUS	384	Maguire 20	Y	N	N	7330
UF	197101	1	MAIN CAMPUS	385	Maguire 21	Y	N	N	7330
UF	197101	1	MAIN CAMPUS	386	Maguire 22	Y	N	N	7330
UF	197101	1	MAIN CAMPUS	387	Maguire 23	Y	N	N	7330
UF	197101	1	MAIN CAMPUS	388	Maguire 24	Y	N	N	7330
UF	197101	1	MAIN CAMPUS	389	Maguire 25	Y	N	N	7330
UF	197101	1	MAIN CAMPUS	390	Maguire 26	Y	N	N	7330
UF	197101	1	MAIN CAMPUS	391	Maguire 27	Y	N	N	7330
UF	197101	1	MAIN CAMPUS	392	Maguire 28	Y	N	N	7330
UF	197101	1	MAIN CAMPUS	393	Maguire 29	Y	N	N	7330
UF	199408	1	MAIN CAMPUS	394	Maguire Pool Filtration	Y	N	N	800
UF	199108	1	MAIN CAMPUS	395	Maguire Pool Restroom	Y	N	N	160
UF	198001	3101	FL MEDICAL ENTOMOLOGY LAB VERO BEACH	4240	Main Lab Building	Y	N	N	13830
UF	199910	3201	NORTH FLORIDA REC MARIANNA	8027	Maintenance	Y	N	N	2390
UF	196801	1304	TROPICAL REC HOMESTEAD	8232	Maintenance Building	Y	N	N	1800
UF	198401	2001	NORTH FLORIDA REC QUINCY	7908	Maintenance Building	Y	Y	N	1800
UF	198001	3101	FL MEDICAL ENTOMOLOGY LAB VERO BEACH	4247	Maintenance Building	Y	N	N	3420

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UF	197101	4201	EQUINE SCIENCES CENTER LOWELL	7203	Maintenance Building	Y	N	N	4000
UF	200007	4202	PLANT SCIENCE RESEARCH & EDUCATION UNIT CITRA	7502	Maintenance Building	Y	N	N	12532
UF	197701	4801	MID FLORIDA REC APOPKA	4014	Maintenance Building	Y	N	N	1830
UF	199910	4801	MID FLORIDA REC APOPKA	4030	Maintenance Building	Y	Y	N	3200
UF	198901	5001	EVERGLADES REC BELLE GLADE	7420	Maintenance Building	Y	N	N	5820
UF	200910	5402	ORDWAY-SWISHER BIOLOGICAL STATION MELROSE	2205	Maintenance Building	Y	Y	N	4000
UF	199406	5601	INDIAN RIVER REC FT PIERCE	7331	Maintenance Building	Y	Y	N	6830
UF	199904	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	1333	Maintenance Building (Hague)	Y	N	N	5613
UF	198001	3101	FL MEDICAL ENTOMOLOGY LAB VERO BEACH	4244	Maintenance Garage	Y	N	N	2300
UF	196901	6101	NORTH FLORIDA REC LIVE OAK	8316	Maintenance Garage	Y	Y	N	3200
UF	196801	5501	HASTINGS REC NW	8710	Maintenance Shop	Y	N	N	1130
UF	196801	2001	NORTH FLORIDA REC QUINCY	7967	Maintenance Storage	Y	Y	N	2980
UF	200412	2904	GULF COAST REC BALM	5202	Maintenance/Lab Support	Y	N	N	16446
UF	195501	2801	4H CAMP CLOVERLEAF LAKE PLACID	9624	Manager Residence	Y	N	N	1420
UF	195501	4001	4H CAMP CHERRY LAKE MADISON	9219	Manager Residence	Y	N	N	1800
UF	195501	4602	4H CAMP TIMPOOCHEE NICEVILLE	9322	Manager Residence	Y	N	N	2304
UF	193201	1	MAIN CAMPUS	111	Manning J. Dauer Hall	Y	N	N	71129
UF	200709	111	HORSE TEACHING UNIT WALL FARM	1349	Manure Research Support Facility	Y	Y	N	160
UF	200711	111	HORSE TEACHING UNIT WALL FARM	1353	Manure Storage Facility	Y	Y	N	1152
UF	199807	4602	4H CAMP TIMPOOCHEE NICEVILLE	9305	Marine Lab	Y	N	N	818
UF	201508	3803	NATURE COAST BIOLOGICAL STATION CEDAR KEY	1850	Marine Lab Research Office	Y	N	N	1864
UF	195801	1	MAIN CAMPUS	553	Marjorie K. Rawlings Hall	Y	N	N	82930
UF	199101	1	MAIN CAMPUS	31	Marshall M. Criser Hall	Y	N	N	64934
UF	200907	1	MAIN CAMPUS	764	Martin H Levin Advocacy Center	Y	N	N	19375
UF	195001	1	MAIN CAMPUS	20	Mary M. Reid Hall	Y	N	N	47994
UF	196901	1	MAIN CAMPUS	719	Materials Engineering	Y	N	N	34902
UF	199404	1	MAIN CAMPUS	1134	Materials Recycling Research	N	N	N	602
UF	196101	1	MAIN CAMPUS	593	May A. Mann Jennings Hall A	Y	N	N	39680
UF	196101	1	MAIN CAMPUS	594	May A. Mann Jennings Hall B	Y	N	N	14830
UF	196101	1	MAIN CAMPUS	595	May A. Mann Jennings Hall C	Y	N	N	54410
UF	196101	1	MAIN CAMPUS	596	May A. Mann Jennings Hall Office	Y	N	N	12840
UF	199501	1	MAIN CAMPUS	1053	McCarty Chilled Water Plant (CWP5)	Y	N	N	7782
UF	198101	1	MAIN CAMPUS	810	Mccarty Annex A	N	N	N	2795
UF	195601	1	MAIN CAMPUS	1100	Mccarty Walkways	Y	N	Y	2760
UF	200408	1	MAIN CAMPUS	341	Mcquire Ctr For Lepidoptera Res	Y	N	N	55731
UF	198701	1	MAIN CAMPUS	560	Mckethan Baseball Stadium	Y	N	N	10091
UF	199809	1	MAIN CAMPUS	59	Mcknight Brain Institute	Y	N	N	208641
UF	196701	1	MAIN CAMPUS	725	Mechanical & Aerospace Eng A	Y	N	N	41491
UF	196701	1	MAIN CAMPUS	720	Mechanical & Aerospace Eng B	Y	N	N	40981
UF	194801	1	MAIN CAMPUS	183	Mechanical & Aerospace Eng C	Y	N	N	26322
UF	200112	5601	INDIAN RIVER REC FT PIERCE	7305	Mechanical Bldg.	Y	N	N	609
UF	198501	1	MAIN CAMPUS	980	Mechanical and Aerospace Student Design Center	N	N	N	6804
UF	197301	1	MAIN CAMPUS	805	Mechanics Shop	Y	N	N	5009
UF	199905	1	MAIN CAMPUS	814	Melnky Golf Practice Facility	Y	N	N	1792
UF	196701	1	MAIN CAMPUS	722	Menwin J. Larsen Hall	Y	N	N	42726
UF	195001	2501	RANGE CATTLE REC ONA	8119	Metabolism Barn	Y	Y	N	4090
UF	199308	1	MAIN CAMPUS	1243	Metal Building	Y	Y	N	290
UF	199408	1	MAIN CAMPUS	981	Microbiology/Cell Science	Y	N	N	70493
UF	198801	1	MAIN CAMPUS	99	Microkelvin Laboratory	Y	N	N	4351
UF	199805	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	1334	Milking Parlor (Hague)	Y	N	N	10413
UF	201604	5601	INDIAN RIVER REC FT PIERCE	7393	Mix / Load Facility	Y	N	N	512
UF	199612	3101	FL MEDICAL ENTOMOLOGY LAB VERO BEACH	4249	Modular Lab	N	N	N	719
UF	200907	1	MAIN CAMPUS	1378	Mowry Chilled Water Plant (CWP10)	Y	N	N	26313
UF	197101	1	MAIN CAMPUS	887	Multipurpose Facility	Y	Y	N	2774
UF	196801	601	FT LAUDERDALE REC	5006	Multipurpose Facility	Y	N	N	7500
UF	200810	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7751	Multipurpose Facility	Y	Y	N	1982
UF	200905	2501	RANGE CATTLE REC ONA	8154	Multipurpose Facility	Y	Y	N	2284
UF	200908	2904	GULF COAST REC BALM	5206	Multipurpose Facility	Y	Y	N	2542
UF	201207	3201	NORTH FLORIDA REC MARIANNA	8032	Multipurpose Facility	Y	N	N	2408
UF	200706	4001	4H CAMP CHERRY LAKE MADISON	9230	Multipurpose Facility	Y	Y	N	2256
UF	201103	4801	MID FLORIDA REC APOPKA	4004	Multipurpose Facility	Y	Y	N	3354
UF	200902	5001	EVERGLADES REC BELLE GLADE	7493	Multipurpose Facility	Y	Y	N	1884
UF	200706	5301	CITRUS REC LAKE ALFRED	7102	Multipurpose Facility	Y	N	N	1774
UF	197101	1	MAIN CAMPUS	355	Murphree Hall Area Commons	Y	N	N	5300
UF	197101	1	MAIN CAMPUS	117	Music Building	Y	N	N	69646
UF	200305	1	MAIN CAMPUS	648	NATL Field Shed 2	N	N	N	160
UF	200810	1103	Naples Dental Clinic	3411	NCEF Pediatric Dental Center	Y	N	N	19747
UF	195801	1	MAIN CAMPUS	508	NS Field Station	Y	N	N	2828
UF	195001	1	MAIN CAMPUS	39	Nancy W. Yulee Hall	Y	N	N	44270
UF	200801	1	MAIN CAMPUS	70	Nanoscale Research Facility	Y	N	N	55786
UF	191405	1	MAIN CAMPUS	6	Nathan P. Bryan Hall	Y	N	N	49078
UF	200707	1	MAIN CAMPUS	795	Natl Storage Building	N	N	N	168
UF	200212	1	MAIN CAMPUS	796	Natural Area Teaching Pavilion	Y	N	N	700
UF	194701	5701	WEST FLORIDA REC JAY	8403	Natural Resource Conservation Lab	Y	N	N	1322
UF	196201	2801	4H CAMP CLOVERLEAF LAKE PLACID	9625	Nature Center	Y	N	N	1320
UF	201709	3803	NATURE COAST BIOLOGICAL STATION CEDAR KEY	1851	Nature Coast Biological Station Y	N	N	N	11270
UF	195501	4602	4H CAMP TIMPOOCHEE NICEVILLE	9316	Nature Study Center	Y	N	N	440
UF	200406	1	MAIN CAMPUS	638	Nematode Plot Shelter	Y	N	N	679
UF	196201	1	MAIN CAMPUS	643	Nematology Field Lab	Y	Y	N	1008

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UF	198801	1	MAIN CAMPUS	1290	Nematology Potting Shed	Y	Y	N	80
UF	198801	1	MAIN CAMPUS	1289	Nematology Shade House	Y	Y	N	374
UF	196901	1	MAIN CAMPUS	772	Neurobiological Surge #6	Y	N	N	2608
UF	200701	5502	CITY OF ST. AUGUSTINE	3922	New Blacksmith Shop	Y	N	N	242
UF	200601	101	Newnan's Lake	2021	Newnan's Lake Building and Dock	Y	N	N	4400
UF	197901	1	MAIN CAMPUS	1105	Norman Hall Walkways	Y	N	Y	3200
UF	195801	1	MAIN CAMPUS	559	Norman Mehrhof Hall	Y	N	N	7743
UF	199108	1	MAIN CAMPUS	163	North End Zone Cooling Tower	Y	N	N	2420
UF	195001	1	MAIN CAMPUS	50	North Hall	Y	N	N	36600
UF	196001	1	MAIN CAMPUS	554	Nuclear Field Building	Y	N	N	7010
UF	195801	1	MAIN CAMPUS	557	Nuclear Reactor	Y	N	N	15941
UF	196401	1	MAIN CAMPUS	634	Nuclear Sciences	Y	N	N	71299
UF	198501	1	MAIN CAMPUS	848	Nuclear Waste Storage	N	N	N	290
UF	196301	107	AUSTIN CARY MEMORIAL FOREST	672	Nursery Shed, Forestry-Acmf	Y	Y	N	1034
UF	198501	1	MAIN CAMPUS	91	O'Connell Ctr Storage	Y	N	N	8412
UF	200501	1	MAIN CAMPUS	1179	OSMI Support Building	Y	N	N	3147
UF	195601	1	MAIN CAMPUS	67	Observatory	Y	N	N	506
UF	196801	3801	OBSERVATORY	999	Observatory	Y	N	N	720
UF	198701	1	MAIN CAMPUS	98	Oconnell Warmup Pool Plant	Y	N	N	783
UF	195501	2801	4H CAMP CLOVERLEAF LAKE PLACID	9622	Office	Y	N	N	450
UF	196801	3201	NORTH FLORIDA REC MARIANNA	8004	Office	Y	N	N	1930
UF	195501	4602	4H CAMP TIMPOOCHEE NICEVILLE	9321	Office	Y	Y	N	610
UF	193001	5001	EVERGLADES REC BELLE GLADE	7401	Office	Y	N	N	9040
UF	195807	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7701	Office - Farm Operations	Y	N	N	1310
UF	200609	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7748	Office / Lab Annex	Y	N	N	3600
UF	194801	1304	TROPICAL REC HOMESTEAD	8216	Office / Laboratory Building	Y	N	N	1500
UF	195501	1304	TROPICAL REC HOMESTEAD	8219	Office /Laboratory Building	Y	N	N	2310
UF	196701	1	MAIN CAMPUS	106	Office Building	Y	N	N	3545
UF	194601	1	MAIN CAMPUS	866	Office Building	Y	N	N	1803
UF	201010	108	BEEF UNIT MONTEOCHA	1347	Office Building	Y	Y	N	1000
UF	200103	120	BOSTON FARM/SANTA FE RIVER RANCH	1309	Office Building	Y	N	N	1200
UF	195701	1304	TROPICAL REC HOMESTEAD	8221	Office Building	Y	N	N	2280
UF	196801	2001	NORTH FLORIDA REC QUINCY	7969	Office Building	Y	N	N	3060
UF	200505	3101	FL MEDICAL ENTOMOLOGY LAB VERO BEACH	4259	Office Building	Y	N	N	1504
UF	195401	6101	NORTH FLORIDA REC LIVE OAK	8306	Office Building	Y	N	N	1900
UF	196901	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	786	Office Building (Mhpr)	N	N	N	948
UF	199501	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	1099	Office Building (Mhpr)	N	N	N	1506
UF	194801	2501	RANGE CATTLE REC ONA	8112	Office-Laboratory	Y	N	N	1990
UF	200507	2905	UF/IFAS PLANT CITY CAMPUS	5401	Office/Lab	Y	N	N	29120
UF	199910	4801	MID FLORIDA REC APOPKA	4022	Office/Lab	Y	N	N	47673
UF	196301	6101	NORTH FLORIDA REC LIVE OAK	8312	Office/Lab Building	Y	Y	N	3475
UF	198001	3101	FL MEDICAL ENTOMOLOGY LAB VERO BEACH	4241	Office/Lab/Bunker Building	Y	N	N	2300
UF	200101	2001	NORTH FLORIDA REC QUINCY	7904	Office/Laboratory	Y	N	N	31299
UF	200501	2904	GULF COAST REC BALM	5201	Office/Laboratory	Y	N	N	43835
UF	199910	3201	NORTH FLORIDA REC MARIANNA	8023	Office/Laboratory	Y	N	N	6170
UF	195401	6101	NORTH FLORIDA REC LIVE OAK	8326	Office/Laboratory Annex	Y	N	N	1307
UF	201103	5601	INDIAN RIVER REC FT PIERCE	7391	Office/Restrooms (Fla)	Y	Y	N	802
UF	193701	2001	NORTH FLORIDA REC QUINCY	7925	Oil House	Y	Y	N	170
UF	200701	5502	CITY OF ST. AUGUSTINE	3931	Old Blacksmith Shop	N	N	N	363
UF	200310	116	Progress Corporate Park	1381	One Innovative Chiller	Y	N	N	300
UF	200310	116	Progress Corporate Park	1382	One Innovative Storage	Y	N	N	200
UF	197001	3801	OBSERVATORY	998	Optical Observatory	Y	N	N	510
UF	197001	3801	OBSERVATORY	997	Optical Observatory Dormitory	Y	N	N	680
UF	196801	3801	OBSERVATORY	996	Optical Observatory Pump House	Y	N	N	240
UF	200803	4801	MID FLORIDA REC APOPKA	4049	Orkin Termite Training Facility	Y	Y	N	6000
UF	200408	1	MAIN CAMPUS	1178	Orthopaedics & Sports Medicine	Y	N	N	137714
UF	201204	2	P.K. YONGE DEVELOPMENTAL RESEARCH SCHOOL	1430	PK Elementary Wing	Y	N	N	36634
UF	200009	2	P.K. YONGE DEVELOPMENTAL RESEARCH SCHOOL	1154	PKY School H Addition	Y	N	N	3128
UF	200010	2	P.K. YONGE DEVELOPMENTAL RESEARCH SCHOOL	1155	PKY School L Addition	Y	N	N	2728
UF	195801	2	P.K. YONGE DEVELOPMENTAL RESEARCH SCHOOL	1110	PKY School Walkways	Y	N	Y	36300
UF	200306	2	P.K. YONGE DEVELOPMENTAL RESEARCH SCHOOL	524	PKY Develop.Research School A	Y	N	N	26086
UF	195801	2	P.K. YONGE DEVELOPMENTAL RESEARCH SCHOOL	510	PKY Develop.Research School C	Y	N	N	4669
UF	195801	2	P.K. YONGE DEVELOPMENTAL RESEARCH SCHOOL	511	PKY Develop.Research School D	Y	N	N	2515
UF	195801	2	P.K. YONGE DEVELOPMENTAL RESEARCH SCHOOL	512	PKY Develop.Research School E	Y	N	N	7577
UF	195801	2	P.K. YONGE DEVELOPMENTAL RESEARCH SCHOOL	513	PKY Develop.Research School F	Y	N	N	6545
UF	195801	2	P.K. YONGE DEVELOPMENTAL RESEARCH SCHOOL	515	PKY Develop.Research School H	Y	N	N	3419
UF	195801	2	P.K. YONGE DEVELOPMENTAL RESEARCH SCHOOL	516	PKY Develop.Research School I	Y	N	N	9516
UF	195801	2	P.K. YONGE DEVELOPMENTAL RESEARCH SCHOOL	517	PKY Develop.Research School J	Y	N	N	7448
UF	195801	2	P.K. YONGE DEVELOPMENTAL RESEARCH SCHOOL	518	PKY Develop.Research School K	Y	N	N	7448
UF	195801	2	P.K. YONGE DEVELOPMENTAL RESEARCH SCHOOL	519	PKY Develop.Research School L	Y	N	N	3233
UF	195801	2	P.K. YONGE DEVELOPMENTAL RESEARCH SCHOOL	520	PKY Develop.Research School M	Y	N	N	5254
UF	200512	2	P.K. YONGE DEVELOPMENTAL RESEARCH SCHOOL	521	PKY Develop.Research School N	Y	N	N	10505
UF	195801	2	P.K. YONGE DEVELOPMENTAL RESEARCH SCHOOL	522	PKY Develop.Research School O	Y	N	N	3783
UF	195801	2	P.K. YONGE DEVELOPMENTAL RESEARCH SCHOOL	523	PKY Develop.Research School P	Y	N	N	19279
UF	199606	2	P.K. YONGE DEVELOPMENTAL RESEARCH SCHOOL	606	PKY Develop.Research School Q	Y	N	N	4944
UF	200310	2	P.K. YONGE DEVELOPMENTAL RESEARCH SCHOOL	509	PKY School Covered Court	Y	N	N	5094

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UF	200106	2	P.K. YONGE DEVELOPMENTAL RESEARCH SCHOOL	1157	PKY School Temporary R 1157	N	N	N	2971
UF	200106	2	P.K. YONGE DEVELOPMENTAL RESEARCH SCHOOL	1167	PKY School Temporary R 1167	N	N	N	2016
UF	200106	2	P.K. YONGE DEVELOPMENTAL RESEARCH SCHOOL	1168	PKY School Temporary R 1168	N	N	N	2016
UF	200411	2	P.K. YONGE DEVELOPMENTAL RESEARCH SCHOOL	1426	PKY School Temporary T 1426	N	N	N	852
UF	200411	2	P.K. YONGE DEVELOPMENTAL RESEARCH SCHOOL	1427	PKY School Temporary T 1427	N	N	N	852
UF	200411	2	P.K. YONGE DEVELOPMENTAL RESEARCH SCHOOL	1428	PKY School Temporary T 1428	N	N	N	852
UF	201008	2	P.K. YONGE DEVELOPMENTAL RESEARCH SCHOOL	1429	PKY School Temporary T 1429	N	N	N	840
UF	199610	2	P.K. YONGE DEVELOPMENTAL RESEARCH SCHOOL	1152	PKY School Temporary Z 1152	N	N	N	857
UF	199610	2	P.K. YONGE DEVELOPMENTAL RESEARCH SCHOOL	1153	PKY School Temporary Z 1153	N	N	N	857
UF	194601	5301	CITRUS REC LAKE ALFRED	7122	Packing House/Canning Plant	Y	N	N	40726
UF	200701	5502	CITY OF ST. AUGUSTINE	3903	Paredes Dodge House	Y	N	N	1392
UF	200701	5502	CITY OF ST. AUGUSTINE	3904	Paredes Dodge Outbuilding	Y	N	N	231
UF	198001	3101	FL MEDICAL ENTOMOLOGY LAB VERO BEACH	4248	Parking Garage	Y	Y	N	1110
UF	197501	1	MAIN CAMPUS	207	Parking Garage 1 (Shands East)	Y	N	N	135133
UF	199810	1	MAIN CAMPUS	208	Parking Garage 10 (Shands E)	Y	N	N	287352
UF	200009	1	MAIN CAMPUS	1166	Parking Garage 11 (Perf Arts)	Y	N	N	174732
UF	197601	1	MAIN CAMPUS	209	Parking Garage 2 (Shands West)	Y	N	N	286971
UF	198801	1	MAIN CAMPUS	364	Parking Garage 3 (Shands West)	Y	N	N	239980
UF	198801	1	MAIN CAMPUS	358	Parking Garage 4 (Museum Rd)	Y	N	N	218255
UF	198801	1	MAIN CAMPUS	397	Parking Garage 5 (N/S Drive)	Y	N	N	379340
UF	199412	1	MAIN CAMPUS	1091	Parking Garage 6 (Sw 16th St)	Y	N	N	162630
UF	199408	1	MAIN CAMPUS	148	Parking Garage 7 (Oconnell)	Y	N	N	176348
UF	199501	1	MAIN CAMPUS	442	Parking Garage 8 (Norman)	Y	N	N	125945
UF	199602	1	MAIN CAMPUS	173	Parking Garage 9 (Archer Rd N)	Y	N	N	224004
UF	200005	1	MAIN CAMPUS	166	Parking Garage 9 (Archer Rd S)	Y	N	N	217596
UF	200912	1	MAIN CAMPUS	254	Parking Garage Complex	Y	N	N	339603
UF	199808	1	MAIN CAMPUS	746	Particle Science & Technology	Y	N	N	32069
UF	198701	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7712	Paul H. Everett Building	Y	N	N	26880
UF	201006	2801	4H CAMP CLOVERLEAF LAKE PLACID	9632	Pavilion	Y	Y	N	560
UF	201508	3803	NATURE COAST BIOLOGICAL STATION CEDAR KEY	1852	Pavilion	Y	N	N	396
UF	195501	4001	4H CAMP CHERRY LAKE MADISON	9217	Pavilion	Y	N	N	6070
UF	201112	4001	4H CAMP CHERRY LAKE MADISON	9211	Pavilion	N	N	N	384
UF	201103	5601	INDIAN RIVER REC FT PIERCE	7379	Pea Fowl House (Zoo)	Y	Y	N	100
UF	200103	4202	PLANT SCIENCE RESEARCH & EDUCATION UNIT CITRA	7507	Peanut Building	Y	N	N	3200
UF	198801	5701	WEST FLORIDA REC JAY	8450	Peanut Dryer Shed	Y	Y	N	870
UF	201107	3201	NORTH FLORIDA REC MARIANNA	8006	Peanut Research Facility	N	N	N	7542
UF	193601	1	MAIN CAMPUS	131	Percy L. Reed Laboratory	Y	N	N	15729
UF	200701	5502	CITY OF ST. AUGUSTINE	3912	Peso De Burgo / Pellicer House	Y	N	N	682
UF	200701	5502	CITY OF ST. AUGUSTINE	3913	Peso De Burgo N Outbuilding	N	N	N	316
UF	200701	5502	CITY OF ST. AUGUSTINE	3914	Peso De Burgo S Outbuilding	N	N	N	263
UF	198801	1	MAIN CAMPUS	1212	Pesticide Building	Y	Y	N	714
UF	194601	1	MAIN CAMPUS	164	Pesticide Information	Y	N	N	6254
UF	198501	1	MAIN CAMPUS	847	Pesticide Information Office	Y	Y	N	958
UF	198601	1	MAIN CAMPUS	833	Pesticide Lab Annex B	Y	Y	N	2410
UF	199612	108	BEEF UNIT MONTEOCHA	1330	Pesticide Load/Mix (Bru)	Y	Y	N	1040
UF	200009	5301	CITRUS REC LAKE ALFRED	7104	Pesticide Mix/ Load	Y	N	N	1920
UF	199612	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7726	Pesticide Mix/Load	Y	Y	N	1040
UF	199612	1304	TROPICAL REC HOMESTEAD	8204	Pesticide Mix/Load	Y	Y	N	1040
UF	199803	2001	NORTH FLORIDA REC QUINCY	7901	Pesticide Mix/Load	Y	N	N	1600
UF	199612	2501	RANGE CATTLE REC ONA	8150	Pesticide Mix/Load	Y	Y	N	1040
UF	199806	3201	NORTH FLORIDA REC MARIANNA	8022	Pesticide Mix/Load	Y	N	N	1600
UF	199910	4801	MID FLORIDA REC APOPKA	4026	Pesticide Mix/Load	Y	Y	N	1600
UF	200507	5001	EVERGLADES REC BELLE GLADE	7470	Pesticide Mix/Load	Y	N	N	2800
UF	199401	5001	EVERGLADES REC BELLE GLADE	7483	Pesticide Mix/Load	Y	Y	N	560
UF	199612	5601	INDIAN RIVER REC FT PIERCE	7332	Pesticide Mix/Load	Y	Y	N	1040
UF	200306	6101	NORTH FLORIDA REC LIVE OAK	8331	Pesticide Mix/Load	Y	N	N	2000
UF	199710	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	1328	Pesticide Mix/Load (Forage)	Y	Y	N	1687
UF	199610	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	1329	Pesticide Mix/Load (Hague)	Y	Y	N	1160
UF	199709	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	1338	Pesticide Mix/Load (Milhr)	Y	Y	N	1600
UF	199906	5504	HASTINGS REC SE	8707	Pesticide Mix/Load (farm)	Y	Y	N	1960
UF	199311	1	MAIN CAMPUS	1242	Pesticide Storage	Y	Y	N	340
UF	199307	1	MAIN CAMPUS	1258	Pesticide Storage	Y	Y	N	214
UF	198201	1304	TROPICAL REC HOMESTEAD	8245	Pesticide Storage	Y	Y	N	480
UF	198201	2001	NORTH FLORIDA REC QUINCY	7902	Pesticide Storage	Y	Y	N	480
UF	197701	4801	MID FLORIDA REC APOPKA	4013	Pesticide Storage	Y	Y	N	240
UF	200412	5701	WEST FLORIDA REC JAY	8460	Pesticide Storage	N	N	N	120
UF	198001	601	FT LAUDERDALE REC	5020	Pesticide Storage Bldg	Y	Y	N	640
UF	198010	108	BEEF UNIT MONTEOCHA	1236	Pesticides Storage (Bru)	Y	Y	N	100
UF	192701	1	MAIN CAMPUS	12	Peter Rolfs Hall	Y	N	N	38253
UF	-	1	MAIN CAMPUS	3394	Phi Delta Theta	Y	N	N	45471
UF	196501	1	MAIN CAMPUS	424	Phi Gamma Delta	Y	N	N	17772
UF	-	1	MAIN CAMPUS	3416	Phi Kappa Tau	Y	N	N	15600
UF	195601	1	MAIN CAMPUS	416	Phi Mu	Y	N	N	10753
UF	199111	1	MAIN CAMPUS	315	Phillips Center For The Performing Arts	Y	N	N	68039
UF	199801	1	MAIN CAMPUS	92	Physics Building	Y	N	N	234537

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UF	199808	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	1341	Physiology Barn (Hague)	Y	N	N	17500
UF	199612	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	1315	Physiology Barn (Hague)	Y	N	N	20000
UF	199310	1	MAIN CAMPUS	418	Pi Beta Phi	Y	N	N	12388
UF	-	1	MAIN CAMPUS	398	Pi Kappa Alpha	Y	N	N	1
UF	196301	1	MAIN CAMPUS	428	Pi Kappa Phi	Y	N	N	10500
UF	195501	1	MAIN CAMPUS	432	Pi Lambda Phi	Y	N	N	13066
UF	194301	107	AUSTIN CARY MEMORIAL FOREST	435	Picnic Shelter, Forestry-Acmf	Y	Y	N	401
UF	199601	3602	Randell Research Center	3277	Pineland Post Office	Y	N	N	100
UF	-	5702	WEST FLORIDA REC MILTON	8463	Pjc B4800	Y	N	N	15168
UF	200606	5702	WEST FLORIDA REC MILTON	8476	Pjc B4900	Y	N	N	8756
UF	195601	107	AUSTIN CARY MEMORIAL FOREST	924	Planer Shed, Forestry-Acmf	Y	Y	N	2400
UF	198910	1	MAIN CAMPUS	885	Plant Cell/Molecular Bio Lab	Y	N	N	5194
UF	200103	4202	PLANT SCIENCE RESEARCH & EDUCATION UNIT CITRA	7512	Plant Drying Building	Y	N	N	3000
UF	196701	1	MAIN CAMPUS	501	Plant Growth Room	Y	Y	N	1478
UF	196801	1	MAIN CAMPUS	193	Plant Pathology Cytology Laboratory	Y	N	N	602
UF	201212	1	MAIN CAMPUS	1291	Plant Pathology Diagnostics Lab	Y	N	N	6232
UF	196301	1	MAIN CAMPUS	667	Plant Pathology Growth Room	Y	Y	N	538
UF	198801	1	MAIN CAMPUS	1200	Plant Science Facility	Y	N	N	6485
UF	195701	1	MAIN CAMPUS	942	Pole Barn	Y	Y	N	10687
UF	200111	1	MAIN CAMPUS	1355	Polyhouse	N	N	N	2880
UF	199511	1	MAIN CAMPUS	1227	Polyhouse #10	Y	Y	N	2308
UF	199511	1	MAIN CAMPUS	1225	Polyhouse #5	Y	Y	N	2308
UF	199511	1	MAIN CAMPUS	1228	Polyhouse #9-Ornamental Hort.	Y	Y	N	2308
UF	197001	1	MAIN CAMPUS	356	Pool Maintenance Bldg-Housing	Y	N	N	480
UF	197001	1	MAIN CAMPUS	357	Pool Maintenance Bldg-Housing	Y	N	N	480
UF	200103	5601	INDIAN RIVER REC FT PIERCE	7340	Post Harvest	Y	N	N	3787
UF	200103	4202	PLANT SCIENCE RESEARCH & EDUCATION UNIT CITRA	7505	Post Harvest Building	Y	N	N	3200
UF	200412	2904	GULF COAST REC BALM	5203	Post Harvest/Storage	Y	N	N	15600
UF	196901	5601	INDIAN RIVER REC FT PIERCE	7315	Postharvest Lab	Y	Y	N	1150
UF	198801	1	MAIN CAMPUS	1211	Pot Washing Building	Y	Y	N	254
UF	199204	1	MAIN CAMPUS	1288	Potting Shed, Forestry	Y	Y	N	1152
UF	199706	1	MAIN CAMPUS	308	Powell Hall (FLMNH)	Y	N	N	59678
UF	199401	6801	Preservation Institute, MASSACHUSETTS	2600	Preservation Institute	Y	N	N	3680
UF	195801	5301	CITRUS REC LAKE ALFRED	7135	Production Research Lab	Y	N	N	6745
UF	201501	116	Progress Corporate Park	PR01	Progress Park	Y	N	N	23734
UF	201501	116	Progress Corporate Park	PR02	Progress Park North	Y	N	N	7000
UF	194201	1	MAIN CAMPUS	852	Project/Hvac Controls	Y	N	N	2286
UF	200603	1602	HSC - JACKSONVILLE	1730	Proton Beam Building	Y	N	N	98774
UF	197201	1	MAIN CAMPUS	749	Psychology Building	Y	N	N	74299
UF	200701	5502	CITY OF ST. AUGUSTINE	3933	Public Restrooms	Y	N	N	887
UF	193001	1	MAIN CAMPUS	27	Public Safety	Y	N	N	4320
UF	196301	5301	CITRUS REC LAKE ALFRED	7153	Pulp Feed Mill Facility	Y	Y	N	1300
UF	195207	108	BEEF UNIT MONTEOCHA	149	Pump House	Y	Y	N	53
UF	198512	601	FT LAUDERDALE REC	5041	Pump House	N	N	N	120
UF	197001	601	FT LAUDERDALE REC	5012	Pump House	Y	Y	N	220
UF	200201	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7745	Pump House	N	N	N	112
UF	200101	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7707	Pump House	N	N	N	124
UF	198712	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7728	Pump House	N	N	N	100
UF	199812	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7738	Pump House	N	N	N	64
UF	199712	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7740	Pump House	N	N	N	120
UF	199912	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7734	Pump House	N	N	N	80
UF	199812	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7744	Pump House	N	N	N	384
UF	195501	2801	4H CAMP CLOVERLEAF LAKE PLACID	9629	Pump House	Y	Y	N	40
UF	201404	2802	CITRUS REC LAKE ALFRED, HIGHLANDS COUNTY	7127	Pump House	Y	N	N	152
UF	201404	2802	CITRUS REC LAKE ALFRED, HIGHLANDS COUNTY	7126	Pump House	Y	N	N	200
UF	201404	2802	CITRUS REC LAKE ALFRED, HIGHLANDS COUNTY	7125	Pump House	Y	N	N	96
UF	198001	3101	FL MEDICAL ENTOMOLOGY LAB VERO BEACH	4250	Pump House	Y	Y	N	60
UF	197301	3201	NORTH FLORIDA REC MARIANNA	8015	Pump House	Y	Y	N	50
UF	195512	4602	4H CAMP TIMPOOCHEE NICEVILLE	9340	Pump House	N	N	N	63
UF	200009	4801	MID FLORIDA REC APOPKA	4006	Pump House	Y	N	N	165
UF	194801	5001	EVERGLADES REC BELLE GLADE	7444	Pump House	Y	Y	N	830
UF	200201	5301	CITRUS REC LAKE ALFRED	7106	Pump House	Y	N	N	240
UF	201603	5301	CITRUS REC LAKE ALFRED	7199	Pump House	Y	N	N	219
UF	193201	5301	CITRUS REC LAKE ALFRED	7116	Pump House	Y	Y	N	135
UF	201302	5601	INDIAN RIVER REC FT PIERCE	7317	Pump House	Y	Y	N	315
UF	201005	5701	WEST FLORIDA REC JAY	8417	Pump House	Y	N	N	36
UF	200111	5701	WEST FLORIDA REC JAY	8455	Pump House	Y	N	N	60
UF	195401	1	MAIN CAMPUS	467	Pump House (E&G)	N	N	N	112
UF	194801	1	MAIN CAMPUS	176	Pump House (Gator Pond)	N	N	N	82
UF	196401	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	670	Pump House (Mlhp)	Y	Y	N	242
UF	195001	1	MAIN CAMPUS	161	Pump House (Ocala Pond)	N	N	N	52
UF	201401	5402	ORDWAY-SWISHER BIOLOGICAL STATION MELROSE	2252	Pump House (Porter)	Y	N	N	40
UF	201407	5402	ORDWAY-SWISHER BIOLOGICAL STATION MELROSE	2245	Pump House (Wodey Camp)	Y	N	N	96
UF	201103	5601	INDIAN RIVER REC FT PIERCE	7383	Pump House (Zoo)	Y	Y	N	100
UF	200508	5301	CITRUS REC LAKE ALFRED	7121	Pump House / Storage Building	Y	Y	N	625
UF	199012	1	MAIN CAMPUS	1241	Pump Shed	Y	Y	N	100
UF	195201	2501	RANGE CATTLE REC ONA	8124	Pump Shed	Y	Y	N	80
UF	199912	5601	INDIAN RIVER REC FT PIERCE	7355	Pump Shed	N	N	N	270
UF	199501	1304	TROPICAL REC HOMESTEAD	8285	Pump Storage	N	N	N	192
UF	199701	1304	TROPICAL REC HOMESTEAD	8284	Pump Storage	N	N	N	64
UF	199501	1304	TROPICAL REC HOMESTEAD	8282	Pump Storage	N	N	N	192
UF	195501	4001	4H CAMP CHERRY LAKE MADISON	9220	Pumphouse	Y	Y	N	150
UF	194801	5301	CITRUS REC LAKE ALFRED	7112	Pumphouse	Y	Y	N	500

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Rept inst	Occupy dt	Site ID	Site Name	Bldg id	Bldg nameAscending	Permanent	Farm	Walkway	Act gross sq ft
UF	200307	16	EASTSIDE CAMPUS	1619	Qualification Lab, CTT	N	N	N	8162
UF	201103	5601	INDIAN RIVER REC FT PIERCE	7382	Quarantine Pen (Zoo)	Y	Y	N	36
UF	201103	5601	INDIAN RIVER REC FT PIERCE	7381	Quarantine Pen (Zoo)	Y	Y	N	36
UF	198701	1304	TROPICAL REC HOMESTEAD	8252	R. A. Conover Admin Bldg	Y	N	N	3280
UF	201208	1	MAIN CAMPUS	754	R.C. Beaty Apartments E1	Y	N	N	1535
UF	-	1	MAIN CAMPUS	768	R.C. Beaty Apartments E2	Y	N	N	1530
UF	196701	1	MAIN CAMPUS	755	R.C. Beaty Service Bldg F	Y	N	N	4800
UF	196701	1	MAIN CAMPUS	727	Racing Lab	Y	N	N	9510
UF	200010	1	MAIN CAMPUS	635	Racing Lab Annex	Y	N	N	3100
UF	199107	1	MAIN CAMPUS	266	Racquet Club Dining Center	Y	N	N	14642
UF	197201	1	MAIN CAMPUS	773	Radiation Control Storage	N	N	N	290
UF	197401	1501	OBSERVATORY	988	Radio Observatory	Y	N	N	1330
UF	197401	1501	OBSERVATORY	987	Radio Observatory Pump House	N	N	N	70
UF	197401	1501	OBSERVATORY	986	Radio Observatory Storage	N	N	N	230
UF	198001	1	MAIN CAMPUS	30	Rae O. Weimer Hall	Y	N	N	162807
UF	201901	4202	PLANT SCIENCE RESEARCH & EDUCATION UNIT CITRA	7537	Rainout Shelters	Y	N	N	2880
UF	201901	4202	PLANT SCIENCE RESEARCH & EDUCATION UNIT CITRA	7536	Rainout Shelters	Y	N	N	2880
UF	201901	4202	PLANT SCIENCE RESEARCH & EDUCATION UNIT CITRA	7535	Rainout Shelters	Y	N	N	2880
UF	197701	1	MAIN CAMPUS	267	Ralph D. Turlington Hall	Y	N	N	183587
UF	200806	3602	Randell Research Center	1705	Randell Teaching Pavilion	Y	N	N	2500
UF	201304	1	MAIN CAMPUS	551	Rawlings Plaza Annex	Y	N	N	4114
UF	201503	5402	ORDWAY-SWISHER BIOLOGICAL STATION MELROSE	2270	Really Nolen Cabin	Y	N	N	912
UF	199408	1	MAIN CAMPUS	347	Rec Facilities Score Keeper	Y	N	N	1840
UF	201001	1	MAIN CAMPUS	579	Reclaimed Water Storage Facility	Y	N	N	11300
UF	195501	2801	4H CAMP CLOVERLEAF LAKE PLACID	9623	Recreation Shop	Y	N	N	1970
UF	199412	1	MAIN CAMPUS	1062	Recreation Sports Maintenance	Y	N	N	608
UF	198201	1	MAIN CAMPUS	257	Recreational Tennis Facility	Y	N	N	1080
UF	201803	2501	RANGE CATTLE REC ONA	8116	Research Building	Y	N	N	2895
UF	199506	4601	GRADUATE ENG & RESEARCH CTR	1700	Research Engineering Education Facility (REEF)	Y	N	N	53150
UF	194901	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	186	Research Facility (Hague)	Y	N	N	12244
UF	196301	1	MAIN CAMPUS	697	Research Lab	Y	N	N	1283
UF	196601	1	MAIN CAMPUS	737	Research Lab	Y	N	N	2928
UF	198401	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	542	Research Lab (Mlhpr)	Y	N	N	2475
UF	197301	1	MAIN CAMPUS	550	Research Laboratory	Y	N	N	2149
UF	195201	1	MAIN CAMPUS	68	Research Laboratory	Y	N	N	5844
UF	199612	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	1224	Research Office Bldg (Mlhpr)	Y	Y	N	5000
UF	200312	106	BEEF TEACHING UNIT SAND HILL	895	Residence	Y	N	N	1760
UF	195301	108	BEEF UNIT MONTECOCHA	439	Residence	Y	N	N	753
UF	195201	108	BEEF UNIT MONTECOCHA	79	Residence	Y	N	N	1889
UF	199612	120	BOSTON FARM/SANTA FE RIVER RANCH	1307	Residence	Y	N	N	2963
UF	200207	120	BOSTON FARM/SANTA FE RIVER RANCH	1368	Residence	N	N	N	1848
UF	200705	601	FT LAUDERDALE REC	5062	Residence	N	N	N	924
UF	199910	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7705	Residence	N	N	N	960
UF	196101	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7706	Residence	Y	N	N	1590
UF	201309	1304	TROPICAL REC HOMESTEAD	8212	Residence	Y	N	N	1875
UF	200312	1304	TROPICAL REC HOMESTEAD	8267	Residence	Y	N	N	2760
UF	199910	2501	RANGE CATTLE REC ONA	8103	Residence	N	N	N	1344
UF	194201	2501	RANGE CATTLE REC ONA	8101	Residence	Y	N	N	985
UF	194201	2501	RANGE CATTLE REC ONA	8109	Residence	Y	N	N	710
UF	200404	2904	GULF COAST REC BALM	5210	Residence	Y	N	N	2440
UF	193001	5001	EVERGLADES REC BELLE GLADE	7410	Residence	Y	N	N	1060
UF	192901	5001	EVERGLADES REC BELLE GLADE	7409	Residence	Y	N	N	1060
UF	193001	5001	EVERGLADES REC BELLE GLADE	7412	Residence	Y	N	N	1200
UF	195601	5601	INDIAN RIVER REC FT PIERCE	7310	Residence	Y	N	N	1330
UF	195701	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	178	Residence (Hague)	Y	N	N	1299
UF	194901	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	188	Residence (Hague)	Y	N	N	1658
UF	195501	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	481	Residence (Mlhpr)	Y	N	N	1694
UF	198801	1	MAIN CAMPUS	1221	Residence / Laboratory	Y	N	N	4170
UF	198901	107	AUSTIN CARY MEMORIAL FOREST	1252	Residence, Forestry-Acmf	N	N	N	840
UF	197101	1	MAIN CAMPUS	198	Restroom	Y	N	N	112
UF	195501	2801	4H CAMP CLOVERLEAF LAKE PLACID	9618	Restroom	Y	N	N	380
UF	195501	2801	4H CAMP CLOVERLEAF LAKE PLACID	9617	Restroom	Y	N	N	380
UF	196801	1	MAIN CAMPUS	194	Restroom and Shower Facility	Y	Y	N	58
UF	199910	1	MAIN CAMPUS	1164	Restroom/Pavilion Bldg Site B	Y	N	N	1403
UF	198701	1304	TROPICAL REC HOMESTEAD	8254	Restrooms	Y	Y	N	950
UF	200107	4602	4H CAMP TIMPOOCHEE NICEVILLE	9339	Restrooms	Y	N	N	1421
UF	200307	16	EASTSIDE CAMPUS	1617	Restrooms, CTT	Y	N	N	490
UF	195801	2801	4H CAMP CLOVERLEAF LAKE PLACID	9628	Retreat	Y	N	N	1040
UF	199507	1	MAIN CAMPUS	19	Rex & Preston Farmior Hall	Y	N	N	88306
UF	200701	5502	CITY OF ST. AUGUSTINE	3906	Ribera House	Y	N	N	2257
UF	200701	5502	CITY OF ST. AUGUSTINE	3907	Ribera Kitchen	Y	N	N	480
UF	195601	1	MAIN CAMPUS	837	Rifle Range	Y	N	N	2040
UF	199806	1	MAIN CAMPUS	1156	Ring Varsity Tennis Building	Y	N	N	5461
UF	195801	1	MAIN CAMPUS	100	Robert C. Williamson Hall	Y	N	N	75279
UF	196701	1	MAIN CAMPUS	752	Robert Calder Beaty Commons C	Y	N	N	8440
UF	196701	1	MAIN CAMPUS	750	Robert Calder Beaty Towers A	Y	N	N	82810
UF	196701	1	MAIN CAMPUS	751	Robert Calder Beaty Towers B	Y	N	N	76950
UF	198601	1	MAIN CAMPUS	43	Robert Marston Science Library	Y	N	N	115613
UF	200701	5502	CITY OF ST. AUGUSTINE	3916	Rodriguez House	Y	N	N	714
UF	201404	107	AUSTIN CARY MEMORIAL FOREST	138	Roland T. Stern Learning Center at Austin Cary Forest	Y	N	N	8960

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UF	199706	1	MAIN CAMPUS	73	Rolls Elevator Equipment Bldg	Y	N	N	118
UF	198001	3101	FL MEDICAL ENTOMOLOGY LAB VERO BEACH	4251	Round House	N	N	N	1900
UF	199601	3602	Randell Research Center	3276	Ruby Gill House	Y	N	N	4324
UF	195001	1	MAIN CAMPUS	53	Rudolf Weaver Hall	Y	N	N	46840
UF	193201	1	MAIN CAMPUS	37	S.U.S. Press	Y	N	N	2501
UF	199611	1	MAIN CAMPUS	1056	SE Chilled Water Plant (CWPg)	Y	N	N	18894
UF	199005	1	MAIN CAMPUS	295	SW Chilled Water Plant (CWP4)	Y	N	N	5898
UF	200701	5502	CITY OF ST. AUGUSTINE	3927	Salcedo House	Y	N	N	2191
UF	200701	5502	CITY OF ST. AUGUSTINE	3926	Salcedo Kitchen	Y	N	N	563
UF	200008	111	HORSE TEACHING UNIT WALL FARM	1352	Sam Wall Student Residence	N	N	N	1456
UF	197601	111	HORSE TEACHING UNIT WALL FARM	993	Sam Wall Animal Sci Hay Stor	Y	Y	N	3900
UF	197401	111	HORSE TEACHING UNIT WALL FARM	991	Sam Wall Animal Sci North Barn	Y	Y	N	2720
UF	197401	111	HORSE TEACHING UNIT WALL FARM	990	Sam Wall Animal Sci South Barn	Y	Y	N	4108
UF	197401	111	HORSE TEACHING UNIT WALL FARM	992	Sam Wall Animal Sci West Barn	Y	Y	N	729
UF	199802	111	HORSE TEACHING UNIT WALL FARM	1337	Sam Wall Arena Support Bldg	Y	N	N	51736
UF	200104	111	HORSE TEACHING UNIT WALL FARM	1350	Sam Wall Hay Storage	Y	N	N	3200
UF	200601	111	HORSE TEACHING UNIT WALL FARM	1351	Sam Wall Manure Composting Fac	Y	N	N	2560
UF	198601	111	HORSE TEACHING UNIT WALL FARM	994	Sam Wall Residence	Y	N	N	4658
UF	199706	111	HORSE TEACHING UNIT WALL FARM	1336	Sam Wall Teaching Barn	Y	N	N	2400
UF	199808	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	1342	Sampling Lab (Hague)	Y	N	N	288
UF	199005	1	MAIN CAMPUS	309	Samuel P. Harn Museum Of Art	Y	N	N	122684
UF	200701	5502	CITY OF ST. AUGUSTINE	3919	Sanchez De Ortigosa House	Y	N	N	1286
UF	197701	1	MAIN CAMPUS	211	Sanitary Lift Station L1	Y	N	N	3795
UF	196001	1	MAIN CAMPUS	610	Sanitary Lift Station L2	Y	N	N	480
UF	195201	107	AUSTIN CARY MEMORIAL FOREST	436	Sawmill, Forestry-Acmf	Y	Y	N	4808
UF	198101	5701	WEST FLORIDA REC JAY	8448	Scale Barn	Y	Y	N	2720
UF	195301	108	BEEF UNIT MONTEOCHA	195	Scale Building	Y	Y	N	1260
UF	198601	2501	RANGE CATTLE REC ONA	8147	Scale Shed	Y	Y	N	1140
UF	194101	2501	RANGE CATTLE REC ONA	8106	Scale Shed	Y	Y	N	280
UF	197401	4201	EQUINE SCIENCES CENTER LOWELL	7209	Scale Storage	Y	Y	N	2630
UF	199109	1	MAIN CAMPUS	228	Schiebler CMS	Y	N	N	46182
UF	198701	1	MAIN CAMPUS	125	Scott Linder Tennis Stadium	Y	N	N	17248
UF	200606	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7749	Screen House	Y	Y	N	2208
UF	199912	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7743	Screen House	N	N	N	13050
UF	199406	1304	TROPICAL REC HOMESTEAD	8236	Screen House	Y	Y	N	2300
UF	196801	1304	TROPICAL REC HOMESTEAD	8234	Screen House	Y	Y	N	870
UF	-	2001	NORTH FLORIDA REC QUINCY	7912	Screen House	Y	Y	N	431
UF	200510	4801	MID FLORIDA REC APOPKA	4048	Screen House	Y	Y	N	9792
UF	197101	5301	CITRUS REC LAKE ALFRED	7160	Screen House	Y	Y	N	2417
UF	192201	5301	CITRUS REC LAKE ALFRED	7114	Screen House	Y	Y	N	1600
UF	195801	5301	CITRUS REC LAKE ALFRED	7144	Screen House	Y	Y	N	2400
UF	197201	5301	CITRUS REC LAKE ALFRED	7162	Screen House	Y	Y	N	6457
UF	201603	5301	CITRUS REC LAKE ALFRED	7132	Screen House	Y	N	N	396
UF	201404	5301	CITRUS REC LAKE ALFRED	7118	Screen House	Y	N	N	58120
UF	201008	5601	INDIAN RIVER REC FT PIERCE	7322	Screen House	Y	Y	N	384
UF	201008	5601	INDIAN RIVER REC FT PIERCE	7314	Screen House	Y	Y	N	384
UF	201201	1304	TROPICAL REC HOMESTEAD	8273	Screenhouse	Y	Y	N	3456
UF	200012	3802	SEAHORSE KEY MARINE LAB	977	Seahorse Key Generator Bldg	Y	N	N	192
UF	198701	3802	SEAHORSE KEY MARINE LAB	855	Seahorse Key Lighthouse	Y	N	N	800
UF	195201	3802	SEAHORSE KEY MARINE LAB	995	Seahorse Key Marine Lab	Y	N	N	840
UF	195501	3802	SEAHORSE KEY MARINE LAB	979	Seahorse Key Marine Shop	N	N	N	800
UF	200012	3802	SEAHORSE KEY MARINE LAB	985	Seahorse Key Pump House	Y	N	N	64
UF	201401	5402	ORDWAY-SWISHER BIOLOGICAL STATION MELROSE	2260	Security Cottage (Steele)	Y	N	N	256
UF	199006	1	MAIN CAMPUS	1031	Security Guard Hut	N	N	N	12
UF	195201	3201	NORTH FLORIDA REC MARIANNA	8003	Seed Building	Y	Y	N	3000
UF	198101	5701	WEST FLORIDA REC JAY	8446	Seed Dryer	Y	Y	N	160
UF	197101	2001	NORTH FLORIDA REC QUINCY	7979	Seed Room	Y	Y	N	320
UF	198301	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	797	Shade Feed Barn (Hague)	Y	Y	N	5180
UF	200907	601	FT LAUDERDALE REC	5077	Shade House	Y	Y	N	16393
UF	200907	601	FT LAUDERDALE REC	5076	Shade House	Y	Y	N	4656
UF	200907	601	FT LAUDERDALE REC	5073	Shade House	Y	Y	N	2401
UF	200103	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7727	Shade House	Y	Y	N	12672
UF	199012	1304	TROPICAL REC HOMESTEAD	8243	Shade House	Y	Y	N	2560
UF	194101	1304	TROPICAL REC HOMESTEAD	8211	Shade House	N	N	N	1950
UF	200305	1304	TROPICAL REC HOMESTEAD	8265	Shade House	Y	Y	N	1800
UF	200902	2001	NORTH FLORIDA REC QUINCY	7940	Shade House	Y	Y	N	13869
UF	201001	2904	GULF COAST REC BALM	5220	Shade House	Y	Y	N	18000
UF	200110	4801	MID FLORIDA REC APOPKA	4033	Shade House	N	N	N	5760
UF	200112	4801	MID FLORIDA REC APOPKA	4040	Shade House	N	N	N	864
UF	201104	4801	MID FLORIDA REC APOPKA	4011	Shade House	Y	Y	N	1350
UF	200112	4801	MID FLORIDA REC APOPKA	4039	Shade House	N	N	N	864
UF	200112	4801	MID FLORIDA REC APOPKA	4041	Shade House	N	N	N	864
UF	201102	4801	MID FLORIDA REC APOPKA	4007	Shade House	Y	Y	N	41616
UF	198401	5001	EVERGLADES REC BELLE GLADE	7494	Shade House	Y	Y	N	2110
UF	200901	5301	CITRUS REC LAKE ALFRED	7117	Shade House	Y	Y	N	18955
UF	201103	5701	WEST FLORIDA REC JAY	8430	Shade House	N	N	N	2178
UF	201103	5701	WEST FLORIDA REC JAY	8428	Shade House	Y	Y	N	2178
UF	201103	5701	WEST FLORIDA REC JAY	8429	Shade House	Y	Y	N	2178
UF	200701	5701	WEST FLORIDA REC JAY	8431	Shade House	N	N	N	1140
UF	201006	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	1346	Shade House (Forge)	Y	Y	N	6720
UF	198910	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	396	Shade House (Hague)	Y	Y	N	9600
UF	199810	1	MAIN CAMPUS	696	Shade House, Plant Pathology	Y	Y	N	2340
UF	201410	1304	TROPICAL REC HOMESTEAD	8274	Shade house	Y	Y	N	21678
UF	199511	1	MAIN CAMPUS	969	Shadehouse	Y	Y	N	2308

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UF	199511	1	MAIN CAMPUS	968	Shadehouse	Y	Y	N	2308
UF	199511	1	MAIN CAMPUS	1226	Shadehouse	Y	Y	N	2308
UF	199511	1	MAIN CAMPUS	961	Shadehouse	Y	Y	N	2308
UF	199511	1	MAIN CAMPUS	962	Shadehouse	Y	Y	N	2308
UF	200812	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	1398	Shadehouse	Y	Y	N	9928
UF	201201	1304	TROPICAL REC HOMESTEAD	8272	Shadehouse	Y	Y	N	21600
UF	200610	2904	GULF COAST REC BALM	5234	Shadehouse	N	N	N	23712
UF	200506	2904	GULF COAST REC BALM	5232	Shadehouse	Y	N	N	23528
UF	200610	2904	GULF COAST REC BALM	5235	Shadehouse	N	N	N	23813
UF	200609	4202	PLANT SCIENCE RESEARCH & EDUCATION UNIT CITRA	7522	Shadehouse	Y	N	N	9900
UF	200812	4202	PLANT SCIENCE RESEARCH & EDUCATION UNIT CITRA	7524	Shadehouse	Y	Y	N	9600
UF	200307	5702	WEST FLORIDA REC MILTON	8473	Shadehouse	N	N	N	1400
UF	200307	5702	WEST FLORIDA REC MILTON	8472	Shadehouse	N	N	N	1400
UF	199108	1	MAIN CAMPUS	694	Shands Biohazard Waste Storage	Y	N	N	771
UF	199312	1	MAIN CAMPUS	1089	Shands Heliport Hangar	Y	N	N	7283
UF	199312	1	MAIN CAMPUS	1088	Shands Heliport Office Bldg	Y	N	N	2568
UF	199104	1	MAIN CAMPUS	457	Shands In-Patient MRI Building	Y	N	N	5492
UF	200806	1602	HSC - JACKSONVILLE	3382	Shands Jacksonville Biomedical Research Laboratories	Y	N	N	12256
UF	199703	1	MAIN CAMPUS	1172	Shands Linen Utility	N	N	N	504
UF	199809	1	MAIN CAMPUS	171	Shands Medical Plaza B	Y	N	N	111446
UF	198301	1	MAIN CAMPUS	202	Shands Patient Services Bldg	Y	N	N	588570
UF	199612	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	1317	Sheltered Feed Station (Hague)	Y	Y	N	1070
UF	199612	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	1324	Sheltered Feed Station (Hague)	Y	Y	N	530
UF	199612	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	1321	Sheltered Feed Station (Hague)	Y	Y	N	1070
UF	199612	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	1322	Sheltered Feed Station (Hague)	Y	Y	N	530
UF	199612	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	1316	Sheltered Feed Station (Hague)	Y	Y	N	270
UF	199612	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	1320	Sheltered Feed Station (Hague)	Y	Y	N	1070
UF	199612	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	1318	Sheltered Feed Station (Hague)	Y	Y	N	270
UF	199612	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	1323	Sheltered Feed Station (Hague)	Y	Y	N	1070
UF	199612	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	1319	Sheltered Feed Station (Hague)	Y	Y	N	270
UF	199407	1	MAIN CAMPUS	462	Shepard Broad Building	Y	N	N	13451
UF	195501	2801	4H CAMP CLOVERLEAF LAKE PLACID	9627	Shop	Y	Y	N	1010
UF	195501	4001	4H CAMP CHERRY LAKE MADISON	9216	Shop	Y	N	N	1150
UF	197101	5301	CITRUS REC LAKE ALFRED	7158	Shop / Lab	Y	Y	N	1414
UF	198501	2001	NORTH FLORIDA REC QUINCY	7914	Shop Building	Y	Y	N	2400
UF	195807	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7702	Shop-Equipment Storage	Y	Y	N	1320
UF	199506	116	Progress Corporate Park	1041	Sid Martin Biotechnology Fac.	Y	N	N	39912
UF	196401	1	MAIN CAMPUS	420	Sigma Alpha Epsilon	Y	N	N	24100
UF	196401	1	MAIN CAMPUS	425	Sigma Chi	Y	N	N	20996
UF	201608	1	MAIN CAMPUS	G950	Sigma Kappa	Y	N	N	27660
UF	198401	1	MAIN CAMPUS	399	Sigma Nu	Y	N	N	8640
UF	195501	1	MAIN CAMPUS	422	Sigma Phi Epsilon	Y	N	N	24364
UF	198401	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	943	Silo (Hague)	Y	Y	N	320
UF	194901	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	915	Silo (Hague)	Y	Y	N	870
UF	200701	5502	CITY OF ST. AUGUSTINE	3929	Sims House	Y	N	N	802
UF	200701	5502	CITY OF ST. AUGUSTINE	3930	Sims Outbuilding	N	N	N	173
UF	199506	1001	CAMP BLANDING	1725	Simulated House Camp Blanding	N	N	N	220
UF	198501	2001	NORTH FLORIDA REC QUINCY	7909	Small Grain Building	Y	Y	N	4400
UF	199510	1	MAIN CAMPUS	1150	Smathers Emergency Generator	Y	N	N	240
UF	199705	1	MAIN CAMPUS	1151	Smathers Fire Pump Building	Y	N	N	361
UF	196701	1	MAIN CAMPUS	1103	Smathers Walkway	Y	N	Y	10150
UF	200701	5502	CITY OF ST. AUGUSTINE	3937	Smokehouse	N	N	N	69
UF	200206	1	MAIN CAMPUS	1195	Smokers Shelter (Infirmary)	N	N	N	125
UF	201011	1	MAIN CAMPUS	1171	Softball Batting Cage	Y	N	N	2280
UF	200106	1	MAIN CAMPUS	1165	Softball Field House Facility	Y	N	N	2223
UF	199611	1	MAIN CAMPUS	1161	Softball Maintenance Bldg.	Y	N	N	1688
UF	196901	5001	EVERGLADES REC BELLE GLADE	7475	Soil Testing Laboratory	Y	N	N	4320
UF	198801	1	MAIN CAMPUS	1213	Sols Building	Y	Y	N	6712
UF	200812	1	MAIN CAMPUS	839	Sols Equipment Building	Y	N	N	80
UF	196501	1	MAIN CAMPUS	693	Sols Plant Preparation Lab	Y	Y	N	560
UF	198901	1	MAIN CAMPUS	1248	Sols Storage	Y	Y	N	288
UF	198501	1	MAIN CAMPUS	949	Sols/Fertilizer Storage	Y	Y	N	510
UF	195901	1	MAIN CAMPUS	587	Solar Energy Test House	Y	N	N	1957
UF	197801	1	MAIN CAMPUS	241	Solar Energy Test House 1	Y	N	N	1836
UF	197801	1	MAIN CAMPUS	249	Solar Energy Well House	N	N	N	192
UF	197901	1	MAIN CAMPUS	247	Solar Engineering Laboratory	Y	N	N	2397
UF	198101	601	FT LAUDERDALE REC	5028	Solvent Storage Bldg	Y	Y	N	310
UF	199408	1	MAIN CAMPUS	316	Southwest Recreation Center	Y	N	N	138704
UF	197601	5701	WEST FLORIDA REC JAY	8444	Soybean Research Lab	Y	N	N	1275
UF	200701	5502	CITY OF ST. AUGUSTINE	3924	Spanish Military Hospital	Y	N	N	3525
UF	195601	1	MAIN CAMPUS	718	Special Project Lab - FLMNH	N	N	N	1538
UF	200012	1	MAIN CAMPUS	1198	Speciality Shop	Y	N	N	14700
UF	199709	116	Progress Corporate Park	1042	Specific Pathogen Free Animal	Y	N	N	6598
UF	196801	1	MAIN CAMPUS	757	Spessard L. Holland Law Center	Y	N	N	212458
UF	198801	1	MAIN CAMPUS	573	Sports Field House	Y	N	N	9702
UF	199504	1	MAIN CAMPUS	1085	Springs Residential Complex	Y	N	N	18550

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UF	199508	1	MAIN CAMPUS	1084	Springs Residential Complex	Y	N	N	18550
UF	199508	1	MAIN CAMPUS	1082	Springs Residential Complex	Y	N	N	18550
UF	199508	1	MAIN CAMPUS	1083	Springs Residential Complex	Y	N	N	18550
UF	199504	1	MAIN CAMPUS	1080	Springs Residential Complex	Y	N	N	8860
UF	199504	1	MAIN CAMPUS	1086	Springs Residential Complex	Y	N	N	18550
UF	199508	1	MAIN CAMPUS	1081	Springs Residential Complex	Y	N	N	18550
UF	200308	1	MAIN CAMPUS	156	Stadium Addition	Y	N	N	256154
UF	195501	4001	4H CAMP CHERRY LAKE MADISON	9218	Staff Cabin	Y	N	N	590
UF	200807	4602	4H CAMP TIMPOOCHEE NICEVILLE	9343	Staff Cabin	Y	Y	N	1672
UF	200807	4602	4H CAMP TIMPOOCHEE NICEVILLE	9342	Staff Cabin	Y	Y	N	1672
UF	195501	2801	4H CAMP CLOVERLEAF LAKE PLACID	9615	Staff Cottage	Y	N	N	1490
UF	195501	2801	4H CAMP CLOVERLEAF LAKE PLACID	9621	Staff Cottage	Y	N	N	790
UF	195501	2801	4H CAMP CLOVERLEAF LAKE PLACID	9616	Staff Cottage	Y	N	N	1490
UF	201204	6201	BKI BIOREFINERY	8801	Stan Mayfield Biorefinery Pilot Plant	Y	N	N	18906
UF	200808	1	MAIN CAMPUS	110	Steinbrenner Band Hall	Y	N	N	17032
UF	199011	1	MAIN CAMPUS	970	Steinmetz Hall	Y	N	N	93009
UF	198001	1	MAIN CAMPUS	94	Stephen C. O'Connell Center	Y	N	N	342961
UF	200812	5601	INDIAN RIVER REC FT PIERCE	7368	Sterilization Process Tank	Y	Y	N	498
UF	199402	1	MAIN CAMPUS	1045	Sterilization Shed	Y	N	N	281
UF	195501	1	MAIN CAMPUS	944	Sterilizer Shed	Y	Y	N	338
UF	195601	1	MAIN CAMPUS	445	Stetson Medical Sciences	Y	N	N	422676
UF	200209	1	MAIN CAMPUS	1357	Storage	N	N	N	200
UF	200306	120	BOSTON FARM/SANTA FE RIVER RANCH	1369	Storage	Y	N	N	816
UF	200204	601	FT LAUDERDALE REC	5053	Storage	Y	N	N	288
UF	200204	601	FT LAUDERDALE REC	5050	Storage	Y	N	N	288
UF	199908	601	FT LAUDERDALE REC	5009	Storage	N	N	N	1200
UF	199907	601	FT LAUDERDALE REC	5008	Storage	N	N	N	240
UF	199804	2001	NORTH FLORIDA REC QUINCY	7927	Storage	Y	Y	N	3600
UF	200504	2903	TROPICAL AQUACULTURE LAB RUSKIN	9408	Storage	N	N	N	160
UF	200012	4202	PLANT SCIENCE RESEARCH & EDUCATION UNIT CITRA	7504	Storage	Y	Y	N	1027
UF	200108	5001	EVERGLADES REC BELLE GLADE	7407	Storage	N	N	N	432
UF	200108	5001	EVERGLADES REC BELLE GLADE	7406	Storage	N	N	N	432
UF	200307	5702	WEST FLORIDA REC MILTON	8475	Storage	N	N	N	144
UF	200307	5702	WEST FLORIDA REC MILTON	8474	Storage	N	N	N	216
UF	199812	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	1394	Storage (Mlhpr)	Y	Y	N	192
UF	199312	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	1391	Storage (Mlhpr)	Y	Y	N	74
UF	199812	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	1395	Storage (Mlhpr)	Y	Y	N	192
UF	199312	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	1392	Storage (Mlhpr)	Y	Y	N	192
UF	199312	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	1390	Storage (Mlhpr)	Y	Y	N	192
UF	199512	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	1393	Storage (Mlhpr)	Y	Y	N	240
UF	198901	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	1260	Storage (Mlhpr)	Y	Y	N	192
UF	200112	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	1348	Storage (Mlhpr)	N	N	N	140
UF	198901	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	1261	Storage (Mlhpr)	Y	Y	N	192
UF	196801	5301	CITRUS REC LAKE ALFRED	7155	Storage / Lab	Y	Y	N	2460
UF	197501	106	BEEF TEACHING UNIT SAND HILL	893	Storage Barn	Y	Y	N	3488
UF	200909	2501	RANGE CATTLE REC ONA	8156	Storage Barn	Y	Y	N	418
UF	197701	1	MAIN CAMPUS	845	Storage Bldg	Y	N	N	1613
UF	199001	1	MAIN CAMPUS	952	Storage Bldg	Y	Y	N	153
UF	199001	1	MAIN CAMPUS	953	Storage Bldg	Y	Y	N	110
UF	197301	1	MAIN CAMPUS	802	Storage Bldg	Y	Y	N	451
UF	199001	1	MAIN CAMPUS	954	Storage Bldg	Y	Y	N	57
UF	199804	1	MAIN CAMPUS	1344	Storage Bldg	N	N	N	200
UF	199001	1	MAIN CAMPUS	951	Storage Bldg	Y	Y	N	185
UF	199001	1	MAIN CAMPUS	955	Storage Bldg	Y	Y	N	127
UF	197801	1	MAIN CAMPUS	864	Storage Bldg	Y	Y	N	859
UF	194801	1	MAIN CAMPUS	96	Storage Bldg	Y	Y	N	617
UF	197401	1	MAIN CAMPUS	455	Storage Bldg	Y	Y	N	211
UF	199001	1	MAIN CAMPUS	956	Storage Bldg	Y	Y	N	157
UF	194601	1	MAIN CAMPUS	913	Storage Bldg	Y	Y	N	97
UF	200506	1	MAIN CAMPUS	620	Storage Bldg	N	N	N	200
UF	196501	1	MAIN CAMPUS	154	Storage Bldg	Y	N	N	1667
UF	199001	1	MAIN CAMPUS	662	Storage Bldg	Y	Y	N	1082
UF	199111	601	FT LAUDERDALE REC	5033	Storage Bldg	Y	Y	N	240
UF	198001	3101	FL MEDICAL ENTOMOLOGY LAB VERO BEACH	4252	Storage Bldg	Y	Y	N	250
UF	199903	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	1259	Storage Bldg (Mlhpr)	Y	Y	N	192
UF	199210	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	1235	Storage Bldg (Mlhpr)	Y	Y	N	290
UF	198801	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	1262	Storage Bldg (Mlhpr)	Y	Y	N	190
UF	199310	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	1233	Storage Bldg (Mlhpr)	Y	Y	N	290
UF	197501	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	793	Storage Bldg (Mlhpr)	Y	Y	N	340
UF	195801	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	569	Storage Bldg (Mlhpr)	Y	Y	N	2613
UF	196401	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	691	Storage Bldg (Mlhpr)	Y	Y	N	1200
UF	199310	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	1234	Storage Bldg (Mlhpr)	Y	Y	N	290
UF	198901	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	1263	Storage Bldg (Mlhpr)	Y	Y	N	290
UF	197101	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	785	Storage Bldg (Mlhpr)	Y	Y	N	1200
UF	197901	1	MAIN CAMPUS	883	Storage Building	Y	Y	N	800
UF	201702	1	MAIN CAMPUS	675	Storage Building	Y	N	N	4928
UF	199512	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7729	Storage Building	N	N	N	120
UF	198801	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7714	Storage Building	N	N	N	3200
UF	198912	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7739	Storage Building	N	N	N	48

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UF	199812	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7735	Storage Building	N	N	N	360
UF	194601	1304	TROPICAL REC HOMESTEAD	8215	Storage Building	Y	Y	N	1800
UF	199410	1304	TROPICAL REC HOMESTEAD	8220	Storage Building	Y	Y	N	2400
UF	199001	1304	TROPICAL REC HOMESTEAD	8283	Storage Building	N	N	N	144
UF	195801	2001	NORTH FLORIDA REC QUINCY	7959	Storage Building	Y	Y	N	400
UF	196201	2001	NORTH FLORIDA REC QUINCY	7964	Storage Building	Y	Y	N	4900
UF	201804	2904	GULF COAST REC BALM	5238	Storage Building	N	N	N	252
UF	198701	3201	NORTH FLORIDA REC MARIANNA	8020	Storage Building	Y	Y	N	160
UF	200503	4201	EQUINE SCIENCES CENTER LOWELL	7221	Storage Building	Y	Y	N	200
UF	200903	4602	4H CAMP TIMPOOCHEE NICEVILLE	9346	Storage Building	Y	Y	N	192
UF	201404	5301	CITRUS REC LAKE ALFRED	7119	Storage Building	Y	N	N	301
UF	201106	5301	CITRUS REC LAKE ALFRED	7109	Storage Building	Y	Y	N	240
UF	201110	5301	CITRUS REC LAKE ALFRED	7105	Storage Building	Y	Y	N	48
UF	201503	5402	ORDWAY-SWISHER BIOLOGICAL STATION MELROSE	2271	Storage Building	Y	N	N	336
UF	200807	5402	ORDWAY-SWISHER BIOLOGICAL STATION MELROSE	2203	Storage Building	Y	N	N	544
UF	200201	5402	ORDWAY-SWISHER BIOLOGICAL STATION MELROSE	2204	Storage Building	N	N	N	60
UF	200012	5601	INDIAN RIVER REC FT PIERCE	7350	Storage Building	N	N	N	84
UF	200012	5601	INDIAN RIVER REC FT PIERCE	7351	Storage Building	N	N	N	200
UF	200012	5601	INDIAN RIVER REC FT PIERCE	7349	Storage Building	N	N	N	84
UF	200012	5601	INDIAN RIVER REC FT PIERCE	7348	Storage Building	N	N	N	200
UF	200012	5601	INDIAN RIVER REC FT PIERCE	7352	Storage Building	N	N	N	84
UF	200012	5601	INDIAN RIVER REC FT PIERCE	7354	Storage Building	N	N	N	84
UF	200104	5601	INDIAN RIVER REC FT PIERCE	7342	Storage Building	Y	N	N	200
UF	200503	5601	INDIAN RIVER REC FT PIERCE	7360	Storage Building	N	N	N	200
UF	200808	5601	INDIAN RIVER REC FT PIERCE	7366	Storage Building	Y	Y	N	5750
UF	200012	5601	INDIAN RIVER REC FT PIERCE	7353	Storage Building	N	N	N	84
UF	200502	5601	INDIAN RIVER REC FT PIERCE	7361	Storage Building	N	N	N	80
UF	201205	5402	ORDWAY-SWISHER BIOLOGICAL STATION MELROSE	2231	Storage Building (Cofrin)	Y	Y	N	80
UF	201012	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	1399	Storage Building (Hague)	Y	Y	N	468
UF	195401	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	443	Storage Building (Hague)	Y	Y	N	2600
UF	196901	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	800	Storage Building (Hague)	Y	Y	N	600
UF	201401	5402	ORDWAY-SWISHER BIOLOGICAL STATION MELROSE	2251	Storage Building (Porter)	Y	N	N	574
UF	201507	5402	ORDWAY-SWISHER BIOLOGICAL STATION MELROSE	2281	Storage Building (Wodey)	Y	N	N	200
UF	201508	1	MAIN CAMPUS	870	Storage Building, UAA	Y	N	N	3897
UF	201508	1901	APALACHICOLA	1904	Storage Facility	Y	N	N	240
UF	198801	2801	4H CAMP CLOVERLEAF LAKE PLACID	9634	Storage Facility	N	N	N	80
UF	201412	3201	NORTH FLORIDA REC MARIANNA	8040	Storage Facility	Y	N	N	200
UF	200909	1	MAIN CAMPUS	7105	Storage Shed	N	N	N	288
UF	195401	2501	RANGE CATTLE REC ONA	8118	Storage Shed	Y	Y	N	280
UF	201008	5402	ORDWAY-SWISHER BIOLOGICAL STATION MELROSE	2206	Storage Silo	Y	Y	N	250
UF	200112	1	MAIN CAMPUS	1292	Storage, Nematology	Y	Y	N	229
UF	200402	2904	GULF COAST REC BALM	5207	Storage/Mix Load	Y	N	N	13962
UF	194101	2501	RANGE CATTLE REC ONA	8105	Storeroom Bldg	Y	Y	N	2100
UF	201112	1	MAIN CAMPUS	484	Straughn Extension Professional Development Center	Y	N	N	18977
UF	199508	120	BOSTON FARM/SANTA FE RIVER RANCH	1311	Student Dormitory Trailer	N	N	N	672
UF	199107	1	MAIN CAMPUS	265	Student Recreation and Fitness Center	Y	N	N	56820
UF	196101	1	MAIN CAMPUS	613	Sun Shelter	N	N	N	300
UF	200611	7331	Sunbelt, Moultrie	7999	Sunbelt Exposition Building	Y	N	N	3200
UF	200710	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	787	Support Building (Milhpr)	N	N	N	2833
UF	196601	1	MAIN CAMPUS	714	Surplus / Facilities Annex	Y	N	N	28600
UF	196001	1	MAIN CAMPUS	609	Surplus Property Warehouse	Y	N	N	4001
UF	201801	1	MAIN CAMPUS	811	Surplus Warehouse	Y	N	N	19747
UF	198912	1	MAIN CAMPUS	226	Sustainable Materials Management Research Laboratory East	Y	N	N	5283
UF	200304	1	MAIN CAMPUS	250	Sustainable Materials Management Research Laboratory Utility Annex	Y	N	N	600
UF	196701	1	MAIN CAMPUS	771	Sustainable Materials Management Research Laboratory West	Y	N	N	6598
UF	201103	5601	INDIAN RIVER REC FT PIERCE	7376	Swine House (Zoo)	Y	Y	N	100
UF	196701	1	MAIN CAMPUS	770	Swine Unit Barn	Y	Y	N	8289
UF	196601	1	MAIN CAMPUS	744	Swine Unit Feed Mill	Y	Y	N	2094
UF	197901	1	MAIN CAMPUS	767	Swine Unit Feed Processing	Y	Y	N	619
UF	196601	1	MAIN CAMPUS	743	Swine Unit Feed Shed	Y	Y	N	5891
UF	197101	1	MAIN CAMPUS	889	Swine Unit Finishing Barn	Y	Y	N	3615
UF	198201	1	MAIN CAMPUS	766	Swine Unit Methane Shed	Y	Y	N	399
UF	197101	1	MAIN CAMPUS	888	Swine Unit Pig Research Barn	Y	Y	N	4239
UF	197301	1	MAIN CAMPUS	890	Swine Unit Pole Barn	Y	Y	N	604
UF	197101	1	MAIN CAMPUS	769	Swine Unit Polebarn	Y	Y	N	2382
UF	198301	3201	NORTH FLORIDA REC MARIANNA	8016	Swine Unit Shop	Y	Y	N	2450
UF	196801	1	MAIN CAMPUS	38	T.W. Bryant Space Science Ctr	Y	N	N	64815
UF	197301	13	TANGLEWOOD	529	Tanglewood	Y	N	N	7320
UF	197301	13	TANGLEWOOD	533	Tanglewood	Y	N	N	17690
UF	197301	13	TANGLEWOOD	535	Tanglewood	Y	N	N	10720
UF	197301	13	TANGLEWOOD	528	Tanglewood	Y	N	N	7320
UF	197301	13	TANGLEWOOD	536	Tanglewood	Y	N	N	9840
UF	197301	13	TANGLEWOOD	534	Tanglewood	Y	N	N	160
UF	197301	13	TANGLEWOOD	539	Tanglewood	Y	N	N	9800
UF	197301	13	TANGLEWOOD	538	Tanglewood	Y	N	N	92400
UF	197301	13	TANGLEWOOD	531	Tanglewood	Y	N	N	600
UF	197301	13	TANGLEWOOD	532	Tanglewood	Y	N	N	14150
UF	197301	13	TANGLEWOOD	527	Tanglewood	Y	N	N	12530
UF	197301	13	TANGLEWOOD	530	Tanglewood	Y	N	N	7320
UF	197301	13	TANGLEWOOD	537	Tanglewood Commons	Y	N	N	2570
UF	197301	13	TANGLEWOOD	540	Tanglewood Recreation	Y	N	N	130
UF	199910	4801	MID FLORIDA REC APOPKA	4023	Teaching Building	Y	N	N	14097

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UF	200102	107	AUSTIN CARY MEMORIAL FOREST	1229	Teaching Pavilion, Forestry-ACMF	Y	N	N	1618
UF	194701	1	MAIN CAMPUS	87	Teaching Support	Y	N	N	1475
UF	201103	5601	INDIAN RIVER REC FT PIERCE	7371	Teaching/Storage Facility (Zoo)	Y	Y	N	1144
UF	198908	1	MAIN CAMPUS	429	Telecommunications	Y	N	N	2363
UF	199907	601	FT LAUDERDALE REC	5037	Termite Laboratory	N	N	N	400
UF	198501	601	FT LAUDERDALE REC	5031	Termite Laboratory	Y	Y	N	1200
UF	201109	4801	MID FLORIDA REC APOPKA	4001	Termite Training Facility	Y	N	N	1988
UF	200008	1	MAIN CAMPUS	105	The 105 Classroom Building	Y	N	N	33873
UF	201501	1	MAIN CAMPUS	1027	The Dasburg President's House	Y	N	N	10017
UF	200601	16	EASTSIDE CAMPUS	1626	The Powell Family Structures And Materials Laboratory	Y	N	N	20449
UF	195501	1	MAIN CAMPUS	427	Theta Chi	Y	N	N	23322
UF	198801	2101	THOMAS FARM	1052	Thomas Farm Pole Barn	Y	Y	N	910
UF	195001	2101	THOMAS FARM	1050	Thomas Farm Residence	Y	N	N	750
UF	196101	1	MAIN CAMPUS	590	Thomas M. Simpson Hall	Y	N	N	38930
UF	197401	4201	EQUINE SCIENCES CENTER LOWELL	7208	Tie Stall Bldg	Y	Y	N	6220
UF	199701	1602	HSC - JACKSONVILLE	2219	Tower 1	Y	N	N	69658
UF	200101	1602	HSC - JACKSONVILLE	2218	Tower 2	Y	N	N	30436
UF	192701	1	MAIN CAMPUS	9	Townes R. Leigh Hall	Y	N	N	98707
UF	194901	1	MAIN CAMPUS	118	Toxicology Research Facility	Y	Y	N	3054
UF	197801	5	TREEO CENTER	259	Treeo Center	Y	N	N	28943
UF	200701	5502	CITY OF ST. AUGUSTINE	3908	Triay House	Y	N	N	690
UF	199708	2903	TROPICAL AQUACULTURE LAB RUSKIN	9401	Tropical Aquaculture Lab	Y	N	N	6239
UF	201503	4202	PLANT SCIENCE RESEARCH & EDUCATION UNIT CITRA	7529	Tunnel House	Y	N	N	1152
UF	201503	4202	PLANT SCIENCE RESEARCH & EDUCATION UNIT CITRA	7530	Tunnel House	Y	N	N	1152
UF	201803	4202	PLANT SCIENCE RESEARCH & EDUCATION UNIT CITRA	7533	Tunnel House	Y	N	N	7560
UF	201503	4202	PLANT SCIENCE RESEARCH & EDUCATION UNIT CITRA	7528	Tunnel House	Y	N	N	1152
UF	196801	112	FISHERIES & AQUATIC SCIENCES MILLHOPPER	783	Turf Building (Mlhpr)	Y	Y	N	3070
UF	199612	5701	WEST FLORIDA REC JAY	8454	Turfgrass	Y	Y	N	4829
UF	199312	1	MAIN CAMPUS	1282	Turfgrass Environtron	Y	N	N	4529
UF	200505	5701	WEST FLORIDA REC JAY	8457	Turfgrass Greenhouse	Y	N	N	2880
UF	200506	4202	PLANT SCIENCE RESEARCH & EDUCATION UNIT CITRA	7518	Turfgrass Research Facility	Y	N	N	6945
UF	201103	5601	INDIAN RIVER REC FT PIERCE	7380	Turkey House (Zoo)	Y	Y	N	256
UF	201702	107	AUSTIN CARY MEMORIAL FOREST	141	Turpentine Still	N	Y	N	1464
UF	200310	116	Progress Corporate Park	1384	Two Innovative Chiller	Y	N	N	300
UF	200310	116	Progress Corporate Park	1385	Two Innovative Storage	Y	N	N	400
UF	199008	1	MAIN CAMPUS	1032	U. F. Foundation Research	Y	N	N	1609
UF	199008	1	MAIN CAMPUS	1033	U. F. Foundation Storage	Y	N	N	290
UF	198201	1	MAIN CAMPUS	34	U. F. Information	Y	N	N	2115
UF	199502	1	MAIN CAMPUS	1055	U. F. Substation #12	Y	N	N	2781
UF	195601	1	MAIN CAMPUS	494	U. F. Substation #2	Y	N	N	2290
UF	196701	1	MAIN CAMPUS	715	U. F. Mail & Documents Services	Y	N	N	13672
UF	201002	4804	CITYLAB ORLANDO	3445	UCF Center For Emerging Media	Y	N	N	3200
UF	201202	1602	HSC - JACKSONVILLE	2227	UDC Student Support Center	Y	N	N	105
UF	200306	1	MAIN CAMPUS	886	UF Bookstore & Welcome Center	Y	N	N	222774
UF	201204	4803	LAKE NONA	3460	UF Center At Lake Nona Utility Yard	Y	N	N	4225
UF	201301	16	EASTSIDE CAMPUS	1635	UF Data Center	Y	N	N	26182
UF	200307	16	EASTSIDE CAMPUS	1603	UF Enterprise Systems	Y	N	N	25670
UF	201204	4803	LAKE NONA	3425	UF Research and Academic Center at Lake Nona	Y	N	N	114329
UF	197701	1	MAIN CAMPUS	197	UF Substation #7	Y	N	N	1700
UF	192201	1	MAIN CAMPUS	1	University Auditorium	Y	N	N	54311
UF	199705	1	MAIN CAMPUS	253	University Foundation Annex	Y	N	N	22846
UF	197701	1	MAIN CAMPUS	823	University Gardens Info Ctr	Y	N	N	236
UF	195001	1	MAIN CAMPUS	51	University Police Annex #1	Y	N	N	4812
UF	193201	1	MAIN CAMPUS	36	University Press	Y	N	N	4485
UF	197201	1	MAIN CAMPUS	332	University Village	Y	N	N	7330
UF	197201	1	MAIN CAMPUS	322	University Village	Y	N	N	7330
UF	197201	1	MAIN CAMPUS	333	University Village	Y	N	N	7330
UF	197201	1	MAIN CAMPUS	321	University Village	Y	N	N	7330
UF	197201	1	MAIN CAMPUS	318	University Village	Y	N	N	7330
UF	197201	1	MAIN CAMPUS	330	University Village	Y	N	N	7330
UF	197201	1	MAIN CAMPUS	325	University Village	Y	N	N	7330
UF	197201	1	MAIN CAMPUS	331	University Village	Y	N	N	7330
UF	197201	1	MAIN CAMPUS	329	University Village	Y	N	N	7330
UF	197201	1	MAIN CAMPUS	319	University Village	Y	N	N	7330
UF	197201	1	MAIN CAMPUS	320	University Village	Y	N	N	7330
UF	197201	1	MAIN CAMPUS	328	University Village	Y	N	N	7330
UF	197201	1	MAIN CAMPUS	324	University Village	Y	N	N	7330
UF	197201	1	MAIN CAMPUS	326	University Village	Y	N	N	7330
UF	197201	1	MAIN CAMPUS	327	University Village	Y	N	N	7330
UF	197201	1	MAIN CAMPUS	323	University Village	Y	N	N	7330
UF	197601	1	MAIN CAMPUS	334	University Village Laundry	Y	N	N	950
UF	199208	1	MAIN CAMPUS	348	University Village Storage	Y	N	N	190
UF	200111	1	MAIN CAMPUS	77	University Womens Club	Y	N	N	4520
UF	199601	1	MAIN CAMPUS	1131	Upd Evidence Building	Y	N	N	1600
UF	199410	1	MAIN CAMPUS	1278	Urban Entomology	Y	N	N	4195
UF	198801	1101	SOUTHWEST FLORIDA REC IMMOKALEE	7713	Utilities Building	Y	N	N	700
UF	200501	2904	GULF COAST REC BALM	5211	Utility Building	Y	N	N	1221
UF	201603	5301	CITRUS REC LAKE ALFRED	7123	Utility Building	Y	N	N	2872
UF	201507	5402	ORDWAY-SWISHER BIOLOGICAL STATION MELROSE	2282	Utility Building	Y	N	N	64
UF	201106	1	MAIN CAMPUS	221	VAB Auditorium	Y	N	N	7976
UF	201612	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	1238	VFD Storage Building (Hague)	N	Y	N	360

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Rept inst	Occupy dt	Site ID	Site Name	Bldg id	Bldg nameAscending	Permanent	Farm	Walkway	Act gross sq ft
UF	201612	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	1389	VFD Storage Building (Hague)	Y	N	N	252
UF	198601	1	MAIN CAMPUS	151	Varsity Tennis Building	Y	N	N	1556
UF	197601	1	MAIN CAMPUS	458	Vegetable Crops Classlab/Stor	Y	Y	N	1518
UF	198401	1304	TROPICAL REC HOMESTEAD	8248	Vegetable Storage Building	Y	Y	N	2800
UF	194101	2501	RANGE CATTLE REC ONA	8104	Vehicle Storage/Office	Y	N	N	1630
UF	197401	1	MAIN CAMPUS	456	Vending Machines Shelter	Y	N	N	430
UF	198701	1	MAIN CAMPUS	224	Vet Med Dog Track Control Twr	Y	N	N	267
UF	198301	1	MAIN CAMPUS	218	Vet Med Equine Barn	Y	N	N	1413
UF	197701	1	MAIN CAMPUS	216	Vet Med Food Animal Clinic	Y	N	N	15142
UF	199106	1	MAIN CAMPUS	1023	Vet Med Hay Barn	Y	N	N	11722
UF	199305	1	MAIN CAMPUS	1022	Vet Med Isolation Barn	Y	N	N	3332
UF	197801	1	MAIN CAMPUS	1098	Vet Med Medical Gases Storage	N	N	N	100
UF	197701	1	MAIN CAMPUS	217	Vet Med Metabolic Building	Y	N	N	18930
UF	201006	1	MAIN CAMPUS	614	Vet Med Pasture Pole Barn	Y	Y	N	400
UF	200509	1	MAIN CAMPUS	222	Vet Med Pole Barn	N	N	N	520
UF	199601	1	MAIN CAMPUS	1016	Vet Med Reproduction Barn	Y	N	N	1652
UF	199305	1	MAIN CAMPUS	1019	Vet Med Reproduction Barn	Y	N	N	3869
UF	199205	1	MAIN CAMPUS	1300	Vet Med Tool Storage	N	N	N	150
UF	196501	1	MAIN CAMPUS	699	Vet Science Surgery	Y	N	N	984
UF	198201	1	MAIN CAMPUS	637	Vet Science Volatile Storage	Y	Y	N	152
UF	199607	1	MAIN CAMPUS	1017	Veterinary Academic Building	Y	N	N	149503
UF	197701	1	MAIN CAMPUS	215	Veterinary Clinical Sciences	Y	N	N	133909
UF	201010	1	MAIN CAMPUS	75	Veterinary Small Animal Hospital	Y	N	N	110244
UF	199607	1	MAIN CAMPUS	1170	Vetmed Chemical Storage	Y	N	N	160
UF	199810	7301	VICENZA, ITALY	2700	Vicenza, Italy Arch Studio	Y	N	N	1
UF	197901	1	MAIN CAMPUS	712	Volatile Storage	Y	Y	N	911
UF	201010	8	Art HAUS Site	3451	WARPhaus	Y	N	N	6138
UF	195001	3	WRUF RADIO	174	WRUF Transmitter Building	Y	N	N	3360
UF	197701	1	MAIN CAMPUS	49	Walker Hall Chilled Water Plant (CWP3)	Y	N	N	700
UF	196201	1	MAIN CAMPUS	631	Wallace Building	Y	N	N	6880
UF	197701	1	MAIN CAMPUS	1116	Wallace Building Walkway	Y	N	Y	590
UF	195401	1	MAIN CAMPUS	406	Walter J. Matherly Hall	Y	N	N	58458
UF	196801	1	MAIN CAMPUS	199	Warehouse	Y	N	N	1845
UF	197101	1	MAIN CAMPUS	843	Warehouse	Y	N	N	4793
UF	196401	107	AUSTIN CARY MEMORIAL FOREST	673	Warehouse, Forestry-Acmf	Y	Y	N	868
UF	201205	8	Art HAUS Site	3452	Warphaus Service Bldg	Y	N	N	1345
UF	199204	1	MAIN CAMPUS	831	Waste Management Facility	Y	N	N	19138
UF	195201	5001	EVERGLADES REC BELLE GLADE	7455	Water Quality Building	N	N	N	1900
UF	199411	1	MAIN CAMPUS	1070	Water Reclamation Admin. Bldg.	Y	N	N	5711
UF	199411	1	MAIN CAMPUS	1073	Water Reclamation Blow/Gen/Elect	Y	N	N	1692
UF	199411	1	MAIN CAMPUS	1072	Water Reclamation Chemical Stg	Y	N	N	879
UF	199412	1	MAIN CAMPUS	1075	Water Reclamation Electrical	Y	N	N	2705
UF	199411	1	MAIN CAMPUS	1071	Water Reclamation Shop/Storage	Y	N	N	1923
UF	199411	1	MAIN CAMPUS	1074	Water Reclamation Sludge Bldg	Y	N	N	11854
UF	199411	1	MAIN CAMPUS	1063	Water Reclamation Storage Tank	Y	N	N	20000
UF	200701	5502	CITY OF ST. AUGUSTINE	3925	Watson House	Y	N	N	2161
UF	200402	114	LAKE WAUBURG	1142	Wauburg Directors Garage	Y	N	N	582
UF	200108	114	LAKE WAUBURG	1146	Wauburg Directors Residence	Y	N	N	1911
UF	199906	114	LAKE WAUBURG	1145	Wauburg North Bathhouse	Y	N	N	990
UF	199812	114	LAKE WAUBURG	1149	Wauburg North Boat Shelter	N	N	N	2010
UF	197801	114	LAKE WAUBURG	123	Wauburg North Boathouse	N	N	N	705
UF	197401	114	LAKE WAUBURG	145	Wauburg North Comfortstation	Y	N	N	367
UF	194001	114	LAKE WAUBURG	144	Wauburg North Cypress Lodge	Y	N	N	3725
UF	199506	114	LAKE WAUBURG	1141	Wauburg North Gatehouse	N	N	N	164
UF	197401	114	LAKE WAUBURG	121	Wauburg North Picnic Shelter	N	N	N	1426
UF	194001	114	LAKE WAUBURG	146	Wauburg North Pumphouse	N	N	N	152
UF	193901	114	LAKE WAUBURG	133	Wauburg North Residence	Y	N	N	1438
UF	199302	114	LAKE WAUBURG	1144	Wauburg North Storage	N	N	N	99
UF	199502	114	LAKE WAUBURG	129	Wauburg North Storage Shed	N	N	N	410
UF	199306	114	LAKE WAUBURG	1404	Wauburg South Bathhouse	N	N	N	845
UF	200106	114	LAKE WAUBURG	1406	Wauburg South Bouldering Grotto	N	N	N	452
UF	200106	114	LAKE WAUBURG	1407	Wauburg South Climbing Storage	N	N	N	173
UF	200106	114	LAKE WAUBURG	1408	Wauburg South Climbing Wall	N	N	N	837
UF	198501	114	LAKE WAUBURG	314	Wauburg South Comfortstation	Y	N	N	720
UF	200306	114	LAKE WAUBURG	1405	Wauburg South Disc Golf Storage	N	N	N	104
UF	199906	114	LAKE WAUBURG	1403	Wauburg South Dock Shelter	N	N	N	420
UF	198501	114	LAKE WAUBURG	313	Wauburg South Gatehouse	N	N	N	112
UF	199709	114	LAKE WAUBURG	312	Wauburg South Mobile Home	N	N	N	1298

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Rept inst	Occupy dt	Site ID	Site Name	Bldg id	Bldg nameAscending	Permanent	Farm	Walkway	Act gross sq ft
UF	198501	114	LAKE WAUBURG	1401	Wauburg South Pavilion 1	N	N	N	1775
UF	198501	114	LAKE WAUBURG	1402	Wauburg South Pavilion 2	N	N	N	1775
UF	198501	114	LAKE WAUBURG	311	Wauburg South Pumphouse	N	N	N	96
UF	200106	114	LAKE WAUBURG	1409	Wauburg South Ropes Bench	N	N	N	85
UF	200106	114	LAKE WAUBURG	1410	Wauburg South Ropes Course	N	N	N	338
UF	200106	114	LAKE WAUBURG	1411	Wauburg South Ropes Storage	N	N	N	173
UF	199804	1	MAIN CAMPUS	95	Wayne & Jimmie Carse Swim/Dive	Y	N	N	7424
UF	199101	5001	EVERGLADES REC BELLE GLADE	7499	Wedgworth Laboratory	Y	N	N	23640
UF	198501	1	MAIN CAMPUS	258	Weed Sciences Field Building	Y	Y	N	6245
UF	193901	1	MAIN CAMPUS	25	Well Chilled Water Plant (CWP1)	Y	N	N	9299
UF	199405	1	MAIN CAMPUS	317	West Chilled Water Plant (CWP6)	Y	N	N	4784
UF	198401	3101	FL MEDICAL ENTOMOLOGY LAB VERO BEACH	4258	Wet Lab	Y	N	N	50
UF	200702	1801	WHITNEY LABORATORY	1712	Whitney Ctr For Marine Studies	Y	N	N	22149
UF	200003	1801	WHITNEY LABORATORY	1711	Whitney Laboratory Admin. Bldg.	Y	N	N	5275
UF	198909	1801	WHITNEY LABORATORY	1012	Whitney Laboratory Marine Lab	Y	N	N	24510
UF	198901	1801	WHITNEY LABORATORY	1014	Whitney Laboratory Shop	Y	N	N	875
UF	198906	1801	WHITNEY LABORATORY	1013	Whitney Laboratory Whitney Hall	Y	N	N	9935
UF	194101	1	MAIN CAMPUS	150	Wildlife Ecology	Y	N	N	1953
UF	197301	1	MAIN CAMPUS	343	Wildlife Field Lab	Y	N	N	828
UF	196501	1	MAIN CAMPUS	338	Wildlife Field Lab	Y	N	N	633
UF	193101	1	MAIN CAMPUS	116	Wildlife Molecular Ecology Office	Y	N	N	4525
UF	197901	1	MAIN CAMPUS	717	Willard M. Fifield Hall	Y	N	N	109103
UF	196801	1	MAIN CAMPUS	747	William Bartram Hall	Y	N	N	57624
UF	195301	1	MAIN CAMPUS	22	William G. Carleton Auditorium	Y	N	N	13578
UF	190501	1	MAIN CAMPUS	17	William R. Thomas Hall	Y	N	N	35920
UF	190901	1	MAIN CAMPUS	13	Wilmon E. Newell Hall	Y	N	N	36750
UF	194901	1	MAIN CAMPUS	175	Wilnot Gardens Admin Bldg	Y	N	N	1909
UF	201312	1	MAIN CAMPUS	190	Wilnot Gardens Greenhouse	Y	N	N	3682
UF	200510	601	FT LAUDERDALE REC	5060	Windstorm Mitigation Bldg	Y	N	N	3568
UF	196501	1	MAIN CAMPUS	655	Winston W. Little Hall	Y	N	N	99461
UF	195601	1	MAIN CAMPUS	446	Wm A. Shands Teaching Hospital	Y	N	N	446534
UF	197401	107	AUSTIN CARY MEMORIAL FOREST	405	Woodshop, Forestry-ACMF	Y	Y	N	1310
UF	194201	2501	RANGE CATTLE REC ONA	8111	Work Shop	Y	N	N	3070
UF	200612	3201	NORTH FLORIDA REC MARIANNA	8038	Working Pens Shelter	Y	N	N	2400
UF	199612	109	DAIRY UNIT/AGRONOMY FORAGE HAGUE	1313	Working Shed (Hague)	Y	Y	N	1800
UF	195201	107	AUSTIN CARY MEMORIAL FOREST	402	Workshop, Forestry-ACMF	Y	Y	N	1852
UF	196501	1	MAIN CAMPUS	681	Workshop/Storage, Forestry	Y	Y	N	2765
UF	200202	4	WUFT TV TOWER	1745	Wufl Transmitter Building	Y	N	N	990
UF	195801	4	WUFT TV TOWER	558	Wufl Transmitter Building	Y	N	N	1971
UF	197301	4201	EQUINE SCIENCES CENTER LOWELL	7205	Yearling Barn	Y	Y	N	4370
UF	196608	1	MAIN CAMPUS	158	Yon Hall	Y	N	N	146427
UF	195401	1	MAIN CAMPUS	410	Zeta Tau Alpha	Y	N	N	16496



STATE UNIVERSITY SYSTEM of FLORIDA  
Board of Governors

## Educational Plant Survey

### Unsatisfactory Space (Terminated)

EPS Survey Year

Eps survey year 2018-2019  
University UF

#### Report Description

This report includes the sum of the room areas rolled up at the building level for the Five Year Educational Plant Survey report. The buildings have been flagged by the University as 'Unsatisfactory Space (Terminated)'. It includes all sites with room spaces that meet the following criteria:

- Users have been funded using Education General fund category during the selected term.
- Space\_needs\_exclude flag is N
- The space use code is in the following category groups: 01 - CLASSROOM, 02 - TEACH NG LAB, 03 - STUDY, 04 - RESEARCH LAB, 05 - OFFICE, 06 - AUDITORIUM, 07 - NSTRUCTIONAL\_MEDIA, 09 - CAMPUS\_SUPPORT\_SERVICE, 12 - GYMNASIUM

Display definitions





## Educational Plant Survey

## Demolition

## EPS Survey Year

EPS Survey Year: 2018-2019

University: UF

## Report Description

This report includes the sum of the room areas rolled up at the building level for the Five Year Educational Plant Survey report. The buildings have been flagged by the University as 'Unsatisfactory Space (Demolition)'. It includes all sites with room spaces that meet the following criteria:

- Users have been funded using Education General fund category during the selected term.

- Space\_needs\_exclude flag is N

- The space use code is in the following category groups: 01 - CLASSROOM, 02 - TEACHING\_LAB, 03 - STUDY, 04 - RESEARCH\_LAB, 05 - OFFICE, 06 - AUDITORIUM, 07 - INSTRUCTIONAL\_MEDIA, 09 - CAMPUS\_SUPPORT\_SERVICE, 12 - GYMNASIUM

<a href="#">Rept inst</a>	<a href="#">Site id</a>	<a href="#">Site name</a>	<a href="#">Building ID</a>	<a href="#">Building Name</a>	<a href="#">Building Condition</a>	<a href="#">Classroom</a>	<a href="#">Study</a>	<a href="#">Teaching lab</a>	<a href="#">Office</a>	<a href="#">Research lab</a>	<a href="#">Auditorium</a>	<a href="#">Instructional media</a>	<a href="#">Gymnasium</a>	<a href="#">Campus support service</a>	<a href="#">Be fund cat</a>
UF	1	MAIN CAMPUS	856	Earle B. Phelps Lab	Unsatisfactory space to be demolished	-	355	305	3,546	1,216	-	-	-	-	- EDUC_GENERAL
UF	1	MAIN CAMPUS	27	Public Safety	Unsatisfactory space to be demolished	-	-	-	1,950	-	-	-	-	-	26 EDUC_GENERAL
UF	1	MAIN CAMPUS	473	Lacy Rabon Chilled Water Plant (CWP2)	Unsatisfactory space to be demolished	-	144	-	1,552	-	-	-	-	-	1,379 EDUC_GENERAL
UF	1	MAIN CAMPUS	117	Music Building	Unsatisfactory space to be demolished	3,927	2,460	10,836	11,883	-	4,252	-	-	-	- EDUC_GENERAL



## Educational Plant Survey

## Ineligible Space

## EPS Survey Year

EPS Survey Year: 2018-2019

University: UF

## Report Description

This report includes the sum of the room areas rolled up at the building level for the Five Year Educational Plant Survey report. The buildings have been flagged by the University as 'Ineligible Space for Space Calculation. It includes all sites with room spaces that meet the following criteria:

- Users have been funded using Education General fund category during the selected term.
- Space\_needs\_exclude flag is N

• The space use code is in the following category groups: 01 - CLASSROOM, 02 - TEACHING\_LAB, 03 - STUDY, 04 - RESEARCH\_LAB, 05 - OFFICE, 06 - AUDITORIUM, 07 - INSTRUCTIONAL\_MEDIA, 09 - CAMPUS\_SUPPORT\_SERVICE, 12 - GYMNASIUM

Rept inst	Site ID	Site name	Building I D	Building Name	Building Condition	Classroom	Study	Teaching Lab	Office	Research Lab	Auditorium	Instructional media	Gymnasium	Campus support service	Be fund cat
UF	1	MAIN CAMPUS	213	Biomedical Sciences Building	Ineligible Space for Space Calculation	-	-	428	7,136	15,765	-	-	-	-	- EDUC_GENERAL
UF	1	MAIN CAMPUS	723	Chemical Engineering	Ineligible Space for Space Calculation	1,154	342	7,875	6,345	15,073	-	-	-	1,164	EDUC_GENERAL
UF	1	MAIN CAMPUS	580	Coastal Engineering Lab	Ineligible Space for Space Calculation	-	-	-	564	802	-	-	-	-	- EDUC_GENERAL
UF	1	MAIN CAMPUS	745	Coastal Engineering Shops	Ineligible Space for Space Calculation	-	-	-	629	3,569	-	-	-	-	- EDUC_GENERAL
UF	1	MAIN CAMPUS	495	Dan McCarty Hall A	Ineligible Space for Space Calculation	-	-	-	245	-	-	-	-	-	- EDUC_GENERAL
UF	1	MAIN CAMPUS	668	Electronic Communications Lab	Ineligible Space for Space Calculation	-	-	-	1,398	2,379	-	-	-	-	- EDUC_GENERAL
UF	9	Innovation Square at UF	3440	Florida Innovation Hub At UF	Ineligible Space for Space Calculation	-	-	-	21,898	12,708	-	-	-	-	- EDUC_GENERAL
UF	1	MAIN CAMPUS	1139	Fuel Cell Garage	Ineligible Space for Space Calculation	-	-	-	-	1,527	-	-	-	-	- EDUC_GENERAL
UF	1	MAIN CAMPUS	774	Greenhouse, Botany	Ineligible Space for Space Calculation	-	-	-	-	2,754	-	-	-	-	- EDUC_GENERAL
UF	1	MAIN CAMPUS	721	John R. Benton Hall	Ineligible Space for Space Calculation	463	1,359	1,315	4,631	6,955	-	-	-	-	- EDUC_GENERAL
UF	1	MAIN CAMPUS	719	Materials Engineering	Ineligible Space for Space Calculation	-	-	-	8,505	12,325	-	-	-	-	- EDUC_GENERAL
UF	1	MAIN CAMPUS	720	Mechanical & Aerospace Eng B	Ineligible Space for Space Calculation	2,709	-	434	7,305	11,926	-	-	-	-	- EDUC_GENERAL
UF	1	MAIN CAMPUS	99	Microkelvin Laboratory	Ineligible Space for Space Calculation	-	-	-	319	2,813	-	-	-	-	- EDUC_GENERAL
UF	1	MAIN CAMPUS	746	Particle Science & Technology	Ineligible Space for Space Calculation	-	-	-	5,422	5,382	-	-	-	-	- EDUC_GENERAL
UF	1	MAIN CAMPUS	309	Samuel P. Harn Museum Of Art	Ineligible Space for Space Calculation	-	-	-	7,347	-	12,075	-	-	-	- EDUC_GENERAL
UF	1	MAIN CAMPUS	241	Solar Energy Test House 1	Ineligible Space for Space Calculation	-	-	-	-	1,588	-	-	-	-	- EDUC_GENERAL
UF	1	MAIN CAMPUS	247	Solar Engineering Laboratory	Ineligible Space for Space Calculation	-	-	-	-	333	-	-	-	-	613 EDUC_GENERAL
UF	1	MAIN CAMPUS	34	U. F. Information	Ineligible Space for Space Calculation	-	-	-	152	-	-	-	-	-	- EDUC_GENERAL



STATE UNIVERSITY SYSTEM of FLORIDA  
Board of Governors

## Educational Plant Survey

### Unsatisfactory Space (No Action Required)

EPS Survey Year

Eps survey year 2018-2019  
University UF

#### Report Description

This report includes the sum of the room areas rolled up at the building level for the Five Year Educational Plant Survey report. The buildings have been flagged by the University as "Unsatisfactory Space (No Action)". It includes all sites with room spaces that meet the following criteria:

- Users have been funded using Education General fund category during the selected term.
- Space\_needs\_exclude flag is N
- The space use code is in the following category groups: 01 - CLASSROOM, 02 - TEACH NG LAB, 03 - STUDY, 04 - RESEARCH LAB, 05 - OFFICE, 06 - AUDITORIUM, 07 - INSTRUCTIONAL MEDIA, 09 - CAMPUS\_SUPPORT\_SERVICE, 12 - GYMNASIUM

Display definitions





STATE UNIVERSITY SYSTEM of FLORIDA  
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## Educational Plant Survey

### Remodeling/Renovation

EPS Survey Year

Eps survey year 2018-2019  
University UF

#### Report Description

This report includes the sum of the room areas rolled up at the building level for the Five Year Educational Plant Survey report. The buildings have been flagged by the University as 'Remodeling' or 'Renovation'. It includes all sites with room spaces that meet the following criteria:

- Users have been funded using Education General fund category during the selected term.
- Space\_needs\_exclude flag is N
- The space use code is in the following category groups: 01 - CLASSROOM, 02 - TEACH NG LAB, 03 - STUDY, 04 - RESEARCH\_LAB, 05 - OFFICE, 06 - AUDITORIUM, 07 - NSTRUCTIONAL\_MEDIA, 09 - CAMPUS\_SUPPORT\_SERVICE, 12 - GYMNASIUM

Display definitions





## Educational Plant Survey

## Projects Under Construction

### EPS Survey Year

EPS Survey Year: 2018-2019

University: UF

### Report Description

This report includes the sum of the room areas rolled up at the building level for the Five Year Educational Plant Survey report. The buildings have been flagged by the University as 'Project Under Construction'. It includes all sites with room spaces that meet the following criteria:

- Users have been funded using Education General fund category during the selected term.
- Space\_needs\_exclude flag is N

• The space use code is in the following category groups: 01 - CLASSROOM, 02 - TEACHING\_LAB, 03 - STUDY, 04 - RESEARCH\_LAB, 05 - OFFICE, 06 - AUDITORIUM, 07 - INSTRUCTIONAL\_MEDIA, 09 - CAMPUS\_SUPPORT\_SERVICE, 12 - GYMNASIUM

<a href="#">Rept Inst</a>	<a href="#">Eps survey year</a>	<a href="#">Site ID</a>	<a href="#">Building ID</a>	<a href="#">Building name</a>	<a href="#">Project type</a>	<a href="#">Classroom</a>	<a href="#">Study</a>	<a href="#">Teaching lab</a>	<a href="#">Office</a>	<a href="#">Research lab</a>	<a href="#">Auditorium</a>	<a href="#">Instructional media</a>	<a href="#">Gymnasium</a>	<a href="#">Campus support service</a>	<a href="#">Comments</a>
UF	2018-2019	1	779	Herbert Wertheim Laboratory for Engineering Excellence	Projects under construction	0	993	15,238	18,709	10,338	0	0	0	0	-



STATE UNIVERSITY SYSTEM of FLORIDA  
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## Educational Plant Survey

### Requested Projects for Survey Recommendation

#### EPS Survey Year

Eps survey year : 2018-2019

University : UF

#### Report Description

This report includes the sum of the room areas rolled up at the University level for the Five Year Educational Plant Survey report. It includes all sites with room spaces that meet the following criteria:

- Users have been funded using Education General fund category.
- Space\_needs\_exclude flag is N
- The space use code is in the following category groups: 01 - CLASSROOM, 02 - TEACHING\_LAB, 03 - STUDY, 04 - RESEARCH\_LAB, 05 - OFFICE, 06 - AUDITORIUM, 07 - INSTRUCTIONAL\_MEDIA, 09 - CAMPUS\_SUPPORT\_SERVICE, 12 - GYMNASIUM

#### Requested Projects for Survey Recommendation

Space type	Classroom	Study	Teaching Lab	Office	Research Lab	Auditorium	Instructional Media	Gymnasium	Campus Support Service	Total NASF
Percent of Space needs met	82 %	53 %	80 %	100 %	49 %	63 %	4 %	26 %	64 %	68 %
Projects funded for Planning	-	-	9175	44690	36455	400	-	-	-	90720
Percent of Space needs met	82 %	53 %	82 %	104 %	53 %	63 %	4 %	26 %	64 %	70 %
New Construction Projects	0	4000	26725	19944	0	17000	0	0	1200	68869
Percent of Space needs met	82 %	54 %	88 %	106 %	53 %	84 %	4 %	26 %	65 %	72 %
Remodeling Projects	-	-	-	-	-	-	-	-	-	-
Percent of Space needs met	82 %	54 %	88 %	106 %	53 %	84 %	4 %	26 %	65 %	72 %
Renovation Projects	0	0	0	0	0	0	0	0	0	0
Percent of Space needs met	82 %	54 %	88 %	106 %	53 %	84 %	4 %	26 %	65 %	72 %



## Educational Plant Survey

## Projects Funded for Planning

## EPS Survey Year

EPS Survey Year: 2018-2019

University: UF

## Report Description

This report includes the sum of the room areas rolled up at the building level for the Five Year Educational Plant Survey report. The buildings have been flagged by the University as 'Projects Funded for Planning'. It includes all sites with room spaces that meet the following criteria:

- Users have been funded using Education General fund category during the selected term.
- The space use code is in the following category groups: 01 - CLASSROOM, 02 - TEACHING\_LAB, 03 - STUDY, 04 - RESEARCH\_LAB, 05 - OFFICE, 06 - AUDITORIUM, 07 - INSTRUCTIONAL\_MEDIA, 09 - CAMPUS\_SUPPORT\_SERVICE, 12 - GYMNASIUM

Rept linst	Eps Survey Year	Site id	Building ID	Building name	Project Type	Classroom	Study	Teaching Lab	Office	Research Lab	Auditorium	Instructional Media	Gymnasium	Campus Support Service	Comments
UF	2018-2019	1	Unknown4	DSIT	Projects funded for Planning	-	-	9,175	44,690	36,455	400	-	-	-	Other: 12,300. 40,405 NASF of office is being excluded due to an HSC Element



## Educational Plant Survey

## New Construction Projects

## EPS Survey Year

EPS Survey Year: 2018-2019

University: UF

## Report Description

This report includes the sum of the room areas rolled up at the building level for the Five Year Educational Plant Survey report. The buildings have been flagged by the University as 'New Construction Projects'. It includes all sites with room spaces that meet the following criteria:

- Users have been funded using Education General fund category during the selected term.

- Space\_needs\_exclude flag is N

- The space use code is in the following category groups: 01 - CLASSROOM, 02 - TEACHING\_LAB, 03 - STUDY, 04 - RESEARCH\_LAB, 05 - OFFICE, 06 - AUDITORIUM, 07 - INSTRUCTIONAL\_MEDIA, 09 - CAMPUS\_SUPPORT\_SERVICE, 12 - GYMNASIUM

<a href="#">Rept Inst</a>	<a href="#">EPS Survey Year</a>	<a href="#">Site ID</a>	<a href="#">Building ID</a>	<a href="#">Building name</a>	<a href="#">Project Type</a>	<a href="#">Classroom</a>	<a href="#">Study</a>	<a href="#">Teaching Lab</a>	<a href="#">Office</a>	<a href="#">Research Lab</a>	<a href="#">Auditorium</a>	<a href="#">Instructional Media</a>	<a href="#">Gymnasium</a>	<a href="#">Campus Support Service</a>
UF	2018-2019	1	Unknown2	Florida Natural History Museum Addition	New Construction Projects	0	0	0	0	0	0	0	0	0
UF	2018-2019	1	Unknown	Music Building	New Construction Projects	0	4,000	26,725	18,000	0	17,000	0	0	1,200
UF	2018-2019	1	Unknown3	Utility Plant	New Construction Projects	0	0	0	1,944	0	0	0	0	0
UF	2018-2019	1801	Unknown 5	Whitney Center for Marine Animal Health Lab Building	New Construction Projects	0	0	0	0	0	0	0	0	0



STATE UNIVERSITY SYSTEM of FLORIDA  
Board of Governors

## Educational Plant Survey

### Remodeling Projects

EPS Survey Year

Eps survey year 2018-2019  
University UF

#### Report Description

This report includes the sum of the room areas rolled up at the building level for the Five Year Educational Plant Survey report. The buildings have been flagged by the University as 'Remodeling'. It includes all sites with room spaces that meet the following criteria:

- Users have been funded using Education General fund category during the selected term.
- Space\_needs\_exclude flag is N
- The space use code is in the following category groups: 01 - CLASSROOM, 02 - TEACH NG LAB, 03 - STUDY, 04 - RESEARCH\_LAB, 05 - OFFICE, 06 - AUDITORIUM, 07 - NSTRUCTIONAL\_MEDIA, 09 - CAMPUS\_SUPPORT\_SERVICE, 12 - GYMNASIUM

Display definitions





STATE UNIVERSITY SYSTEM of FLORIDA  
Board of Governors

## Educational Plant Survey

### Renovation Projects

#### EPS Survey Year

EPS Survey Year: 2018-2019

University: UF

#### Report Description

This report includes the sum of the room areas rolled up at the building level for the Five Year Educational Plant Survey report. The buildings have been flagged by the University as 'Renovation'. It includes all sites with room spaces that meet the following criteria:

- Users have been funded using Education General fund category during the selected term.

- Space\_needs\_exclude flag is N

- The space use code is in the following category groups: 01 - CLASSROOM, 02 - TEACHING\_LAB, 03 - STUDY, 04 - RESEARCH\_LAB, 05 - OFFICE, 06 - AUDITORIUM, 07 - INSTRUCTIONAL\_MEDIA, 09 - CAMPUS\_SUPPORT\_SERVICE, 12 - GYMNASIUM

<a href="#">EPS Survey Year</a>	<a href="#">Rept Inst</a>	<a href="#">Site ID</a>	<a href="#">Building ID</a>	<a href="#">Project Type</a>	<a href="#">Building name</a>	<a href="#">Classroom</a>	<a href="#">Teaching lab</a>	<a href="#">Study</a>	<a href="#">Research lab</a>	<a href="#">Office</a>	<a href="#">Auditorium</a>	<a href="#">Instructional media</a>	<a href="#">Gymnasium</a>	<a href="#">Campus support service</a>	<a href="#">Comments</a>
2018-2019	UF	1	132	Renovation	Centrex (University Police)	0	0	0	0	0	0	0	0	0	This project does not change GSF or NASF.

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

June 12, 2019

**SUBJECT:** New College of Florida Educational Plant Survey Validation

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**PROPOSED COMMITTEE ACTION**

Review and validate the completed New College of Florida Educational Plant Survey.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Sections 1013.03 and 1013.31, Florida Statutes

**BACKGROUND INFORMATION**

An Educational Plant Survey (EPS) is required at least once every five (5) years for all public educational entities, including state universities. At the request of New College of Florida (NCF), Board staff facilitated and coordinated the Survey Team and participated with university staff on the EPS to ensure that all the requirements of section 1013.31, Florida Statutes, were satisfied. In addition to NCF and Board staff, the team included staff from Florida Atlantic University and Florida State University. The Survey Team Recommendation is included as an attachment. The completed EPS Report was approved by the New College of Florida Board of Trustees on April 23, 2019, and the agenda item is included.

The EPS covers the period July 1, 2019, through June 30, 2024, and is NCF's first EPS completed using the Dynamic Capital Planning (DCP) model.

**Table 1. Analysis of Space Needs and Enrollment**

NCF EPS Year	FTE	Space Inventory (Net Square Feet)	Recommendation Compared to Actual (Net Square Feet)	Space Analysis Summary
2014 Survey	694	183,175	14,650	2013 EPS Recommendation
Current 2024	958	199,387	16,212	Actual Net Space Added
Projected	1,198	TBD	55,505	2019 EPS Recommendation

## **Summary of Survey Team Recommendations (Main Campus, unless noted):**

### **NEW COLLEGE OF FLORIDA**

**Survey Team Members:** Lorilyne Pinkerton, Team Leader (FSU), Kenneth Ogletree (BOG), Felcy Gabriel (BOG), Azita Dotiwala (FAU), Corina Mavrodin (FAU), and Anthony Volpe (FSU).

#### **Site Improvements Recommendations:**

- 1.1 Land Acquisition – This project allows the university to continue purchasing properties surrounding the campus as identified in the adopted Campus Master Plan(s).
- 1.2 Landscaping and Site Improvements – This is a general recommendation to continue landscaping and site improvements consistent with the adopted Campus Master Plan(s).

#### **Remodeling/Renovation Recommendations:**

- 2.1 Old Caples House
- 2.2 Caples Carriage House
- 2.3 Hamilton Classroom Building
- 2.4 Pritzker Marine Biology
- 2.5 College Hall
- 2.6 Cook Hall

#### **New Construction Recommendation:**

New College has demonstrated an extraordinary need for additional Net-Assignable Square Feet (NASF) that is not supported by the formula approach. At New College, each FTE represents one full-time student. Currently at approximately 850 FTE, the College has 198,000 NASF. The decision made by the Board of Governors in November 2016 for New College to increase its FTE enrollment by 40% to 1,200 FTE by the year 2023-2024 and to be a full-service College, will increase the College's NASF need significantly. This Educational Plant Survey for New College is consistent with Board of Governors action. These survey recommendations will meet that Board of Governors action goal.

- 3.1 **Multi-purpose Building** to include Classroom (use codes 110 & 115) – 7776 NASF; Teaching lab (Use codes 210 & 215) – 2723 NASF; Research lab (Use codes 250 & 255) – 660 NASF; office and office service (Use codes 310 & 315) – 35,136 NASF; study (Use codes 410 & 412) – 13,509 NASF; Auditorium Exhibition (use codes 610 & 620) – 2400 NASF; Gymnasium (use codes 520 & 525) – 9200 NASF; Campus Support services (use code 720 & 730) – 5000 NASF; Total NASF – 76,404.

### **Demolition Recommendations:**

- 4.1 Demolition of Palmer Court – Buildings A, C, D, and E. (Total NASF – 20,899)

### **Standard University-wide Recommendations:**

- SR1. All recommendations for new facilities to include spaces necessary for custodial services and sanitation facilities.
- SR2. All projects for safety corrections are recommended.
- SR3. All projects for corrections or modifications necessary to comply with the Americans with Disabilities Act are recommended.
- SR4. Any project required to repair or replace a building's components is recommended provided that the total cost of the project does not exceed 25% of the replacement cost of the building.
- SR5. Expansion, replacement, and upgrading of existing utilities/infrastructure systems to support the educational plant (as expanded or modified by the recommended projects) are recommended.
- SR6. All projects requiring renovations to space vacated in conjunction with the construction of new facilities that require no significant changes in space categories are recommended.

The complete Educational Plant Survey Report, which is in compliance with the requirements of section 1013.31, Florida Statutes, is ready for Board consideration for validation. Once validated by the Board, survey recommended projects may be included on the Capital Improvement Plan, and are eligible for PECO funding.

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Note: The Survey Team recognizes that New College is unique. The space needs requirement for New College academic programs is not supported by the Formula process. Based instead on the Board's planned enrollment growth projection.

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**Supporting Documentation Included:** Trustees Agenda Item and Key EPS Data

**Facilitators/Presenters:** Mr. Chris Kinsley

**NEW COLLEGE OF FLORIDA BOARD OF TRUSTEES  
FINANCE AND ADMINISTRATION COMMITTEE MEETING**

April 23, 2019

**SUBJECT:** New College of Florida Educational Plant Survey Validation

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**PROPOSED BOARD ACTION**

Review and validate the completed New College of Florida Educational Plant Survey.

**AUTHORITY FOR BOARD OF TRUSTEES**

Article IX, Section 7, Florida Constitution; Sections 1013.03 and 1013.31, Florida Statutes

**BACKGROUND INFORMATION**

An Educational Plant Survey (EPS) is required at least once every five (5) years for all public educational entities, including state universities. At the request of New College of Florida (NCF), Board staff facilitated and coordinated the Survey Team and participated with university staff on the EPS to ensure that all the requirements of section 1013.31, Florida Statutes, were satisfied. In addition to NCF and Board staff, the team included staff from Florida Atlantic University and Florida State University. The Survey Team Recommendation is included as an attachment.

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2024 Projected	1,198	TBD	55,505	2019 Net Recommendation

**Summary of Survey Team Recommendations (Main Campus, unless noted):**

## NEW COLLEGE OF FLORIDA

**Survey Team Members:** Lorilyne Pinkerton, Team Leader (FSU), Kenneth Ogletree (BOG), Felcy Gabriel (BOG), Azita Dotiwala (FAU), Corina Mavrodin (FAU) and Anthony Volpe (FSU).

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New College has demonstrated an extraordinary need for additional net assignable square feet (NASF) that is not supported by the formula approach. At New College, each FTE represents one Full Time student. Currently at approximately 850 FTE, the College has 198,000 NASF. The decision made by the Board of Governors in November 2016 for New College to increase its FTE enrollment by 40% to 1,200 FTE by the year 2023-2024 increases the College's NASF need significantly. This Educational Plant Survey for New College is consistent with Board of Governors action. These survey recommendations will meet that Board of Governors action goal.

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### Demolition Recommendations:

#### 4.1 Demolition of Palmer Court – Buildings A, C, D and E. (Total NASF – 20,899)

#### **Standard University-wide Recommendations:**

- SR1. All recommendations for new facilities to include spaces necessary for custodial services and sanitation facilities.
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- SR5. Expansion, replacement, and upgrading of existing utilities/infrastructure systems to support the educational plant (as expanded or modified by the recommended projects) are recommended.
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The complete Educational Plant Survey Report, which is in compliance with the requirements of Section 1013.31, Florida Statutes, is ready for Board consideration for validation. Once validated by the Board, survey recommended projects may be included on the Capital Improvement Plan, and are eligible for PECO funding.

Note: The Survey Team recognizes that New College is unique. The space needs requirement for New College Academic programs is not supported by the Formula process. It is based on the Board of Governors authorized enrollment growth projection.

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**Supporting Documentation Included:** Educational Plant Survey Report, March 2019

#### **Facilitators/Presenters:**

VP Martin, Facilities Director Alan Burr, Facilities Planner Itza Frisco

NCF BOT APPROVED

April 23, 2019



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

## EDUCATIONAL PLANT SURVEY OVERVIEW

In Florida, all public school districts, colleges and state universities are required to conduct an Educational Plant Survey (EPS) at least once every 5 years using "uniform data sources and criteria" (Section 1013.31, Florida Statutes). An EPS is a systematic and comprehensive study of each institution's sites, buildings, and the site improvements required to operate the facilities. This includes a review of both the 1) existing educational and ancillary facilities and 2) anticipated future needs for repair, expansion and/or demolition. The EPS is a safeguard mechanism to ensure that PECO dollars, and the assets constructed with PECO dollars are being directed appropriately towards needed educational buildings.

The EPS is undertaken collaboratively by the EPS Survey Team, which consists of staff of the university being surveyed; Board of Governors' staff; and staff from other universities. The final EPS Report must be approved by both the local Board of Trustees as well as the Board of Governors. The EPS is one of 3 long-range planning documents - the EPS, the Campus Master Plan and the 5 Year Capital Improvement Plan.

### Required EPS Elements

- Summary of BOT/BOG approval
- Recommendations for Existing facilities
- Recommendation for New facilities
- Projected Capital Outlay full-time equivalent student enrollment
- Inventory of existing sites and facilities

The procedures to be used in conducting each EPS are specified by the Chancellor's Office, in the EPS User's Manual at <https://prod.flbog.net:4445/pls/apex/f?p=1265:101>. The current approved surveys for all SUS institutions may be found at <http://flbog.edu/board/office/fac/index.php>.

## 2019 ACCOUNTABILITY PLAN



## NEW COLLEGE OF FLORIDA

## ENROLLMENT PLANNING

Fall Headcount Enrollment by Student Level *(for all degree-seeking students at all campuses)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>UNDERGRADUATE</b>									
ACTUAL	835	854	861	838	808	.	.	.	.
APPROVED GOALS	.	.	.	848	860	920	990	1,060	.
PROPOSED GOALS	.	.	.	.	.	825	860	930	1,025
<b>GRADUATE</b>									
ACTUAL	0	0	14	21	29	.	.	.	.
APPROVED GOALS	.	.	.	22	30	35	40	50	.
PROPOSED GOALS	.	.	.	.	.	35	40	45	50

Fall Headcount Enrollment by Student Type *(for all degree-seeking students at all campuses)*

	2014 ACTUAL	2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 ACTUAL	2019 PLAN	2020 PLAN	2021 PLAN	2022 PLAN
<b>UNDERGRADUATE</b>									
FTIC	728	752	764	737	693	720	740	795	870
FCS AA Transfers	25	35	33	38	41	40	45	50	60
Other AA Transfers	12	13	10	7	4	5	10	15	20
Post-Baccalaureates	0	0	0	0	0	0	0	0	0
Other Undergraduates	70	54	54	56	70	60	65	70	75
<b>Subtotal</b>	<b>835</b>	<b>854</b>	<b>861</b>	<b>838</b>	<b>808</b>	<b>825</b>	<b>860</b>	<b>930</b>	<b>1025</b>
<b>GRADUATE</b>									
Master's	0	0	14	21	29	35	40	45	50
Research Doctoral	0	0	0	0	0	0	0	0	0
Professional Doctoral	0	0	0	0	0	0	0	0	0
<b>Subtotal</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>21</b>	<b>29</b>	<b>35</b>	<b>40</b>	<b>45</b>	<b>50</b>
<b>TOTAL</b>	<b>835</b>	<b>854</b>	<b>875</b>	<b>859</b>	<b>837</b>	<b>860</b>	<b>900</b>	<b>975</b>	<b>1075</b>

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Does not include 'Unclassified' students who are not formally admitted into a degree program but are enrolled (e.g., dual enrolled high school students).

## Percent of Baccalaureate-Seeking Resident Undergraduates Who Earned 15+ Credit Hours

*(Fall terms only)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	81	88	75	82	82	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	83	84	85	86

## 2019 ACCOUNTABILITY PLAN



## NEW COLLEGE OF FLORIDA

ENROLLMENT PLANNING *continued*

## Actual &amp; Planned FTE Enrollment by Residency &amp; Student Level

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
<b>RESIDENT</b>										
LOWER	206	213	232	209	194	202	207	215	233	257
UPPER	563	595	580	592	601	567	579	603	652	720
GRAD I	0	0	2	8	14	15	18	20	23	25
GRAD II	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>769</b>	<b>807</b>	<b>814</b>	<b>809</b>	<b>808</b>	<b>784</b>	<b>804</b>	<b>838</b>	<b>908</b>	<b>1002</b>
<b>NON-RESIDENT</b>										
LOWER	47	62	54	49	33	48	49	51	56	61
UPPER	80	87	94	102	109	91	93	97	105	115
GRAD I	0	0	2	3	7	7	9	10	12	12
GRAD II	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>127</b>	<b>149</b>	<b>149</b>	<b>154</b>	<b>115</b>	<b>146</b>	<b>151</b>	<b>158</b>	<b>173</b>	<b>188</b>
<b>TOTAL</b>										
LOWER	253	275	286	258	227	250	256	266	289	318
UPPER	643	681	674	694	710	658	672	700	757	835
GRAD I	0	0	4	11	21	22	27	30	35	37
GRAD II	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>896</b>	<b>957</b>	<b>963</b>	<b>963</b>	<b>958</b>	<b>930</b>	<b>955</b>	<b>996</b>	<b>1081</b>	<b>1190</b>

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours that degree-seeking students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

## Percent of FTE Enrollment by Method of Instruction

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
<b>UNDERGRADUATE</b>										
Distance (80-100%)	0%	0%	0%	0%	0%	0%	0%	0%	0%	5%
Hybrid (50-79%)	0%	0%	0%	0%	0%	0%	0%	5%	5%	5%
Classroom (0-50%)	100%	100%	100%	100%	100%	100%	100%	95%	95%	90%
<b>GRADUATE</b>										
Distance (80-100%)	.	.	0%	0%	0%	0%	0%	0%	0%	0%
Hybrid (50-79%)	.	.	0%	0%	0%	0%	0%	0%	8%	12%
Classroom (0-50%)	.	.	100%	100%	100%	100%	100%	100%	92%	88%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) that is based on the number of credit hours that degree-seeking students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Classroom/Traditional, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element #2052. \*Percentages may not total 100 due to rounding.



STATE UNIVERSITY SYSTEM of FLORIDA  
Board of Governors

## Educational Plant Survey

[Home](#) [Space Factors](#) [Documents](#) [Definitions/EPS Overview](#) [Manual](#) [FAQ](#)

[Home](#) **Educational Plant Survey Checklist**

## Educational Plant Survey Checklist

EPS Survey Year

**EPS Survey Year : 2018-2019**

**University : NCF**

Educational Plant Survey Checklist

Eps Process Name	Start Date	End Date
Notification Process	20-NOV-18	20-NOV-18
Survey Team Members	28-DEC-18	10-DEC-18
Pre-validation	20-NOV-18	20-NOV-18
Agenda	04-DEC-18	04-DEC-18
Validation	04-DEC-18	04-DEC-18
Needs Assessment	04-DEC-18	04-DEC-18
Requested Projects for survey recommendation	04-DEC-18	04-DEC-18
Survey Team Recommendation Letter	04-DEC-18	04-DEC-18
President Acknowledgement of the EPS Recommendations	21-DEC-18	21-DEC-18
EPS Draft preparation	15-APR-19	
Board of Trustees Approval		
BOG Approval		
Final EPS Document		



## Educational Plant Survey

Home Space Factors Documents EPS\_Overview/Definitions FAQ

Home Educational Plant Survey Checklist Pre-validation **Buildings with Unsatisfactory Building conditions**

### Buildings with Unsatisfactory Building conditions

#### EPS Survey Year

**Eps survey year :** 2018-2019

**University :** NCF

#### Report Description

Additional list of Buildings with Unsatisfactory Building conditions to be included in the Educational Plant Survey for Validation.

[Display definitions](#)

REPT_INST	EPS Survey year	Occupy_DT	Site_ID	Building_ID	Building Name	Building condition	Permanent	Act Gross Sq Ft	Comments
NCF	2018-2019	200108	0001	CGR	CAPLES GARAGE	Renovation	Y	2350	
NCF	2018-2019	200108	0001	CAP	CAPLES HOUSE	Renovation	Y	5804	
NCF	2018-2019	200108	0001	CHL	COLLEGE HALL	Renovation	Y	21441	
NCF	2018-2019	200108	0001	COH	COOK HALL (ADMIN-SOUTH HALL)	Renovation	Y	12047	
NCF	2018-2019	200108	0001	HCL	HAMILTON CLASSROOMS	Remodeling	Y	15399	
NCF	2018-2019	200108	0001	PMA	PALMER A	Unsatisfactory space to be demolished	Y	9411	
NCF	2018-2019	200108	0001	PMC	PALMER C	Unsatisfactory space to be demolished	Y	8534	
NCF	2018-2019	200108	0001	PMD	PALMER D	Unsatisfactory space to be demolished	Y	8534	
NCF	2018-2019	200108	0001	PME	PALMER E	Unsatisfactory space to be demolished	Y	8230	
NCF	2018-2019	200108	0001	MBR	RHODA AND JACK PRITZKER MBR	Remodeling	Y	8920	
NCF	2018-2019	200108	0001	ROB	ROBERTSON HALL- CARRIAGE HOUSE	Renovation	Y	3681	

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### The complete list of buildings for Validation

EPS Survey Year

Eps survey year : 2018-2019

University : NCF

Report Description

The complete list of buildings included in the Educational Plant Survey

[Display definitions](#)

Q

REPT_INST	EPS_Survey_Year	Occupy_Date	Site_ID	Building_ID	Building Name	Building condition	Permanent	Act Gross Sq Ft	Comments
NCF	2018-2019	200108	0001	CGR	CAPLES GARAGE	Renovation	Y	2350	
NCF	2018-2019	200108	0001	CAP	CAPLES HOUSE	Renovation	Y	5804	
NCF	2018-2019	200108	0001	CHL	COLLEGE HALL	Renovation	Y	21441	
NCF	2018-2019	200108	0001	COH	COOK HALL (ADMIN-SOUTH HALL)	Renovation	Y	12047	
NCF	2018-2019	200108	0001	HCL	HAMILTON CLASSROOMS	Remodeling	Y	15399	
NCF	2018-2019	200108	0001	PMA	PALMER A	Unsatisfactory space to be demolished	Y	9411	
NCF	2018-2019	200108	0001	PMC	PALMER C	Unsatisfactory space to be demolished	Y	8534	
NCF	2018-2019	200108	0001	PMD	PALMER D	Unsatisfactory space to be demolished	Y	8534	
NCF	2018-2019	200108	0001	PME	PALMER E	Unsatisfactory space to be demolished	Y	8230	
NCF	2018-2019	200108	0001	MBR	RHODA AND JACK PRITZKER MBR	Remodeling	Y	8920	
NCF	2018-2019	200108	0001	ROB	ROBERTSON HALL- CARRIAGE HOUSE	Renova ion	Y	3681	
NCF	2018-2019	200108	0001	HNS	ROLLAND V HEISER NAT SCI COMPL	Other Buildings need to be Validated	Y	58214	



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### Building Condition Assessment Form

EPS Survey Year

Eps survey year 2018-2019

University NCF

Report Description

This Report lists the Building condition assessment Form for all the buildings that turned 25 years old since the last Educational Plant Survey.



Go

Actions ▾

APPROVE



Report Description

This Report lists the Buildings that turned 25 years old since the last Educational Plant Survey.



Go

Actions ▾





## Needs Assessment

### EPS Survey Year

**Eps survey year :** 2018-2019

**University :** NCF

### Report Description

This report includes the sum of the room areas rolled up at the University level for the Five Year Educational Plant Survey report. It includes all sites with room spaces that meet the following criteria:

- Users have been funded using Education General fund category.
- Space\_needs\_exclude flag is N
- The space use code is in the following category groups: 01 - CLASSROOM, 02 - TEACHING\_LAB, 03 - STUDY, 04 - RESEARCH\_LAB, 05 - OFFICE, 06 - AUDITORIUM, 07 - INSTRUCTIONAL\_MEDIA, 09 - CAMPUS\_SUPPORT\_SERVICE, 12 - GYMNASIUM

### Needs Assessment (Existing Facilities condition)

Space type	Classroom	Study	Teaching Lab	Office	Research Lab	Auditorium	Instructional Media	Gymnasium	Campus Support Service	Total NASF
Space needs by Space type	11835	17752.5	14793.75	29587.5	24656.25	2958.75	3945	5917.5	5572.3125	117018.5625
Satisfactory Space	22664	37571	25875	72960	14771	11467	245	-	13834	199387
Percent of Space needs met	192 %	212 %	175 %	247 %	60 %	388 %	6 %	%	248 %	170 %
Unsatisfactory space to be terminated	-	-	-	-	-	-	-	-	-	-
Unsatisfactory space to be demolished	250	0	612	16768	0	0	0	0	3331	20961
Ineligible Space for Space Calculation	-	-	-	-	-	-	-	-	-	-
Percent of Space needs met	189 %	212 %	171 %	190 %	60 %	388 %	6 %	0 %	189 %	153 %
Unsatisfactory space with no action required	-	-	-	-	-	-	-	-	-	-
Percent of Space needs met	189 %	212 %	171 %	190 %	60 %	388 %	6 %	0 %	189 %	153 %
Unsatisfactory Space to be Remodeled/Renovated	14734	610	7675	85452	3417	9725	0	0	1215	122828
Percent of Space needs met	189 %	212 %	171 %	190 %	60 %	388 %	6 %	0 %	189 %	153 %
Projects under construction	-	-	-	-	-	-	-	-	-	-
Percent of Space needs met	189 %	212 %	171 %	190 %	60 %	388 %	6 %	0 %	189 %	153 %

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## Educational Plant Survey

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### Space Factors

#### Description

The 2018 Space Factors given here correspond to the 30 Credit hour FTE standard. Hence, the Traditional and Online FTEs taken from the Workplans' FTE should also correspond to 30 Credit hour FTE standard.

#### EPS Survey Year

Eps survey year : 2018-2019  
University : NCF

#### Space Factors

Classroom : 9  
Teaching lab : 11.25  
Study : 13.5  
Research Lab : 18.75  
Auditorium : 2.25  
Instructional Media : 3  
Office : 22.5  
Gymnasium : 4.5  
Campus support service : 4.2375

#### 30 hr FTEs from the Workplan

\*Traditional FTEs :   
\*Online FTEs :

#### Report Description

The Space the University should have based on 2018 Space Factors and Traditional and Online FTEs. The FTEs should correspond to 30 Credit hour FTE standard.

#### Space needs by Space type

<u>Rept</u> <u>inst</u> <u>↑=</u>	<u>Eps</u> <u>survey</u> <u>year</u>	<u>Traditional</u> <u>fte</u>	<u>Online</u> <u>fte</u>	<u>Classroom</u>	<u>Study</u>	<u>Teaching</u> <u>Lab</u>	<u>Office</u>	<u>Research</u> <u>Lab</u>	<u>Auditorium</u>	<u>Instructional</u> <u>Media</u>	<u>Gymnasium</u>	<u>Campus</u> <u>Support</u> <u>Service</u>	<u>Total</u> <u>NASF</u>
NCF	2018-2019	1315	0	11,835	17,753	14,794	29,588	24,656	2,959	3,945	5,918	5,572	117,019



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### Satisfactory Space

#### EPS Survey Year

**Eps survey year :** 2018-2019

**University :** NCF

#### Report Description

This report includes the sum of the room areas rolled up at the Building level for the Five Year Educational Plant Survey Report. It includes all buildings in the Main Campus with room spaces that meet the following criteria:

- Users have been funded using Education General fund category during the selected term.
- Space\_needs\_exclude flag is N
- The space use code is in the following category groups: 01 - CLASSROOM, 02 - TEACHING\_LAB, 03 - STUDY, 04 - RESEARCH\_LAB, 05 - OFFICE, 06 - AUDITORIUM, 07 - INSTRUCTIONAL\_MEDIA, 09 - CAMPUS\_SUPPORT\_SERVICE, 12 - GYMNASIUM

Display definitions

Rept inst	Site_ID	Site Name	Bldg id	Bldg name			Classroom	Study	Teaching Lab	Office	Research Lab	Auditorium	Instructional Media	Gymnasium	Campus Support Service
NCF	0001	MAIN CAMPUS	ACE	ACADEMIC CENTER	6,858	760	1,147	9,057	378	-	-	-	-	-	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	ANL	ANTHROPOLOGY LAB	614	-	-	-	-	-	-	-	-	-	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	BON	BON SEIGNEUR RESID	823	-	423	1,355	-	-	-	-	-	-	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	CPD	CAMPUS POLICE	-	-	-	1,357	-	-	-	-	-	-	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	CGR	CAPLES GARAGE	-	-	885	519	-	-	-	-	-	121	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	CAP	CAPLES HOUSE	444	-	-	3,102	-	-	-	-	-	-	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	CPB	CAPLES POTTING BUILDING	-	-	223	-	-	-	-	-	-	-	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	CPS	CHILLER PLANT	-	-	-	205	-	-	-	-	-	-	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	CHL	COLLEGE HALL	1,667	-	-	4,511	-	1,945	-	-	-	25	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	COH	COOK HALL (ADMIN-SOUTH HALL)	-	-	-	5,651	-	-	-	-	-	97	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	CWC	COUNSELING AND WELLNESS CENTER	-	-	-	1,338	-	-	-	-	-	-	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	BLR	HAMILTON BOILER ROOM	-	-	-	-	-	-	-	-	-	3,082	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	HCT	HAMILTON CENTER	-	-	-	325	-	1,114	-	-	-	-	EDUC_GENERAL

NCF	0001	MAIN CAMPUS	HCL	HAMILTON CLASSROOMS	4,179	610	-	4,231	-	-	-	-	-	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	HGN	HEISER GREENHOUSE NORTH	-	-	-	-	320	-	-	-	-	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	HGW	HEISER GREENHOUSE WEST	-	-	-	-	880	-	-	-	-	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	IFA	ISERMAN/FELSMANN	-	-	8,296	854	-	-	-	-	-	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	LBR	JANE BANCROFT COOK LIBRARY	4,359	36,201	-	9,763	4,035	-	167	-	-	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	MUN	LOTA MUNDY MUSIC BUILDING	1,138	-	-	1,000	-	-	-	-	-	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	OCL	OUTDOOR CLASSROOM	800	-	-	-	-	-	-	-	-	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	PMA	PALMER A	-	-	-	4,501	-	-	-	-	893	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	PMC	PALMER C	250	-	612	4,036	-	-	-	-	-	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	PMD	PALMER D	-	-	-	5,853	-	-	-	-	-	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	PME	PALMER E	-	-	-	2,378	-	-	-	-	2,438	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	PHS	PHYSICAL PLANT	-	-	-	2,627	-	-	-	-	1,320	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	PPS	PHYSICAL PLANT MAINT. STORAGE	-	-	-	-	-	-	-	-	1,800	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	PHA	PHYSICAL PLANT STORAGE A	-	-	-	-	-	-	-	-	194	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	PHB	PHYSICAL PLANT STORAGE B	-	-	-	-	-	-	-	-	194	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	PAL	PUBLIC ARCHEOLOGY LAB	-	-	1,178	193	-	-	-	-	-	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	RER	REICHERT HOUSE	-	-	-	1,080	-	-	-	-	-	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	MBR	RHODA AND JACK PRITZKER MBR	-	-	3,250	186	3,417	-	-	-	-	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	ROB	ROBERTSON HALL-CARRIAGE HOUSE	-	-	-	2,424	-	-	-	-	-	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	HNS	ROLLAND V HEISER NAT SCI COMPL	1,532	-	9,861	4,429	5,741	-	-	-	-	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	SAN	SAINER	-	-	-	85	-	370	78	-	-	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	SCU	SCULPTURE STUDIO	-	-	-	314	-	-	-	-	3,670	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	SSC	SOCIAL SCIENCE	-	-	-	1,159	-	-	-	-	-	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	SUD	SUDAKOFF LECTURE & CONF CENTER	-	-	-	427	-	8,038	-	-	-	EDUC_GENERAL

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**Report Description**

This report shows the current approved data for all the buildings in the University.  
Display definitions

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Rept inst	Site_ID	Site Name	Bldg id	Bldg name	Occupy dt	Permanent	Farm	Walkway	Act gross sq ft
NCF	0001	MAIN CAMPUS	ACE	ACADEMIC CENTER	201102	Y	N	N	35787
NCF	0001	MAIN CAMPUS	ACM	ACE MECHANICAL BLDG	201105	Y	N	N	304
NCF	0001	MAIN CAMPUS	GRH	ANN AND ALFRED GOLDSTEIN RES	200108	Y	N	N	24396
NCF	0001	MAIN CAMPUS	ANL	ANTHROPOLOGY LAB	200108	N	N	N	652
NCF	0001	MAIN CAMPUS	BTH	BATH HOUSE	200108	Y	N	N	461
NCF	0001	MAIN CAMPUS	PDW	BOB JOHNSON RESIDENCE HALL	200108	Y	N	N	24482
NCF	0001	MAIN CAMPUS	BON	BON SEIGNEUR RESID	200108	Y	N	N	4733
NCF	0001	MAIN CAMPUS	CPD	CAMPUS POLICE	200108	Y	N	N	2033
NCF	0001	MAIN CAMPUS	CGR	CAPLES GARAGE	200108	Y	N	N	2350
NCF	0001	MAIN CAMPUS	CAP	CAPLES HOUSE	200108	Y	N	N	5804
NCF	0001	MAIN CAMPUS	CPB	CAPLES POTTING BUILDING	200108	Y	N	N	223
NCF	0001	MAIN CAMPUS	CMU	CAR MUSEUM	200108	Y	N	N	58454
NCF	0001	MAIN CAMPUS	CMS	CAR MUSEUM SHOP	200108	Y	N	N	3287
NCF	0001	MAIN CAMPUS	CPS	CHILLER PLANT	200108	Y	N	N	3535
NCF	0001	MAIN CAMPUS	CHL	COLLEGE HALL	200108	Y	N	N	21441
NCF	0001	MAIN CAMPUS	COH	COOK HALL (ADMIN-SOUTH HALL)	200108	Y	N	N	12047
NCF	0001	MAIN CAMPUS	CWC	COUNSELING AND WELLNESS CENTER	200108	Y	N	N	4384
NCF	0001	MAIN CAMPUS	CWW	COVERED WALKWAY (COH TO CHL)	200108	N	N	Y	1200
NCF	0001	MAIN CAMPUS	CWY	COVERED WALKWAY C	200108	N	N	Y	11492
NCF	0001	MAIN CAMPUS	DOA	DORT ARCH	200108	Y	N	N	60
NCF	0001	MAIN CAMPUS	DRH	ELIZ AND DALLAS DORT RES HALL	200108	Y	N	N	24396
NCF	0001	MAIN CAMPUS	FCS	FITNESS CENTER	200108	Y	N	N	9896
NCF	0001	MAIN CAMPUS	BLR	HAMILTON BOILER ROOM	200108	Y	N	N	4665
NCF	0001	MAIN CAMPUS	HCT	HAMILTON CENTER	200108	Y	N	N	24778
NCF	0001	MAIN CAMPUS	HCL	HAMILTON CLASSROOMS	200108	Y	N	N	15399

NCF	0001	MAIN CAMPUS	HGN	HEISER GREENHOUSE NORTH	200108	Y	N	N	320
NCF	0001	MAIN CAMPUS	HGW	HEISER GREENHOUSE WEST	200909	Y	N	N	880
NCF	0001	MAIN CAMPUS	IFA	ISERMAN/FELSMANN	200108	Y	N	N	11262
NCF	0001	MAIN CAMPUS	LBR	JANE BANCROFT COOK LIBRARY	200108	Y	N	N	74731
NCF	0001	MAIN CAMPUS	TKC	KEATING CENTER	200402	Y	N	N	7000
NCF	0001	MAIN CAMPUS	KNT	KNIGHT BUILDING	200410	Y	N	N	3254
NCF	0001	MAIN CAMPUS	MUN	LOTA MUNDY MUSIC BUILDING	200108	Y	N	N	4515
NCF	0001	MAIN CAMPUS	OCL	OUTDOOR CLASSROOM	201208	Y	N	N	1296
NCF	0001	MAIN CAMPUS	PMA	PALMER A	200108	Y	N	N	9411
NCF	0001	MAIN CAMPUS	PMB	PALMER B	200108	Y	N	N	8230
NCF	0001	MAIN CAMPUS	PMC	PALMER C	200108	Y	N	N	8534
NCF	0001	MAIN CAMPUS	PMD	PALMER D	200108	Y	N	N	8534
NCF	0001	MAIN CAMPUS	PME	PALMER E	200108	Y	N	N	8230
NCF	0001	MAIN CAMPUS	PBR	PEDESTRIAN BRIDGE	200108	Y	N	N	1200
NCF	0001	MAIN CAMPUS	PDE	PEGGY BATES RESIDENCE HALL	200108	Y	N	N	24482
NCF	0001	MAIN CAMPUS	PHS	PHYSICAL PLANT	200108	Y	N	N	5350
NCF	0001	MAIN CAMPUS	PPS	PHYSICAL PLANT MAINT. STORAGE	200108	Y	N	N	2100
NCF	0001	MAIN CAMPUS	PHA	PHYSICAL PLANT STORAGE A	200108	N	N	N	200
NCF	0001	MAIN CAMPUS	PHB	PHYSICAL PLANT STORAGE B	200108	N	N	N	200
NCF	0001	MAIN CAMPUS	ZRH	PRITZKER (Z) RESIDENCE HALL	200708	Y	N	N	25407
NCF	0001	MAIN CAMPUS	PAL	PUBLIC ARCHEOLOGY LAB	201008	Y	N	N	1771
NCF	0001	MAIN CAMPUS	RER	REICHERT HOUSE	200710	Y	N	N	2574
NCF	0001	MAIN CAMPUS	MBR	RHODA AND JACK PRITZKER MBR	200108	Y	N	N	8920
NCF	0001	MAIN CAMPUS	ROB	ROBERTSON HALL- CARRIAGE HOUSE	200108	Y	N	N	3681
NCF	0001	MAIN CAMPUS	HNS	ROLLAND V HEISER NAT SCI COMPL	200108	Y	N	N	58214
NCF	0001	MAIN CAMPUS	PDS	ROTHENBERG RESIDENCE HALL	200108	Y	N	N	24213
NCF	0001	MAIN CAMPUS	SSE	SAILING EQUIP SHED	200108	N	N	N	693
NCF	0001	MAIN CAMPUS	SAN	SAINER	200108	Y	N	N	8493

NCF	0001	MAIN CAMPUS	SAR	SALVATORI RESIDENCE	200108	Y	N	N	2516
NCF	0001	MAIN CAMPUS	SCU	SCULPTURE STUDIO	200108	Y	N	N	5975
NCF	0001	MAIN CAMPUS	SSC	SOCIAL SCIENCE	200108	Y	N	N	1794
NCF	0001	MAIN CAMPUS	SUD	SUDAKOFF LECTURE & CONF CENTER	200108	Y	N	N	12216
NCF	0001	MAIN CAMPUS	BRN	THE BARN	200108	N	N	N	2810
NCF	0001	MAIN CAMPUS	XRH	ULLA SEARING(X) RESIDENCE HALL	200710	Y	N	N	11447
NCF	0001	MAIN CAMPUS	UTL	UTILITY - PUMPS	200108	Y	N	N	194
NCF	0001	MAIN CAMPUS	VRH	V RESIDENCE HALL	200708	Y	N	N	11447
NCF	0001	MAIN CAMPUS	WRH	W RESIDENCE HALL	200708	Y	N	N	11448
NCF	0001	MAIN CAMPUS	YRH	Y RESIDENCE HALL	200710	Y	N	N	11448

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### Unsatisfactory Space (Terminated)

EPS Survey Year

**Eps survey year :** 2018-2019

**University :** NCF

Report Description

This report includes the sum of the room areas rolled up at the building level for the Five Year Educational Plant Survey report. The buildings have been flagged by the University as 'Unsatisfactory Space (Terminated)'. It includes all sites with room spaces that meet the following criteria:

- Users have been funded using Education General fund category during the selected term.
- Space\_needs\_exclude flag is N
- The space use code is in the following category groups: 01 - CLASSROOM, 02 - TEACHING\_LAB, 03 - STUDY, 04 - RESEARCH\_LAB, 05 - OFFICE, 06 - AUDITORIUM, 07 - INSTRUCTIONAL\_MEDIA, 09 - CAMPUS\_SUPPORT\_SERVICE, 12 - GYMNASIUM

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### Demolition

EPS Survey Year

**Eps survey year** : 2018-2019

**University** : NCF

#### Report Description

This report includes the sum of the room areas rolled up at the building level for the Five Year Educational Plant Survey report. The buildings have been flagged by the University as 'Unsatisfactory Space (Demolition)'. It includes all sites with room spaces that meet the following criteria:

- Users have been funded using Education General fund category during the selected term.
- Space\_needs\_exclude flag is N
- The space use code is in the following category groups: 01 - CLASSROOM, 02 - TEACHING\_LAB, 03 - STUDY, 04 - RESEARCH\_LAB, 05 - OFFICE, 06 - AUDITORIUM, 07 - INSTRUCTIONAL\_MEDIA, 09 - CAMPUS\_SUPPORT\_SERVICE, 12 - GYMNASIUM

Display definitions

Rept inst	Site id	Site name	Building Name	Building_ID	Building Condition	Classroom	Study	Teaching lab	Office	Research lab	Auditorium	Instructional media	Gymnasium	Campus support service	Be fund cat
NCF	0001	MAIN CAMPUS	PALMER A	PMA	Unsatisfactory space to be demolished	-	-	-	4,501	-	-	-	-	893	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	PALMER C	PMC	Unsatisfactory space to be demolished	250	-	612	4,036	-	-	-	-	-	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	PALMER D	PMD	Unsatisfactory space to be demolished	-	-	-	5,853	-	-	-	-	-	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	PALMER E	PME	Unsatisfactory space to be demolished	-	-	-	2,378	-	-	-	-	2,438	EDUC_GENERAL



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### Ineligible Space

EPS Survey Year

**Eps survey year : 2018-2019**

**University : NCF**

Report Description

This report includes the sum of the room areas rolled up at the building level for the Five Year Educational Plant Survey report. The buildings have been flagged by the University as 'Ineligible Space for Space calculation'. It includes all sites with room spaces that meet the following criteria:

- Users have been funded using Education General fund category during the selected term.
- Space\_needs\_exclude flag is N
- The space use code is in the following category groups: 01 - CLASSROOM, 02 - TEACHING\_LAB, 03 - STUDY, 04 - RESEARCH\_LAB, 05 - OFFICE, 06 - AUDITORIUM, 07 - INSTRUCTIONAL\_MEDIA, 09 - CAMPUS\_SUPPORT\_SERVICE, 12 - GYMNASIUM

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### Unsatisfactory Space (No Action Required)

EPS Survey Year

**Eps survey year :** 2018-2019

**University :** NCF

Report Description

This report includes the sum of the room areas rolled up at the building level for the Five Year Educational Plant Survey report. The buildings have been flagged by the University as 'Unsatisfactory Space (No Action)'. It includes all sites with room spaces that meet the following criteria:

- Users have been funded using Education General fund category during the selected term.
- Space\_needs\_exclude flag is N
- The space use code is in the following category groups: 01 - CLASSROOM, 02 - TEACHING\_LAB, 03 - STUDY, 04 - RESEARCH\_LAB, 05 - OFFICE, 06 - AUDITORIUM, 07 - INSTRUCTIONAL\_MEDIA, 09 - CAMPUS\_SUPPORT\_SERVICE, 12 - GYMNASIUM

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## Remodeling/Renovation

EPS Survey Year

**Eps survey year :** 2018-2019

**University :** NCF

### Report Description

This report includes the sum of the room areas rolled up at the building level for the Five Year Educational Plant Survey report. The buildings have been flagged by the University as 'Remodeling' or 'Renovation'. It includes all sites with room spaces that meet the following criteria:

- Users have been funded using Education General fund category during the selected term.
- Space\_needs\_exclude flag is N
- The space use code is in the following category groups: 01 - CLASSROOM, 02 - TEACHING\_LAB, 03 - STUDY, 04 - RESEARCH\_LAB, 05 - OFFICE, 06 - AUDITORIUM, 07 - INSTRUCTIONAL\_MEDIA, 09 - CAMPUS\_SUPPORT\_SERVICE, 12 - GYMNASIUM

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Rept_Inst	Site_ID	Site_Name	Building_ID	Building Name ↑	Building Condition	Classroom	Study	Teaching Lab	Office	Research Lab	Auditorium	Instructional media	Gymnasium	Campus support service	Be fund cat
NCF	0001	MAIN CAMPUS	CGR	CAPLES GARAGE	Renovation	-	-	885	519	-	-	-	-	121	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	CAP	CAPLES HOUSE	Renovation	444	-	-	3,102	-	-	-	-	-	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	CHL	COLLEGE HALL	Renovation	1,667	-	-	4,511	-	1,945	-	-	25	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	COH	COOK HALL (ADMIN-SOUTH HALL)	Renovation	-	-	-	5,651	-	-	-	-	97	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	HCL	HAMILTON CLASSROOMS	Remodeling	4,179	610	-	4,231	-	-	-	-	-	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	MBR	RHODA AND JACK PRITZKER MBR	Remodeling	-	-	3,250	186	3,417	-	-	-	-	EDUC_GENERAL
NCF	0001	MAIN CAMPUS	ROB	ROBERTSON HALL- CARRIAGE HOUSE	Renovation	-	-	-	2,424	-	-	-	-	-	EDUC_GENERAL



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### Projects under construction

EPS Survey Year

**Eps survey year :** 2018-2019

**University :** NCF

Report Description

This report includes the sum of the room areas rolled up at the building level for the Five Year Educational Plant Survey report. The buildings have been flagged by the University as 'Project under construction'. It includes all sites with room spaces that meet the following criteria:

- Users have been funded using Education General fund category during the selected term.
- Space\_needs\_exclude flag is N
- The space use code is in the following category groups: 01 - CLASSROOM, 02 - TEACHING\_LAB, 03 - STUDY, 04 - RESEARCH\_LAB, 05 - OFFICE, 06 - AUDITORIUM, 07 - INSTRUCTIONAL\_MEDIA, 09 - CAMPUS\_SUPPORT\_SERVICE, 12 - GYMNASIUM

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ADD\_Projects\_Under\_Construction





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### Requested Projects for Survey Recommendation

#### EPS Survey Year

**Eps survey year :** 2018-2019

**University :** NCF

#### Report Description

This report includes the sum of the room areas rolled up at the University level for the Five Year Educational Plant Survey report. It includes all sites with room spaces that meet the following criteria:

- Users have been funded using Education General fund category.
- Space\_needs\_exclude flag is N
- The space use code is in the following category groups: 01 - CLASSROOM, 02 - TEACHING\_LAB, 03 - STUDY, 04 - RESEARCH\_LAB, 05 - OFFICE, 06 - AUDITORIUM, 07 - INSTRUCTIONAL\_MEDIA, 09 - CAMPUS\_SUPPORT\_SERVICE, 12 - GYMNASIUM

#### Requested Projects for Survey Recommendation

Space type	Classroom	Study	Teaching Lab	Office	Research Lab	Auditorium	Instructional Media	Gymnasium	Campus Support Service	Total NASF
Percent of Space needs met	189 %	212 %	171 %	190 %	60 %	388 %	6 %	0 %	189 %	153 %
<a href="#">Projects funded for Planning</a>	-	-	-	-	-	-	-	-	-	-
Percent of Space needs met	189 %	212 %	171 %	190 %	60 %	388 %	6 %	0 %	189 %	153 %
<a href="#">New Construction Projects</a>	10887	18912	3812	49190	924	3360	0	12880	7000	106965
Percent of Space needs met	281 %	318 %	197 %	356 %	64 %	501 %	6 %	218 %	314 %	244 %
<a href="#">Remodeling Projects</a>	4179	610	3250	4417	3250	-	-	-	-	15706
Percent of Space needs met	281 %	318 %	197 %	356 %	64 %	501 %	6 %	218 %	314 %	244 %
<a href="#">Renovation Projects</a>	2111	-	885	16207	885	1945	-	-	243	22276
Percent of Space needs met	281 %	318 %	197 %	356 %	64 %	501 %	6 %	218 %	314 %	244 %



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### Projects funded for Planning

EPS Survey Year

**Eps survey year :** 2018-2019

**University :** NCF

Report Description

This report includes the sum of the room areas rolled up at the building level for the Five Year Educational Plant Survey report. The buildings are 'Projects funded for planning'. It includes all sites with room spaces that meet the following criteria:

- Users will be funded using Education General fund category during the selected term.
- The space use code is in the following category groups: 01 - CLASSROOM, 02 - TEACHING\_LAB, 03 - STUDY, 04 - RESEARCH\_LAB, 05 - OFFICE, 06 - AUDITORIUM, 07 - INSTRUCTIONAL\_MEDIA, 09 - CAMPUS\_SUPPORT\_SERVICE, 12 - GYMNASIUM

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Add Projects Funded for Planning





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### New Construction Projects

EPS Survey Year

**Eps survey year :** 2018-2019

**University :** NCF

#### Report Description

This report includes the sum of the room areas rolled up at the building level for the Five Year Educational Plant Survey report. The buildings are 'New Construction Projectss'. It includes all sites with room spaces that meet the following criteria:

- Users have been funded using Education General fund category during the selected term.
- Space\_needs\_exclude flag is N
- The space use code is in the following category groups: 01 - CLASSROOM, 02 - TEACHING\_LAB, 03 - STUDY, 04 - RESEARCH\_LAB, 05 - OFFICE, 06 - AUDITORIUM, 07 - INSTRUCTIONAL\_MEDIA, 09 - CAMPUS\_SUPPORT\_SERVICE, 12 - GYMNASIUM

Display definitions

Rept Inst	EPS Survey Year	Site_ID	Building_ID	Building name	Project Type	Classroom	Study	Teaching Lab	Office	Research Lab	Auditorium	Instructional Media	Gymnasium	Campus Support Service	Comments
NCF	2018-2019	0001	GRO	Multi-Purpose Facility	New Construction Projects	10,887	18,912	3,812	49,190	924	3,360	0	12,880	7,000	-



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### Remodeling Projects

#### EPS Survey Year

**Eps survey year** : 2018-2019

**University** : NCF

#### Report Description

This report includes the sum of the room areas rolled up at the building level for the Five Year Educational Plant Survey report. The buildings have been flagged by the University as 'Remodeling'. It includes all sites with room spaces that meet the following criteria:

- Users have been funded using Education General fund category during the selected term.
- Space\_needs\_exclude flag is N
- The space use code is in the following category groups: 01 - CLASSROOM, 02 - TEACHING\_LAB, 03 - STUDY, 04 - RESEARCH\_LAB, 05 - OFFICE, 06 - AUDITORIUM, 07 - INSTRUCTIONAL\_MEDIA, 09 - CAMPUS\_SUPPORT\_SERVICE, 12 - GYMNASIUM

Display definitions

Rept_Inst	Site id	Building_ID	Building name	Project Type	Classroom	Teaching Lab	Study	Research Lab	Office	Auditorium	Instructional Media	Gymnasium	Campus Support Service	Comments
NCF	0001	HCL	HAMILTON CLASSROOMS	Remodeling	4,179	-	610	-	4,231	-	-	-	-	-
NCF	0001	MBR	RHODA AND JACK PRITZKER MBR	Remodeling	-	3,250	-	3,250	186	-	-	-	-	-



## Educational Plant Survey

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### Renovation Projects

EPS Survey Year

**Eps survey year** : 2018-2019

**University** : NCF

#### Report Description

This report includes the sum of the room areas rolled up at the building level for the Five Year Educational Plant Survey report. The buildings have been flagged by the University as 'Renovation'. It includes all sites with room spaces that meet the following criteria:

- Users have been funded using Education General fund category during the selected term.
- Space\_needs\_exclude flag is N
- The space use code is in the following category groups: 01 - CLASSROOM, 02 - TEACHING\_LAB, 03 - STUDY, 04 - RESEARCH\_LAB, 05 - OFFICE, 06 - AUDITORIUM, 07 - INSTRUCTIONAL\_MEDIA, 09 - CAMPUS\_SUPPORT\_SERVICE, 12 - GYMNASIUM

Display definitions

EPS Survey Year	Rept Inst	Site_ID	Building_ID	Building name ↑	Space Type	Classroom	Teaching Lab	Study	Research Lab	Office	Auditorium	Instructional Media	Gymnasium	Campus Support Service	Comments
2018-2019	NCF	0001	CGR	CAPLES GARAGE	Renovation	-	885	-	885	519	-	-	-	121	-
2018-2019	NCF	0001	CAP	CAPLES HOUSE	Renovation	444	-	-	-	3,102	-	-	-	-	-
2018-2019	NCF	0001	CHL	COLLEGE HALL	Renovation	1,667	-	-	-	4,511	1,945	-	-	25	-
2018-2019	NCF	0001	COH	COOK HALL (ADMIN-SOUTH HALL)	Renovation	-	-	-	-	5,651	-	-	-	97	-
2018-2019	NCF	0001	ROB	ROBERTSON HALL- CARRIAGE HOUSE	Renovation	-	-	-	-	2,424	-	-	-	-	-

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Facilities Committee  
June 12, 2019**

**SUBJECT:** Shared Initiatives Update

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**PROPOSED COMMITTEE ACTION**

Information only.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

The Board created the Shared Initiatives program in 2014 to explore cost savings opportunities through a variety of mechanisms. The Board Office has one position dedicated to this program; FSU has also dedicated one position to the program. The two employees facilitate the collaborative effort across all 12 universities.

While previous reports have been made to the Budget and Finance Committee, today's report is being made to Facilities, as there savings opportunities in the fixed capital outlay space as well.

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**Supporting Documentation Included:** Staff Presentation

**Facilitators/Presenters:**

**Ms. Lynn Robinson**  
*Director, Shared Initiatives*

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Facilities Committee  
June 12, 2019**

**SUBJECT:** 2020-2021 Fixed Capital Outlay Legislative Budget Request (LBR) Process

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**PROPOSED COMMITTEE ACTION**

Review the Fixed Capital Outlay 2020-2021 Legislative Budget Request Process; provide comments to Board staff on the draft points-based scoring system being developed.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Subsection 1001.706(4)(b), Florida Statutes

**BACKGROUND INFORMATION**

In March, the Board of Governors adopted guidance related to the development of the 2020-21 State University System LBR in order for the universities to adopt their respective LBRs for submission to the Board on July 1, 2019.

With the passage of Senate Bill (SB) 190, the Board may be required to modify the current Public Education Capital Outlay (PECO) project selection process. However, this is dependent on 1) SB 190 being signed into law by the Governor; and 2) the July 1, 2019, effective date of the bill.

One of the key new requirements of SB 190 is that the Board develop a points-based selection methodology for PECO projects. Staff have developed a draft methodology that complies with the requirements of SB 190, and scored last year's university submissions. Committee member feedback will be received at this meeting.

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**Supporting Documentation Included:** *Points Based Scoring Methodology*

**Facilitators/Presenters:** Mr. Chris Kinsley

**Point System for PECO Funding** (pursuant to SB 190)**METHODOLOGY**

Criteria #	Criteria Name	Eligibility for Criteria Category <sup>1</sup>	Max. Points	Calculation	Ranking / Scores											
1	Prior Legislative Funding	The project was previously funded by the Legislature and the funds needed for completion constitute a relatively low percentage of total project costs.	20	100% - [(State Appropriations + Local Funds) / Total Project Cost]	10th Lowest %	9th Lowest %	8th Lowest %	7th Lowest %	6th Lowest %	5th Lowest %	4th Lowest %	3rd Lowest %	2nd Lowest %	Lowest %		
				<i>Points</i>	2	4	6	8	10	12	14	16	18	20		
2	Maintenance, Infrastructure & Operations	Building maintenance, repair of utility infrastructure or a project necessary to maintain the operation of a university site. [Must demonstrate no funds available after BOG approval of the Carry Forward spending plan; s. 1011.45]	15	The 10 lowest (\$) amount requested per project	N/A	10th Lowest	9th Lowest	8th Lowest	7th Lowest	6th Lowest	5th Lowest	4th Lowest	3rd Lowest	2nd Lowest	Lowest request	
				<i>Points</i>	0	6	7	8	9	10	11	12	13	14	15	
3	Space Needs Met	Project addresses the greatest current year need for space as indicated by increased instructional or research capacity for the greatest number of students or the university's mission.	25	[Total Unmet Space Need (%) - Increase (%) in Need Met per Project] x Total New NASF <sup>2</sup>	N/A	10th Highest	9th Highest	8th Highest	7th Highest	6th Highest	5th Highest	4th Highest	3rd Highest	2nd Highest	Highest #	
				<i>Points</i>	0	7	9	11	13	15	17	19	21	23	25	
4	University Priority	The project reflects the top two (2) priorities of the submitting university.	5	Board of Trustees' Project Priority Ranking	N/A	#2 priority	#1 priority									
				<i>Points</i>	0	3	5									
5	Renovation or Replacement	The project represents the most practical and cost effective replacement or renovation of an existing building.	15	PECO funding / Gross Sq. Ft.	N/A	10th Lowest	9th Lowest	8th Lowest	7th Lowest	6th Lowest	5th Lowest	4th Lowest	3rd Lowest	2nd Lowest	Lowest Cost per GSF	
				<i>Points</i>	0	6	7	8	9	10	11	12	13	14	15	
6	New construction, remodel or renovation without prior (\$) appropriation.	The project has funding from private sources; is needed to preserve the safety of persons using the facility; is consistent with legislative or board initiative; or [BOG specific] the university has allocated funding (as a % of Total Project Cost) of no less than 6% (preeminent), 4% (emerging preeminent) and 2% (neither).	20	Two (2) points given for each relevant qualification (max. 10 points per project)	N/A	Funding from private sources toward TPC (≥ 25% of TPC)	Preserve safety of persons using the facility	Consistent with Legislative initiative	Consistent with Board initiative	University Funding; 6%, 4% or 2%						
				<i>Points</i>	0	12	2	2	2	2						

**Total:** **100****Footnotes**1) A new construction, remodeling or renovation project that has not received prior appropriation will not be considered for inclusion on the prioritized PECO list unless:

1. A plan is provided to reserve funds in an escrow account, specific to the project, into which is annually deposited 1% of the total value of the building for future maintenance;
2. Sufficient capacity within cash and bonding estimate (per Revenue Estimating Conference) to accommodate the project within the 3-year PECO funding cycle; and
3. The project has been recommended by an Ed Plant Survey (s. 1013.31).

2) In the case of multiple projects per university, the cumulative Total Needs Met should not exceed the university's Total Unmet Space Need.

I:/Facilities/Working/PECO/Points System/Methodology

Points System (per SB 190)  
Rev. 5/23/2019

### Preliminary Selection TEST Group

**\*\*Highlighted projects received 19-20 PECO appropriations\*\***

**Highlighted projects received 19-20 PECO appropriations**							Criteria 1 Prior Legislative Funding & % needed to complete const.		Criteria 2 Maintenance, Infrastructure & Operations		Criteria 3 Space Needs Met				Criteria 4 University Priority		Criteria 5 Renovation and Replacement		Criteria 6 New construction, remodel or renovation without prior (\$\$) appropriation							Rank (per pt system)*	Rank (per BOG 3-yr list)	
Univ. Name	Project Name	Year First Funded	Total Project Cost	Prior State Funding	Non-PECO Funding	Remaining PECO Need	Answer	Points	Answer	Points	% increase in Need Met by Project	3a University base/total Unmet Space Need (%)	3b New NASF added by Project	3c Answer	Points	Answer	Points	Answer	Points	Qualifications					Points			Total Points
																				Funding from private sources toward TPC (≥ 25% of TPC)	Preserve safety of persons using facility	Consistent with Legislative Initiative	Consistent with Board Initiative	University funding: 6%, 4% or 2%				
FGCU	School of Integrated Watershed and Coastal Studies	FY16-17	\$56,000,000	\$30,553,504	\$0	\$25,446,496	45%	8	N	-	6.85%	48.20%	77,670	32,116.55	25	1	5	n/a	-	0	0	0	0	0	-	38	1	6
FSU	Interdisciplinary Research Commercialization Bldg (IRCB)	FY17-18	\$88,000,000	\$16,274,101	\$44,000,000	\$27,725,899	32%	14	N	-	1.93%	6.31%	68,302	2,991.63	7	1	5	n/a	-	12	0	0	0	0	-	12	2	7
USF	Morsani College of Medicine and Heart Health Institute	FY12-13	\$153,000,000	\$97,893,118	\$40,451,882	\$14,655,000	10%	20	N	-	0.00%	30.0%	174,450	n/a	-	1	5	n/a	-	12	0	0	0	0	-	12	3	3
FSU	College of Business	FY17-18	\$88,000,000	\$13,500,000	\$44,000,000	\$30,500,000	35%	12	N	-	3.72%	6.31%	131,585	3,408.05	9	2	3	n/a	-	12	0	0	0	0	-	12	4	10
UF	Data Science and Information Technology Building	FY18-19	\$125,000,000	\$50,000,000	\$25,000,000	\$50,000,000	40%	10	N	-	2.18%	32.03%	90,720	27,079.92	21	1	5	n/a	-	0	0	0	0	0	-	36	5	9
FIU	Engineering Building Phase I & II	FY17-18	\$150,000,000	\$30,641,537	\$45,000,000	\$74,358,463	50%	6	N	-	0.39%	36.00%	14,360	5,113.60	13	1	5	n/a	-	12	0	0	0	0	-	12	6	8
UNF	Renovations Roy Lassiter Hall	n/a	\$5,000,000	\$0	\$0	\$5,000,000	0%	-	Y	15	0.00%	16.10%	0	n/a	-	1	5	\$578	13	0	0	0	0	0	-	33	7	
UF	New Music Building	n/a	\$55,000,000	\$0	\$20,000,000	\$35,000,000	Ineligible	-	N	-	1.61%	32.03%	66,925	20,358.59	17	2	3	n/a	-	12	0	0	0	0	-	12	8	
FIU	Honors College (Remodeling Project)	n/a	\$4,000,000	\$0	\$2,000,000	\$2,000,000	Ineligible	-	N	-	0.00%	36.00%	0	n/a	-	2	3	\$198.65	15	12	0	0	0	0	-	12	9	
UNF	Campus Roof Critical Replacement	n/a	\$8,200,000	\$0	\$0	\$8,200,000	0%	-	Y	13	0.00%	28.00%	0	n/a	-	1	5	No GSF	10	0	2	0	0	0	-	2	10	Not eligible?
NCF	Old Caples House and Carriage House Renovation	n/a	\$7,900,000	\$0	\$0	\$7,900,000	0%	-	Y	14	0.00%	-53.00%	0	n/a	-	2	3	\$969	11	0	0	0	0	0	-	28		Not eligible?
UNF	Campus HVAC Critical Replacement	n/a	\$8,335,500	\$0	\$0	\$8,335,500	0%	-	Y	12	0.00%	28.00%	0	n/a	-	2	3	No GSF	9	0	2	0	0	0	-	2	26	Not eligible?
FGCU	Health Sciences (Prev. Multipurpose Education Facility)	n/a	\$51,162,950	\$0	\$0	\$51,162,950	0%	-	N	-	6.80%	48.20%	77,100	31,919.40	23	2	3	n/a	-	0	0	0	0	0	-	26		
FPU	Applied Research Center	FY16-17	\$39,000,000	\$7,000,000	\$20,873,150	\$11,126,850	29%	16	N	-	50.83%	29.00%	60,786	(13,269.58)	-	1	5	n/a	-	0	0	2	0	2	-	4	25	
UNF	Renovation/Addition Coggins Business School	n/a	\$24,000,000	\$0	\$0	\$24,000,000	0%	-	Y	10	1.67%	16.10%	15,000	2,164.50	-	2	3	\$828	12	0	0	0	0	0	-	25		
UCF	Research II - Science, Eng. & Commercialization Facility	n/a	\$112,159,309	\$0	\$0	\$112,159,309	0%	-	N	-	0.93%	55.00%	38,550	20,843.99	19	1	5	n/a	-	0	0	0	0	0	-	24		
UF	Music Building Renovation and Addition	FY 17-18	\$38,000,000	\$5,927,338	\$0	\$32,072,662	84%	-	Y	9	0.00%	32.03%	14,349	n/a	-	n/a	-	\$270	14	0	0	0	0	0	-	23		
FAU	Jupiter STEM/Life Sciences Bldg.	FY16-17	\$35,000,000	\$12,881,247	\$0	\$22,118,753	63%	2	N	-	2.10%	33.00%	37,400	11,556.60	15	1	5	n/a	-	0	0	0	0	0	-	22		1
USF	TPA-Interdisciplinary Science Research Lab Build Out (refit)	FY 06-07	\$83,763,787	\$74,732,583	\$0	\$9,031,204	11%	18	N	-	0.00%	30.0%	0	n/a	-	2	3	n/a	-	0	0	0	0	0	-	21		
FAMU	Student Affairs Building (CASS)	FY15-16	\$41,000,000	\$16,155,000	\$0	\$24,845,000	61%	4	N	-	3.99%	14.00%	43,100	4,314.31	11	1	5	n/a	-	0	0	0	0	0	-	20		5
FAMU	Classroom Technology/Distance Learning Upgrades (refit, NOT SURVEY REC.)	n/a	\$10,836,984	\$0	\$0	\$10,836,984	0%	-	Y	11	0.00%	14.00%	0	n/a	-	2	3	n/a	-	0	0	0	0	0	-	14		
NCF	Multi-Purpose Building	n/a	\$47,000,000	\$0	\$0	\$47,000,000	0%	-	N	-	91.00%	-53.00%	76,404	(110,021.76)	-	1	5	n/a	-	0	0	2	2	0	-	4	9	
FPU	Student Achievement Center (NOT SURVEY REC.)	n/a	\$22,624,446	\$0	\$0	\$22,624,446	0%	-	N	-	0.00%	29.00%	38,786	n/a	-	2	3	n/a	-	0	0	0	0	0	-	3		
FAU	Medical Building (Phase I)	n/a	\$44,295,000	\$0	\$0	\$44,295,000	0%	-	N	-	0.00%	33.00%	62,000	n/a	-	2	3	n/a	-	0	0	0	0	0	-	3		
UCF	Lab: Active Learning, Teaching, Maker Space (NOT SURVEY REC.)	n/a	\$85,120,000	\$0	\$0	\$85,120,000	0%	-	N	-	0.00%	55.00%	100,000	n/a	-	2	3	n/a	-	0	0	0	0	0	-	3		
FSU	STEM Teaching Lab Building	FY 17-18	\$41,766,187	\$4,233,813	\$0	\$37,532,374	90%	-	N	-	1.37%	6.31%	48,500	2,395.90	-	n/a	-	n/a	-	0	0	0	0	0	-	0		

\* In the event of a tie score between projects, the project with the lowest Remaining PECO Need will be given priority.

#### Footnotes

- 1) A new construction, remodeling or renovation project that has not received prior appropriation will not be considered for inclusion on the prioritized PECO list unless:
  1. A plan is provided to reserve funds in an escrow account, specific to the project, into which is annually deposited 1% of the total value of the building for future maintenance;
  2. Sufficient capacity within cash and bonding estimate (per Revenue Estimating Conference) to accommodate the project within the 3-year PECO funding cycle; and
  3. The project has been recommended by an Ed Plant Survey (s. 1013.31).
- 2) In the case of multiple projects per university, the cumulative Total Needs Met should not exceed the university's Total Unmet Space Need.

Rev. 5.23.19

1:/Facilities/Working/PECO/Points System/Preliminary TEST group

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Facilities Committee  
June 12, 2019**

**SUBJECT:** Florida International University (FIU) Aquatic Center Repairs and Renovation

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**PROPOSED COMMITTEE ACTION**

Authorize the reimbursement of up to \$2,000,000 in Activity and Service (A&S) fee funds; expended for repairs to FIU's Aquatic Center, from the Capital Improvement Trust Fund (CITF) fees allocation and corresponding reduction of the same amount in CITF fees previously approved for the Graham University Center expansion, and amend the Board's prior approval of the CITF Project List on June 27, 2018 to include Aquatic Center Repairs and Renovation for FIU.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution and Section 1009.24, Florida Statutes

**BACKGROUND INFORMATION**

On April 18, 2019, the FIU Board of Trustees approved a proposal for up to \$2,000,000 in repairs to the Aquatic Center at the Biscayne Bay Campus (BBC) utilizing unexpended A&S fee funds. The Board of Trustees also recommended a request to the Board of Governors (Board) authorizing reimbursement of the A&S funds from FIU's Capital Improvement Trust Fund (CITF) fees allocation and a reduction of the same amount in CITF fees previously approved for the Graham University Center expansion.

The Aquatic Center at BBC is home to FIU's Swimming and Diving team and provides recreational needs to almost 250,000 students and community members. Operating costs of the Aquatic Center are paid by A&S fee funds and fees paid by non-students.

The Aquatic Center is approximately 35 years old, with the last renovation occurring in 2009. A recent structural and safety review identified over \$1,600,000 in needed repairs to correct structural deficiencies, water intrusion issues, and critical deferred maintenance. Additional funding authorization of approximately \$400,000 provides a contingency for unforeseen conditions that may be uncovered once the project gets underway. The repairs are projected to take six months to complete. In order to have the Aquatic Center ready for the first 2019-20 swim meet on September 26, 2019, the project needs to begin as quickly as possible. The temporary utilization of unexpended A&S fee funds accommodates the expedited timeline and subsequent reimbursement

by CITF fees requires Board authorization; Board approval is required for all CITF projects. The Board originally approved the CITF Project List on June 27, 2018, which included, for FIU, only the Graham University Center expansion.

In accordance with BOG Regulation 7.003(16), FIU has consulted with the FIU Student Government Association on the utilization of CITF funds to complete the Aquatic Center repairs.

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**Supporting Documentation Included:** 1. Estimated Repair Costs

**Facilitators/Presenters:** Mr. Chris Kinsley

**FIU** | FLORIDA  
INTERNATIONAL  
UNIVERSITY  
**Facilities Construction Services**  
**PRELIMINARY COST PROJECTION**

**Draft**

PROJECT: POOL REPAIR  
PROJECT NUMBER: 180321

February 22, 2019

**PRELIMINARY DRAFT**

ITEM	Description	Unit	Quantity	Unit Cost	Total
1	GMP	LS	1	\$1,394,004.00	\$1,394,004.00
1	ROOFING	LS	1	\$0.00	\$0.00
2	DOORS AND FRAMES	EA	1	\$0.00	\$0.00
3	DOOR HARDWARE	EA	1	\$0.00	\$0.00
4	DRYWALL PARTITION	SF	1	\$0.00	\$0.00
5	MASONRY WALL	SF	1	\$0.00	\$0.00
6	ACOUSTICAL CEILING	SF	1	\$0.00	\$0.00
7	FLOOR FINISH / WALL BASE	SF	1	\$0.00	\$0.00
8	PAINTING	SF	1	\$0.00	\$0.00
9	HVAC	EA	1	\$0.00	\$0.00
10	HVAC CONTROL SYSTEMS	EA	1	\$0.00	\$0.00
11	FUME HOODS	EA	1	\$0.00	\$0.00
12	BASIC ELECTRICAL REQUIREMENTS	EA	1	\$0.00	\$0.00
13	LIGHTING	EA	1	\$0.00	\$0.00
14	ELECTRICAL SUBPANEL	EA	1	\$0.00	\$0.00
15	PLUMBING	EA	1	\$0.00	\$0.00
16	SITE PREPARATION AND DEMOLITION	SF	1	\$0.00	\$0.00
17	<b>TOTAL CONSTRUCTION COMPONENTS</b>				<b>\$1,394,004.00</b>
18	PROFESSIONAL FEES	EA	1	\$60,480.00	\$60,480.00
19	FIRE MARSHALL	EA	1	\$0.00	\$0.00
20	STRUCTURAL ENGINEER	EA	1	\$7,500.00	\$7,500.00
21	GEOTECHNICAL TESTS	EA	1	\$0.00	\$0.00
22	MOLD TESTING / ABATEMENT	EA	1	\$0.00	\$0.00
23	UTILITIES LOCATION (GPR)	EA	1	\$0.00	\$0.00
24	HVAC SYSTEM TESTS	EA	1	\$0.00	\$0.00
25	CONCRETE TESTING	EA	1	\$0.00	\$0.00
26	PLAN REVIEW	EA	1	\$0.00	\$0.00
27	BUILDING INSPECTOR	EA	1	\$0.00	\$0.00
28	STORM WATER (DEP) PERMIT/IMPACT/ENVIRONMENTAL FEES	EA	1	\$0.00	\$0.00
29	FURNITURE AND EQUIPMENT	EA	1	\$0.00	\$0.00
30	TELECOMMUNICATIONS WIRING AND EQUIPMENT	EA	1	\$0.00	\$0.00
31	FUME HOODS CERTIFICATION	EA	1	\$0.00	\$0.00
32	SECURITY CAMERAS	EA	1	\$0.00	\$0.00
33	AUDIO VISUAL EQUIPMENT	EA	1	\$0.00	\$0.00
34	KEY CONTROL	EA	1	\$0.00	\$0.00
35	FACILITIES OPERATIONS	EA	1	\$0.00	\$0.00
36	EXTERIOR SIGNAGE	EA	1	\$0.00	\$0.00
37	INTERIOR SIGNAGE	EA	1	\$0.00	\$0.00
<b>CONTINGENCY (5%)</b>					<b>\$73,099</b>
<b>CSR (5%)</b>					<b>\$78,754</b>
<b>TOTAL PROJECT COST</b>					<b>\$1,611,837.36</b>



February 25th, 2019

FLORIDA INTERNATIONAL UNIVERSITY  
Facilities Management/Planning & Development  
Campus Support Complex  
Miami, Florida 33199

RE: FIU Biscayne Bay Center Aquatic Pool Repairs

FM #18-0321  
Thornton Project # 18044  
Guaranteed Maximum Price (GMP) Proposal

Dear Mr Honoriu Filomon,

A handwritten signature in blue ink, appearing to read 'Honoriu Filomon', is written over the name in the address block.

We are pleased to submit a Guaranteed Maximum Price (GMP) for the above referenced project. The GMP price of **\$1,394,004.00 (One Million Three Hundred Ninety Four Thousand, & Four Dollars)** includes the construction as detailed in the Construction Documents issued by Alleguez Architecture, Inc dated 1/17/2019, respectively with the following clarifications and qualifications attached:

- 1) Proposed Schedule:
  - a. NTP (TBD)
  - b. Procurement of materials starts 2 weeks after receipt of NTP
  - c. Long lead time of (12) weeks including shop drawings, fabrication & delivery of railings, doors & hardware, (2-4 weeks) for Light Fixtures
- 2) Permit fees and permits are by FIU
- 3) All work to be performed during normal business hours.
- 4) Any pre-existing code violations, building standard deficiencies and/or any pre-existing conditions will be brought to the Owner's attention. The GMP excludes all costs associated with the aforementioned items and their corrective work if required.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Floyd Smiley', is written over the name in the signature block.

**Thornton Construction Company Inc.**  
Floyd Smiley  
Senior Estimator



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

**AGENDA**  
**Board of Governors Meeting**  
**Ballroom**  
**Marshall Student Center**  
**University of South Florida**  
**4103 USF Cedar Circle**  
**Tampa, Florida 33620**  
**June 12, 2019**  
**5:00 p.m. – 5:30 p.m.**

**or**  
**Upon Adjournment of Previous Meetings**

- |    |                                    |                         |
|----|------------------------------------|-------------------------|
| 1. | Call to Order                      | Chair Ned C. Lautenbach |
| 2. | Think Florida                      | Chair Lautenbach        |
| 3. | Concluding Remarks and Adjournment | Chair Lautenbach        |

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

June 12, 2019

**SUBJECT:** Think Florida

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**PROPOSED BOARD ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

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.

For today's feature, State University System Chancellor Marshall Criser will moderate a panel about Florida's growing aerospace industry. The panel will include Space Florida Vice President of Government and External Affairs Dale Ketcham, Lockheed Martin Director of Workforce Partnerships and Incentives Jon Gustafson and UCF PhD candidate Stephanie Jarmak. The panel is a part of the *Think Florida: A Higher Degree for Business* initiative, designed to build synergies between the State University System and the business community.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Chancellor Marshall M. Criser III



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

**AGENDA**  
**Audit and Compliance Committee**

**Ballroom**  
**Marshall Student Center**  
**University of South Florida**  
**4103 USF Cedar Circle**  
**Tampa, Florida 33620**  
**June 13, 2019**  
**8:30 - 9:30 a.m.**

**or**

**Upon Adjournment of Previous Meeting**

**Chair: Mr. Tim Cerio; Vice Chair: Mr. H. Wayne Huizenga, Jr.**

**Members: Frost, Levine, Morton, Silagy, Stermon**

- 1. Call to Order and Opening Remarks** **Governor Tim Cerio**
- 2. Minutes of Committee Meeting** **Governor Cerio**  
Minutes: March 28, 2019
- 3. OIGC Risk Assessment and Audit Work Plan 2019-2020** **Ms. Julie Leftheris**  
*Inspector General and  
Director of Compliance*
- 4. UCF E&G Funds Misuse Investigative Report Update** **Mr. Joey Burby**  
*Lead Investigator and  
Partner at Bryan Cave Law Firm*

- |    |   |  |
|----|---|--|
| 5. | <b>USF Report of Findings, Review Into Use of Carryforward Funds in the Construction of the Dr. Kiran C. Patel Center Global Solutions (Patel Center)</b> | <b>Ms. Nancy Watkins</b><br><i>Chair, USF Audit and Compliance Committee</i> |
| 6. | <b>Florida Agricultural and Mechanical University Intercollegiate Athletics Cash Deficit</b>  | <b>Mr. Kelvin Lawson</b><br><i>Chair, FAMU Board of Trustees</i>             |
| 7. | <b>OIGC Updates</b>   | <b>Ms. Leftheris</b>   |
| 8. | <b>Concluding Remarks and Adjournment</b>   | <b>Governor Cerio</b>  |

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Audit and Compliance Committee  
June 13, 2019**

**SUBJECT:** Minutes of Committee Meeting held March 28, 2019

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**PROPOSED COMMITTEE ACTION**

Approval of the March 28, 2019, 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 March 28, 2019 Committee meeting.

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**Supporting Documentation Included:** Minutes: March 28, 2019

**Facilitators/Presenters:** Governor Tim Cerio

MINUTES  
BOARD OF GOVERNORS  
STATE UNIVERSITY SYSTEM OF FLORIDA  
AUDIT AND COMPLIANCE COMMITTEE MEETING  
FLORIDA A & M UNIVERSITY  
TALLAHASSEE, FL  
MARCH 28, 2019

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

Chair Tim Cerio convened the meeting of the Audit and Compliance Committee on March 28, 2019, at 10:34 a.m., in the Grand Ballroom on the campus of Florida A & M University in Tallahassee, Florida. The following Audit and Compliance Committee members were present: Tim Cerio, H. Wayne Huizenga Jr., Patricia Frost (phone), Alan M. Levine, Ed Morton (phone), Jay Patel, and Fernando Valverde. The following members of the Board were also present: Shawn Felton, Darlene Jordan, Sydney Kitson, Ned Lautenbach, Norman Tripp, Jalisa White, and Zachariah Zachariah (phone).

1. Call to Order

Mr. Cerio called the meeting to order.

2. Approval of Minutes

Mr. Levine motioned that the Committee approve the minutes of the Audit and Compliance Committee meeting held January 31, 2019, as presented. Mr. Morton seconded the motion. The minutes were approved.

3. Board of Governors Compliance Program Approval

Ms. Leftheris provided the Committee with a brief background of the Compliance Program. She explained the program incorporates some of the same components contained in Board of Governors Regulation 4.003, as well as some of the recommendations contained in the University of Central Florida (UCF) investigative report on the misuse of state funds. Mr. Patel motioned to approve the Program. Mr. Morton seconded the motion. The compliance program was approved.

4. Performance-based Funding Data Integrity

Ms. Leftheris provided the Committee with the results of each university's Performance-based Funding Data Integrity Audit and related Data Integrity Certification. She provided a brief overview and background of the audits and

explained that this was the sixth year for Performance-based Funding and the fifth year for the audit and certification requirement. She added Florida Polytechnic University is not yet eligible for Performance-based Funding consideration.

Ms. Leftheris summarized that all eleven audits concluded that university controls and processes were adequate and that the audits provided a reasonable basis of support for the university presidents and boards of trustees' chairs' Data Integrity Certification. She also noted that of the eleven audits, six contained no adverse audit findings and five did. Four of the five reports with findings required some level of corrective action. None of the audit findings were judged to be material enough to alter the overall conclusion that the universities' controls were adequate to ensure the completeness, accuracy, and timeliness of data submissions. Ms. Leftheris also reported that all eleven universities submitted the required data integrity certification and of those eleven, two certifications were modified; however, these modifications had no significant impact on the Performance-based Funding data. She said that the eleven university presidents, board of trustees' chairs, and chief audit executives concluded and represented that their data submissions were sufficiently complete, accurate, and timely and can serve as a sound basis for Board of Governors Performance-based Funding decision-making.

#### 5. UCF E&G Funds Misuse Investigative Reports Update

Mr. Cerio gave a summary of the investigation into UCF's misuse of Education & General (E&G) funds that led to the Board of Governors' decision to continue to investigate the matter with the Bryan Cave Leighton Paisner Law Firm. Ms. Leftheris then provided the Board with an update on the Board of Governors' investigation. She stated that after signing an engagement letter that would formally retain Bryan Cave to conduct the investigation, Mr. Burby, Bryan Cave's lead investigator, stated in a letter that the firm no longer had any relations with UCF or the UCF Board of Trustees. Bryan Cave also retained PricewaterhouseCoopers (PWC) to assist in the investigation.

Ms. Leftheris explained that in the Board of Governors' investigation, Bryan Cave has primarily been focused on document collection. UCF is still working to produce the requested additional documents. In the interim, Bryan Cave is continuing to review records collected during the previous investigation, as well as to monitor the use of appropriated funds and review transcripts of depositions. In addition, Ms. Leftheris reported that Bryan Cave, PwC, and Board of Governors staff have been working to develop an agreed-upon methodology for identifying improper transfers and uses of E&G funds for capital projects at UCF during the time period under review.

Ms. Leftheris concluded by explaining that she is the primary contact with Bryan Cave during this investigation and is receiving regular briefings on their work. There will be a written report of the investigation's findings and conclusions, as well as a presentation at the June 2019 Audit and Compliance Committee meeting.

Mr. Cerio asked if there was a time table on when this investigation would be completed. Ms. Leftheris responded that the time table is based on how quickly UCF can provide the requested records to Mr. Burby. Mr. Levine asked if the investigative team had enough resources. Ms. Leftheris responded that Mr. Burby is communicating any resource needs to her and that she is working with appropriate staff to ensure that the university is responsive to Mr. Burby's needs.

6. Florida House of Representatives Public Integrity And Ethics Committee Report of Investigation into Unauthorized Use of Appropriated Funds for Fixed Capital Outlay Projects at the University of Central Florida

Ms. Leftheris provided the background for this agenda item, explaining that Speaker Richard Corcoran of the Florida House of Representatives had initiated an investigation into the UCF misuse of E&G Funds for the construction of a new academic building through the House's Public Integrity and Ethics (PIE) Committee. The investigation was led by Staff Director Don Rubottom. Ms. Leftheris explained that the PIE Committee's investigative process included the review of financial transactions, meetings by the staff and governing boards, and interviews with key personnel that culminated in sworn testimony by thirteen individuals subpoenaed by the Committee. Ms. Leftheris presented the key findings and recommendations from the Committee's report.

This topic was opened for questions or comments. Mr. Levine said he had recently reviewed the audit topics listed on university work plans and found there was a broad approach to identifying audit plans at each university. However, there was no focus on enterprise risk management. He believes that there needs to be a focus on the standardization and uniformity of audit and compliance reporting and recommends universities take an enterprise risk management approach to developing their audit plans.

Mr. Kitson and Mr. Cerio commented that the Board of Governors must take action and must not forget that the PIE Committee's report made recommendations to the Board of Governors as well. Mr. Morton said he agreed with the PIE Committee's report and that it is important that all levels, including the Board and university boards of trustees, remember their responsibilities and follow the rules. Mr. Kitson added that these changes must start with the Board of Governors and that the universities' boards of trustees and staff will follow suit.

Mr. Huizenga commented on Finding No. 9, which discussed the Board's lack of resources. He stated that the Board Office has a staff that is a fraction of a typical state system office's staff and that providing them with the necessary resources is important. Mr. Levine added that although the Board Office has limited staff and resources, they

have been able to put a good system in place which has led to Florida being ranked as the number one state university system across the country.

Chancellor Criser commented that the Board of Governors is working to create a coordinated process between the Board Office and the universities on how best to work together to resolve these issues. He also stated that this Legislative Session may change some of our current processes and regulations, such as the process of whether a university is willing and able to conduct an investigation. Finally, the Chancellor assured Board members we will draft an inventory of what needs to be done, a response of what has been done, and a report to the Board and Legislature. Mr. Lautenbach stated he believes that the team has handled things well thus far.

7. USF Report of Findings, Review Into Use of Carryforward Funds in the Construction of The Dr. Kiran C. Patel Center for Global Solutions (Patel Center)

Mr. Cerio gave a brief background regarding the misuse of E&G carryforward funds for the University of South Florida's (USF) Dr. Kiran C. Patel Center for Global Solution project. Ms. Leftheris provided an update on the status of USF's investigation. She reported that USF is finalizing their review and has been providing weekly updates to her regarding the status of their review. Ms. Leftheris concluded that she expects to report on the matter at the next board meeting.

8. OIGC Updates

Ms. Leftheris gave a brief overview of her office's current and upcoming activities. She reported that her office is wrapping up their risk assessment for the OIGC's work plan for the upcoming fiscal year. This work plan will be presented at the June board meeting. She also notified the Committee that her office is close to completing a travel audit for the Board office. Lastly, Ms. Leftheris reported that the Auditor General's Office will begin their operational audit of the Board Office at the beginning of April.

9. Concluding Remarks and Adjournment

Mr. Cerio asked Board members if anyone had any questions or comments. Hearing none, the Audit and Compliance Committee was adjourned at 11:19 a.m.

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Timothy Cerio, Chair

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Rebekah Weeks, Investigations and Audit Specialist

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Audit and Compliance Committee  
June 13, 2019**

**SUBJECT:** Approval of Office of Inspector General and Director of Compliance 2019-2020 Work Plan

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**PROPOSED COMMITTEE ACTION**

Approval of Office of Inspector General and Director of Compliance 2019-2020 Work Plan.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Section 20.055, Florida Statutes, requires the Inspectors General to create annual and long-term work plans. The Office of Inspector General and Director of Compliance work plan is presented today for review and consideration for Committee approval.

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**Supporting Documentation Included:** Office of Inspector General and Director of Compliance 2019-2020 Work Plan

**Facilitators/Presenters:** Ms. Julie Leftheris



# **Office of the Inspector General and Director of Compliance 2019-2020 Work Plan**

**Julie M. Leftheris, CPA, CIA, CFE, CISA, CIG  
Inspector General and Director of Compliance**



## ***INTRODUCTION***

The Office of Inspector General and Director of Compliance (OIGC) was established within the Board Office to provide a central point of coordination and responsibility for activities that promote accountability, integrity and efficiency. The duties, functions, and activities of the OIGC are prescribed pursuant to Sections 20.155, and 20.055, Florida Statutes.

Our work plan for fiscal year 2019-2020 is based on our 2019 risk assessment as well as prior audit and investigative coverage. Important to this work plan development process was consideration of audit topics included in the Auditor General's operational audit of the Board Office, prior OIGC audits, and legislative updates.

### ***OIGC WORK PLAN - FISCAL YEAR 2019-2020***

Section 20.055, Florida Statutes, specifies that the Inspector General develop long-term and annual audit plans based on the findings of periodic risk assessments and that the plan show the individual audits to be conducted during each year and related resources to be devoted to the respective audits. This year's assessment included consideration of management controls; communications; staffing and resources; data systems and information; reporting; degree of change; performance measures; fraud, waste, and abuse; and general risks.

Using assumptions regarding leave usage, professional development, and indirect time, we computed the OIGC staff hours available for projects. In total, the OIGC will have 3,188 hours available for projects including audit, investigative, compliance, operational, and follow-up activities. We estimated that it would take 150 of these hours to complete OIGC projects currently in progress. We also set aside 175 hours for special projects to meet management's and the Board's needs as priorities are identified.

The long-term and annual audit plan is statutorily required to be submitted to the Audit and Compliance Committee, the Board of Governors, and the Chancellor for approval. A copy of the approved plan is also submitted to the Auditor General.

The following areas were identified as priorities for fiscal year 2019-2020.



## Annual Work Plan - FY 2019-2020

Project Title	Estimated Hours
<b>AUDIT ACTIVITIES - ASSURANCE AND CONSULTING</b>	
Contract Audit: Take Stock in Children University Funding	300
Operational Audit: Academic Program Approvals	300
System Audit-related Summary Report	125
Performance-based Funding Model, University Data Integrity Audit Coordination	80
<b>INVESTIGATIVE ACTIVITIES</b>	
Complaint Intake, Triage, and Monitoring	400
Preliminary Inquiries & Investigations	350
Inspector General Outreach & Reporting Mechanisms	200
Accreditation of Inspector General Investigative Function (Florida Commission on Law Enforcement Accreditation)	100
<b>COMPLIANCE ACTIVITIES</b>	
Regulation 9.008 University Auxiliary Facilities with Outstanding Revenue Bonds	125
Regulation 3.001 Campus Emergency Management	100
Regulation 10.015 Institutes and Centers	125
SUS Compliance Summary Report	125
<b>OIGC OPERATIONAL ACTIVITIES</b>	
External Audit Coordination	40
Risk Assessment and Audit Plan, 2020-2021	40
OIGC Annual Report, 2018-2019	50
Regulation Updates/Development	70
Committee and Board Meeting Preparations	160
<b>FOLLOW-UP ACTIVITIES</b>	
Audit Follow-Up	125
FAMU Athletics Cash Deficit	48
<i>Special Request Hours</i>	175
<i>Carry Forward Hours</i>	150
<b>Total</b>	<b>3,188</b>



Additionally, the following audit topics have been scheduled as part of the OIGC's long-term work plan.

Long-Term Work Plan - FY 2020-2021 & 2021-2022	
University Data Collection System	350
Board of Governors Ethics Program	250
Board Office Recruitment/Hiring	250
Board of Governors IT Change Management Process	300

The OIGC work plans are subject to change based on the results of the periodic risk assessments and requests made by the Board of Governors or the Chancellor to evaluate particular activities or programs.

Respectfully Submitted: \_\_\_\_\_ Date: \_\_\_\_\_  
Inspector General

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_  
Chancellor

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_  
Chair, Audit and Compliance Committee

Reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_  
Chair, State University System of Florida Board of Governors

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Audit and Compliance Committee  
June 13, 2019**

**SUBJECT: UCF E&G Funds Misuse Investigative Report Update**

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**PROPOSED COMMITTEE ACTION**

Information Only

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

The Inspector General and Director of Compliance, Julie Leftheris, will provide the Committee with a summary of the first investigation into the misuse of education and general (E&G) funds for the construction of a new building on the University of Central Florida campus. Then she will introduce Mr. Joey Burby, lead investigator and partner in the Bryan Cave Leighton Paisner (“Bryan Cave”) law firm that conducted that investigation. Mr. Burby will update Committee members on the status of the Board of Governors’ subsequent investigation into other identified instances of the university’s misuse of E&G funds.

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**Supporting Documentation Included:** Presentation

**Facilitators/Presenters:** Ms. Julie Leftheris and Mr. Joey Burby

***Preliminary Findings: List of Projects in Scope***

<b>Project Name</b>	<b>Initial Project Budget</b>	<b>Total E&amp;G Transferred</b>	<b>Timing of E&amp;G Transfer(s)</b>	<b>Project Status</b>
Downtown Central Energy Plant	\$15,118,758	\$11,500,000	October 2017	In progress
Combined Heating & Power Plant (CHP)	\$11,767,161	\$11,137,183	March 2012 – December 2012	Complete
Research I – Lab Buildouts	\$6,500,000	\$6,000,000	May 2017	In progress
Global UCF	\$15,007,713	\$5,405,055*	May 2014 – June 2016	Complete
Downtown Student Center	\$5,300,000	\$5,400,000	October 2017	In progress
Center for Emerging Media (Downtown)	\$5,000,000	\$5,000,000	November 2016	In progress
Downtown Campus Infrastructure	\$5,000,000	\$4,800,000	October 2017	In progress
CREOL Building Expansion	\$6,784,228	\$4,017,000	February 2016 – May 2018	In progress
Research I – Furniture, Fixtures & Equipment	\$4,570,084	\$3,000,000	May 2017	Complete
CREOL Re-Roof Project	\$2,545,523	\$2,622,723	May 2012 – June 2012	Complete
College of Medicine Building	\$68,000,000	\$2,412,989	April 2012 – June 2012	Complete

**TOTAL \$61,294,950**

\*This amount includes direct transfers of E&G funds as well as the estimated portions of transfers from an investment earnings auxiliary account that should have been allocated to E&G.

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Audit and Compliance Committee  
June 13, 2019**

**SUBJECT:** USF Report of Findings, Review Into Use of Carryforward Funds in the Construction of the Dr. Kiran C. Patel Center for Global Solutions (Patel Center)

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**PROPOSED COMMITTEE ACTION**

Information Only

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Julie Leftheris, the Board of Governors Inspector General and Director of Compliance will provide Committee members with background information that led to the identification of the University of South Florida's misuse of Education and General (E&G) carryforward funds for the construction of the Patel Center for Global Solutions. Nancy Watkins, the Audit and Compliance Committee Chair for the University of South Florida, will provide the Committee with a status of the University's review into the use of these funds for the construction of the Patel Center for Global Solutions and the current compliance structure in place regarding the use of E&G funds in construction projects.

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**Supporting Documentation Included:** USF Report

**Facilitators/Presenters:** Ms. Julie Leftheris and Ms. Nancy Watkins



## MEMORANDUM

TO: Chair Jordan B. Zimmerman, USF Board of Trustees  
Trustee Nancy H. Watkins, USF Board of Trustees Audit & Compliance  
Committee Chair

FROM: Virginia L. Kalil, CIA, CISA, CFE, CRISC  
Executive Director/Chief Internal Auditor 

DATE: April 19, 2019

SUBJECT: 19-034 Report 1: Dr. Kiran C. Patel Center for Global Solutions (Patel Center)  
Funding

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In response to the Board Chair's request regarding the November 2, 2018 USF Certification with Exceptions, USF System Audit (Audit) conducted an independent review of the use of Education and General (E&G) carryforward (CF) funds in capital projects. The purpose of this review was to provide the Board of Trustees (BOT) with an independent, objective assessment of whether the certification was accurate and complete, including the population of projects reported and the utilization of E&G and E&G CF funds.

This review had three components: a) validate the population of projects included in the university's certification was complete and consistent with the Board of Governors' (BOG) definition of a new capital project; b) determine the projects which utilized E&G or E&G CF funds and validate utilization of these funds and other funding sources were appropriate; and c) verify the Patel Center project information disclosed was accurate and complete.

This report focuses on the use of E&G CF funds in the construction of the Patel Center. A separate report (19-034 Report 2: Construction Project Funding Certification) has been issued addressing the other components of the review.

The Patel Center project planning and construction occurred over the period of May 19, 2005 through December 10, 2010. Throughout the life of the project, there were significant changes in the project's scope resulting in a reduction in anticipated costs from \$40 million to \$21.7 million. A summary of the sources and uses of funds for the Patel Center is listed in [Attachment A](#). Since the Patel Center project was completed over eight years ago, there have been significant changes in key personnel including the Assistant Vice President for Budgets, University Controller, Chief Financial Officer, Director of Facilities Planning Design and Construction, and Vice President of Administrative Services (see [Attachment B](#)). Of the 27 individuals identified by Audit as relevant to

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the Patel Center project, only nine were currently employed by the university at the time of this review. All nine current employees were interviewed as well as one who recently retired. Additionally, one current member and one former member of the BOT, who served during the time of the Patel Center project, were interviewed.

Since testimonial evidence becomes less reliable over time, Audit relied more heavily on real evidence such as university and vendor financial and construction documentation including, but not limited to, project summaries, project budgets, purchase orders, invoices, journal entries, USF Foundation records, and other financial and costing reports. Some records were not available for review as the allowable retention period had expired. Additionally, Audit reviewed BOT, BOG, and Florida Department of Education records including, but not limited to, meeting agendas and minutes, Capital Improvement Plans, Capital Project Plans, and Facility Enhancement Challenge Grant Program requests.

For detailed information on Audit's review of the USF Certification with Exceptions regarding the Patel Center project, see [Attachment C](#).

Based on Audit's review of the Patel Center project, no evidence was found to indicate collusion, intentional misallocation of E&G CF funds, or that USF leadership made an overt attempt to conceal the use of or personally benefit from the misallocation. Rather, Audit identified several control deficiencies which directly contributed to the misallocation including a lack of transparency over the source of funds on the budget tracking sheet and periodic progress reports; the practice of transferring E&G CF funds to the Construction Fund (comingling funds); insufficient oversight and monitoring of fund use by source; and no formal executive review and approval of large dollar cash transfers.

Despite the control deficiencies, Audit's review determined that both the Provost's Office and Facilities Planning Design and Construction (FP-DC) should have been aware of the E&G CF funds allocated to the Patel Center project (See [Attachment D](#)). A total of \$10 million of E&G CF funds was transferred from the Provost's Office E&G CF fund (10009) to the Construction Fund (50000) managed by FP-DC. The Provost's Office had a responsibility to ensure the funds provided were allowable based on CF guidelines and the projected costs provided by FP-DC. FP-DC had a responsibility to ensure funds entrusted to them were spent consistently with projected costs and spending restrictions. While both transfers specified allowable intended uses for the funds, lack of controls as noted above led to misallocating \$5.7 million of the total \$10 million transferred.

Regarding the President's knowledge of the Patel Center Project funding, the President indicated she was briefed on the building's progress, changes in scope, and anticipated costs. The President indicated she relied upon her financial officers to ensure the funds were appropriate and she was not aware that there was anything inappropriate about the use of funds contributed by the Provost's Office. Audit's review found no evidence to indicate the President knew the specific sources of funds utilized in place of the unrealized donations and corresponding state match.

Regarding the BOT, Audit's interviews with BOT members, as well as review of BOT minutes and supporting documentation found no evidence to indicate the significant changes in project scope or sources of funds, including the specific use of E&G CF funds, was communicated to the BOT.

While Audit's review identified several control deficiencies which directly contributed to the misallocation of E&G CF funds in the construction of the Patel Center, many of these control deficiencies do not exist in the current control environment. Audit's separate review of the current construction accounting controls (19-035 Construction Accounting and Control Structure) has noted significant improvements to the control environment since 2010. Any remaining deficiencies and recommendations for improvement have been reported as part of 19-035 Construction Accounting and Control Structure.

cc: Marshall M. Criser, III, Chancellor, State University System of Florida  
 Ned C. Lautenbach, Chair, Board of Governors, State University System of Florida  
 Timothy M. Cerio, Chair, Board of Governors Audit and Compliance Committee, State University System of Florida  
 Julie Leftheris, Inspector General, State University System of Florida

Vice Chair Leslie Muma, USF Board of Trustees  
 Trustee Michael Carrere, USF Board of Trustees  
 Trustee Stephanie E. Goforth, USF Board of Trustees  
 Trustee Oscar Horton, USF Board of Trustees  
 Trustee Moneer Kheireddine, USF Board of Trustees  
 Trustee Deanna Michael, USF Board of Trustees  
 Trustee Harold W. Mullis, ESQ., USF Board of Trustees  
 Trustee John B. Ramil, USF Board of Trustees  
 Trustee Byron E. Shinn, USF Board of Trustees  
 Trustee Charles Tokarz, USF Board of Trustees

President Judy Genshaft, USF System  
 Dr. Ralph Wilcox, Provost & Executive Vice President of Academic Affairs  
 David Lechner, Senior Vice President, Business and Financial Strategy  
 Nick Trivunovich, Vice President, Business and Finance and Chief Financial Officer  
 Calvin Williams, Vice President for Administrative Services  
 Gerard Solis, General Counsel

**ATTACHMENT A**  
**Patel Center Project PF**  
**Source of Funds**

Source	Date Paid	Amount
USF Foundation (USFF): Patel Donation	12/30/05	\$5,000,000
USFF: State Match	7/21/06	5,000,000
E&G CF: Provost's Office – Academic Affairs Minor Renovations	3/5/08	5,000,000
USFF: VP Administrative Services Operating Fund	7/27/09	740,000
E&G CF: Provost's Office – Academic Affairs	9/28/09	5,000,000
USFF: Executive Vice President (VP) Support Fund	4/20/10 8/26/10	447,064
Facilities Management: Interest earned on cash balances	Various	507,324
E&G CF: Senior VP Business and Finance	10/31/18	(6,423,299)
Auxiliary Funds: University-wide Reserves	10/31/18	6,423,299
<b>Total Sources</b>		<b>\$21,694,388</b>

**Patel Center Project PF**  
**Use of Funds**

Use	Amount
Planning & Design	(\$1,851,850)
Furniture, Fixtures and Equipment (FF&E)	(2,415,658)
Return Interest Earned on Donor Funds to USFF	(184,872)
Construction Costs	(17,242,008)
<b>Total Uses</b>	<b>(\$21,694,388)</b>

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    President["President  
Dr. Judy Genshaft  
(6/00-Present)"]
    ExecVP["Executive VP and Provost  
Dr. Ralph Wilcox 1/08-Present  
Renu Khator 2/04-1/08"]
    SeniorVP["Senior VP and CFO  
(Replaced by COO Position)  
James Hyatt 11/08-7/10  
Trudie Frecker 8/08-11/08  
Carl Carlucci 1/01-8/08"]
    ViceProvost["Vice Provost  
Dr. Dwayne Smith  
7/10-8/11  
Tapas Das  
9/08-6/10"]
    VPDecisionSupport["Assoc. VP Decision Support  
Michael Moore  
9/08-11/13"]
    VPInstResearch["Asst. VP Institutional Research & Planning  
Michael Moore  
3/05-9/08"]
    VPandCFO["VP and CFO  
Nick Trivunovich  
5/10-Present  
(Overlapped outgoing SVP)"]
    VPAdminServ["VP Administrative Services  
(New Position)  
Sandy Lovins 5/10-3/15  
Assoc. VP  
Trudie Frecker  
7/03-7/08, 11/08-11/10"]
    AsstVPBudget["Asst. VP Budget & Policy Analysis  
Bertha Alexander  
5/02-3/14"]
    Treasurer["Treasurer  
Fell Stubbs 4/08-Present  
Eric Walden 3/05-8/08"]
    UnivController["University Controller  
Linda Peterson 5/10-5/13  
Nick Trivunovich 8/04-5/10"]
    AsstController["Asst. Controller  
Tim Hamilton 5/08-7/13"]
    FiscalBusMgr["Fiscal & Business Manager  
Yvonne Edwards 11/06-7/14  
John Draper 7/01-11/06"]
    FiscalBusAnalyst["Fiscal & Business Analyst  
Enka Wilkerson 9/07-5/14  
Accounting Coordinator  
Yvonne Edwards 8/05-10/06"]
    AsstVPFacilities["Asst. VP Facilities Management  
Joseph Fagan  
3/07-1/11"]
    DirFacilitiesPlan["Director of Facilities Planning  
Lelia Proctor 10/08-11/12  
Ron Hanke 5/03-2/08"]
    AssocDirFacilities["Assoc. Director of Facilities Planning Design & Construction  
John Crosby 9/08-11/12  
Asst. Director 2/77-9/08"]
    AsstDirFacilitiesPlan["Asst. Director of Facilities Planning Design & Construction  
Ramon Gonzalez 9/08-10/10  
Architect 4/97-9/08"]
    ProgramAsst["Program Assistant  
Enka Wilkerson  
1/03-8/06"]
    AcadBudgetDir["Academic Budget Director  
Kevin Toso 3/05-6/14"]

    President --- ExecVP
    President --- SeniorVP
    ExecVP --- ViceProvost
    ExecVP --- VPDecisionSupport
    ExecVP --- VPInstResearch
    ExecVP --- AcadBudgetDir
    ViceProvost --- VPDecisionSupport
    ViceProvost --- VPInstResearch
    SeniorVP --- VPandCFO
    SeniorVP --- VPAdminServ
    VPandCFO --- AsstVPBudget
    VPAdminServ --- AsstVPFacilities
    AsstVPBudget --- Treasurer
    AsstVPBudget --- UnivController
    Treasurer --- UnivController
    UnivController --- AsstController
    AsstController --- FiscalBusMgr
    FiscalBusMgr --- FiscalBusAnalyst
    AsstVPFacilities --- DirFacilitiesPlan
    DirFacilitiesPlan --- AssocDirFacilities
    AssocDirFacilities --- AsstDirFacilitiesPlan
    AsstDirFacilitiesPlan --- ProgramAsst
    ViceProvost --- AcadBudgetDir
    AcadBudgetDir --- AcadBudgetDir
  
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**President**  
Dr. Judy Genshaft  
(6/00-Present)

**Executive VP and Provost**  
Dr. Ralph Wilcox 1/08-Present  
Renu Khator 2/04-1/08

**Senior VP and CFO**  
(Replaced by COO Position)  
James Hyatt 11/08-7/10  
Trudie Frecker 8/08-11/08  
Carl Carlucci 1/01-8/08

**Vice Provost**  
Dr. Dwayne Smith  
7/10-8/11  
Tapas Das  
9/08-6/10

**Assoc. VP Decision Support**  
Michael Moore  
9/08-11/13

**Asst. VP Institutional Research & Planning**  
Michael Moore  
3/05-9/08

**VP and CFO**  
Nick Trivunovich  
5/10-Present  
(Overlapped outgoing SVP)

**VP Administrative Services**  
(New Position)  
Sandy Lovins 5/10-3/15  
Assoc. VP  
Trudie Frecker  
7/03-7/08, 11/08-11/10

**Asst. VP Budget & Policy Analysis**  
Bertha Alexander  
5/02-3/14

**Treasurer**  
Fell Stubbs 4/08-Present  
Eric Walden 3/05-8/08

**University Controller**  
Linda Peterson 5/10-5/13  
Nick Trivunovich 8/04-5/10

**Asst. Controller**  
Tim Hamilton 5/08-7/13

**Fiscal & Business Manager**  
Yvonne Edwards 11/06-7/14  
John Draper 7/01-11/06

**Fiscal & Business Analyst**  
Enka Wilkerson 9/07-5/14  
Accounting Coordinator  
Yvonne Edwards 8/05-10/06

**Asst. VP Facilities Management**  
Joseph Fagan  
3/07-1/11

**Director of Facilities Planning**  
Lelia Proctor 10/08-11/12  
Ron Hanke 5/03-2/08

**Assoc. Director of Facilities Planning Design & Construction**  
John Crosby 9/08-11/12  
Asst. Director 2/77-9/08

**Asst. Director of Facilities Planning Design & Construction**  
Ramon Gonzalez 9/08-10/10  
Architect 4/97-9/08

**Program Assistant**  
Enka Wilkerson  
1/03-8/06

**Academic Budget Director**  
Kevin Toso 3/05-6/14

**Excluded from Above:**  
Holly Schoenherr 10/06-10/10  
Special Assistant to Provost  
Sheila Holbrook 4/79-5/12  
Special Assistant to VP of Administrative Services

Green: Employees in black are currently employed by USF; employees in red are no longer employed by USF.  
Yellow: Employees are no longer employees of USF.

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## ATTACHMENT C

### Review of USF Certification with Exceptions

The university's certification on November 2, 2018 contained the following information regarding the Patel Center: *"The Patel Project was approved by the USF Board of Trustees on June 1, 2006 as part of the USF's 2007-2008 Fixed Capital Outlay Projects (FCOP) at an estimated cost of \$21.7 million. The listed source of funds provided to USF Board of Trustees on June 1, 2006 was private donations. Construction commenced in 2008. An update was provided to USF's trustees in 2010 indicating the funding source was a private donation and state matching funds. The Patel Project was completed in 2010."*

Audit reviewed Board of Trustees (BOT) Committee meeting minutes and the minutes of the BOT Finance and Audit Workgroup meetings during the periods of May 1, 2006 through May 31, 2009 for evidence of BOT review and approval of the Fixed Capital Outlay Budget (FCOB) and Five-Year Capital Improvement Plan (CIP). Our review concluded that the BOT Finance and Audit Workgroup reviewed and approved the FCOB and CIP annually during the May workgroup meetings each year and then the FCOB and CIP were placed on the consent agenda for the following full BOT meeting each year. Audit also reviewed the FCOP dated April 25, 2006 which was presented to the BOT Finance and Audit Workgroup during the May 8, 2006 meeting and was included on the consent agenda at the full board meeting on June 1, 2006. The FCOP included the Patel Center at \$40 million to be funded by private donations and/or bonds with private donations pledged. The FCOB presented for BOT approval from May 2006 to May 2008 were consistent with the original FCOP. The CIP also included the Patel Center's projected state match, which ranged from \$5 million to \$10 million.

On December 2, 2010, during a BOT Finance and Audit Workgroup meeting, a construction update was provided to the BOT which included the Patel Center. The Patel Center's completion date was noted as December 10, 2010 and the sources of funds was "Private/State Match, University". While the update disclosed the use of "University" funds, there was no specific reference to the use of Education and General (E&G) carryforward (CF) funds. For further information on the BOT and BOG approvals of the Patel Center, see [Exhibit A](#).

The university's certification contained the following information regarding the E&G CF funding of the Patel Center: *"based on our review of all available records we identified that of the \$21.7 million dollar total project cost, approximately \$6.4 million of carryforward funds were inappropriately allocated to the Patel Project. The primary reason for the funding change appears to be that after the building was underway, significant, pledged private funds failed to materialize notwithstanding a signed and binding pledge for the same. Those funds are still outstanding since the signed pledge has yet to be honored."*

Audit reviewed the donor gift agreement originally signed on December 16, 2003 and modified on November 2, 2004 and December 5, 2006. The donor committed \$5 million to the construction of the Patel Center which was paid on December 30, 2005. In addition, the donor made a challenge pledge of \$5 million which was dependent upon USF raising additional funding from other donors. The challenge was never met by USF; therefore, the donor's challenge pledge was not paid. The failure to meet the challenge resulted in a loss of \$5 million in donations and the loss of \$5 million in anticipated state match. The donor met the construction commitment as outlined in the gift agreement. Contained within the same gift agreement were pledged endowment funds and operating funds. While not all pledged endowment and operating funds have been received, these

funds could not have been used for construction of the building. The donor continues to make periodic payments toward these additional pledges. For further information on the Patel Center pledge and matching funds, see [Exhibit B](#).

The Patel Center project design began on August 8, 2008 and the building was certified as substantially completed on December 10, 2010. The project was initially planned to be built in two phases: Phase I was to build the shell for the entire building, but only build out the first floor. Phase II was to build out the remaining three floors and the auditorium. Design of Phase II began on July 24, 2009.

Audit identified all sources of funds used to construct the Patel Center (see [Attachment A](#)). Our review concluded that the sources of funds were appropriate, except for the original use of E&G funds which exceeded the allowable use of these funds. After USF leadership discovered the error, USF repaid \$6.4 million on October 31, 2018 from eligible sources.

Audit also reviewed the use of funds on the Patel Center (see [Attachment A](#)). USF has been operating under the general understanding that new construction projects could only utilize E&G CF funds to fund project planning and design costs and costs associated with Furniture, Fixtures, and Equipment (FF&E). Our review of the university and vendor financial and construction documentation including, but not limited to, project summaries, project budgets, purchase orders, invoices, journal entries, and other financial and costing reports concluded that \$1,851,850 in planning and design costs and \$2,415,658 in FF&E occurred. As a result, the maximum allowable use of E&G CF funds was \$4,267,508. Since \$10 million was originally allocated to the Patel Center, Audit concluded \$5.7 million in E&G CF funds were allocated improperly, not \$6.4 million. The variance was due to an error in the calculation of FF&E by the University Controller's Office during the certification process.

The university's certification contained the following information regarding the cause of the misallocation of E&G CF funds, *"The use of carryforward funds at that time to complete the Patel Project is attributable to an administrative oversight and misunderstanding about the proper use of carryforward funds in capital projects."*

Audit reviewed supporting documentation for the two \$5 million dollar transfers of E&G CF funds (10009) from the Provost's Office to the Construction Fund (50000). At the time of the transfers in 2008 and 2009, it was an allowable practice at USF to transfer these funds from the E&G CF fund (10009) to the Construction Fund (50000). Once the funds were transferred to the construction fund, there was no matching of funds, by source, to expenditures. This practice was discontinued around 2013 to ensure full transparency of the use of E&G funds. In addition, the periodic progress reports and Facilities Management's (FM) Budget Tracking Sheet (BTS) did not include the sources of funds, which likely contributed to the inappropriate allocation.

Audit attempted to interview individuals involved in the transfers, or who may have been aware of the transfers; however, many of these individuals were no longer employed at the university. (See [Attachment B](#).) Of the 27 individuals identified by Audit as relevant to the Patel Center project, only nine were currently employed by the university at time of this review. All nine current employees were interviewed as well as one who recently retired. Additionally, one current member and one former member of the BOT, who served during the time of the Patel Center project, were

interviewed. For further information regarding key personnel and interviews conducted, see [Exhibit E](#).

Audit did not interview the following key individuals in place at the time of the transfers since they were no longer employed by USF: the former Chief Financial Officer (CFO), former Associate Vice President of Decision Support, former Vice President for Administrative Services, former Assistant Vice President of FM, or former Assistant Vice President of Budget, Policy and Analysis. Audit interviewed the current Vice President and CFO, serving as Controller during the time of the transfers, who indicated he was unaware of the transfers. At the time of the transfers, the University Controller's Office was not responsible for construction accounting or monitoring inter-cash transfers (see Exhibit C).

The Provost was new to his position at the time of the first transfer of E&G CF funds. While the Provost was aware of the need to identify alternative funding for the project other than USF Foundation (USFF) funds, the Provost indicated he did not recall either transfer of E&G CF funds for the Patel Center. The Provost indicated that he would not have authorized the use of E&G CF funds to be transferred directly for construction, but that it was possible that he may have authorized a swap of E&G CF funds for USFF funds or auxiliary funds which could have then be used for the building. The Provost also indicated he did not have "a clear line of sight into construction projects".

Audit interviewed the Academic Budget Director in the Provost's Office who indicated he would not have approved the transfer of funds without either the Provost or the former Associate Vice President of Decision Support's verbal approval. The Academic Budget Director recalled a conversation regarding the potential swapping of E&G CF funds for other funds (auxiliary or USFF) but does not recall why the swap never occurred. The Academic Budget Director indicated the swap likely did not occur since the Provost's Office would not have had enough auxiliary or unrestricted USFF funds to cover the swap.

Audit also interviewed the President who indicated she was briefed on the building's progress, changes in project scope, and anticipated costs of the Patel Center. The President was aware that donations for the building had not materialized and that Academic Affairs within the Provost's Office was contributing unspent funds to allow the building to be completed. The President indicated she relied upon her financial officers to ensure the funds were appropriate and she was not aware that there was anything inappropriate about the use of funds contributed by the Provost's Office.

Audit attempted to review email files of terminated employees, but email was only retained for two of the former employees. However, email files for these former employees were not retained for the entire period under review.

Based on our review of university and construction documentation including journal entry support, and relevant correspondence located in Facilities Planning Design and Construction (FP-DC) files, Audit was able to determine the following regarding the transfers:

The first \$5 million transfer from E&G CF to the Construction Fund was made on March 5, 2008 and followed the customary process for inter-fund cash transfers in place at the time. The Academic Budget Director in the Provost's Office authorized the transfer of funds. According to the

Academic Budget Director, funds would not have been transferred without the Provost's approval either directly or through the Associate Vice President of Decision Support. The transfer request was sent via email to Budget, Policy and Analysis (BPA) (now Resource Management & Analysis) for approval prior to the transfer request being sent to General Accounting in the Controller's Office for posting. A Budget Analyst in BPA approved the transfer as well as a Deputy Controller in the Controller's Office.

The supporting documentation indicated that the transfer was "to cover non-space project costs." Attached to the cash transfer request was a project cost estimate, which indicated that construction costs were estimated at \$13,173,187 and the total project costs were estimated at \$15,000,000. A note typed into the bottom of the document indicated that, "Total non-space project costs = \$5,000,398". According to FP-DC, the document is an overall project summary used by the FP-DC project managers which might not have been up-to-date. In order to validate the information on the project summary, audit reviewed a January 15, 2009 FP-DC BTS which reflected an estimated construction cost of \$12.4 million and a total budget of \$15 million which is not consistent with the estimated \$5 million in non-space costs. The Academic Budget Director indicated to Audit that he relied upon FP-DC assertion that the non-space costs of \$5 million dollars was an appropriate use of E&G CF funds.

The second E&G CF fund transfer of \$5 million occurred on September 28, 2009 and followed a similar process for approval and posting, except an Assistant Controller approved the posting of the journal entry. The Academic Budget Director in the Provost's Office authorized the transfer. At the time of the second transfer, the design of Phase II of the project was underway. Audit located a FP-DC BTS dated July 23, 2009 which indicated that an additional \$9,909,276 was needed to complete Phase II of the project. The BTS indicated the revised construction cost was \$20,022,520 with a total project budget of \$24,909,276. The non-construction costs were \$4,886,756. The BTS reflected the funding source of the additional \$5 million as "2009 funding" and the source of the prior \$5 million in funds as "USF Provost". The BTS did not indicate the transfers were E&G CF funds.

The last FP-DC BTS located by Audit was dated November 7, 2012, almost two years after the project was certified as completed by the construction manager. The final reconciliation does not indicate the source of the 2008 funds of \$5 million nor does it indicate the source of the 2009 funding which totaled \$6,187,064 (\$5 million in E&G CF and USFF funds of \$1,187,064).

For further information regarding departmental roles in the management and oversight of construction funds and the Patel Center project timeline including funding decisions, see [Exhibit C](#) and [Exhibit D](#), respectively.

**ATTACHMENT D**  
**Summary of Education and General (E&G) Carryforward (CF) Cash Transfers**

<b>Date of Transfer</b>	<b>March 5, 2008</b>	<b>September 28, 2009</b>
Amount of Request	\$5 Million	\$5 Million
Justification	Cover non-space project costs.	Cover furnishings and other build-out items for Patel Center.
Authorized By	Academic Budget Director Provost's Office <sup>1</sup>	Academic Budget Director Provost's Office <sup>1</sup>
Request Date	March 4, 2008 <sup>2</sup>	September 24, 2009
Requested By	Special Assistant to Provost	Academic Budget Director Provost's Office
Request Sent to	Budget Analyst Budget, Policy and Analysis	Budget Analyst Budget, Policy and Analysis
Copied on the Request	Email submitting the request was not located.	Asst. VP of Decision Support, Fiscal and Business Manager for FP-DC
Request Approved By	Budget Analyst Budget, Policy and Analysis	Budget Analyst Budget, Policy and Analysis
Journal Entry Prepared By	Staff Accountant University Controller's Office	Staff Accountant University Controller's Office
Journal Entry Approved By	Deputy Controller University Controller's Office	Assistant Controller University Controller's Office
Supporting Documentation and Verification of Transfer Sent to	Fiscal and Business Manager for FP-DC	Fiscal and Business Manager for FP-DC, Asst. VP of FM, Associate Director of FP-DC, Asst. Director of FP-DC

<sup>1</sup>While the Academic Budget Director had the authority to approve the transfer, he indicated it was also verbally approved by either the Provost or Associate Vice President (VP) of Decision Support.

<sup>2</sup>On March 4, 2008, the Fiscal and Business Manager for Facilities Planning Design and Construction (FP-DC) sent a completed cash transfer request via email to the Academic Budget Director which indicated E&G CF funds were being transferred. The Assistant (Asst.) VP of Facilities Management (FM), Asst. Director of FP-DC, Fiscal and Business Analyst in FP-DC and the Special Assistant to the Provost were all copied on the email.

See [Exhibit D](#) for Project Timeline including Key Funding Decisions.

**EXHIBIT A**  
**Board of Trustees (BOT) and Board of Governors (BOG) Approval**

[BOG Regulation 14.0025 Action Required Prior to Fixed Capital Outlay Budget Request](#) Section (3) effective March 27, 2008 states, “The university president shall have the responsibility for building program review and approval to assure compatibility with the institution’s approved strategic plan, master plan, educational plant survey and with space utilization criteria. Building programs approved by the university president, and budgets approved by the university board of trustees shall serve as the basic planning documents for development of plans and specifications for construction.”

[Florida Statutes 1013.61 Annual capital outlay budget](#) effective in 2002 states, “Each board shall, each year, adopt a capital outlay budget for the ensuing year in order that the capital outlay needs of the board for the entire year may be well understood by the public. This capital outlay budget shall be a part of the annual budget and shall be based upon and in harmony with the board’s capital outlay plan. **This budget shall designate the proposed capital outlay expenditures by project for the year from all fund sources. The board may not expend any funds on any project not included in the budget, as amended.**”(Emphasis Added)

Pursuant to Sections [216.0158](#), [216.043](#) and [1013.64](#), Florida Statutes, the submission of the State University System (SUS) annual Fixed Capital Outlay Budget (FCOB) Request requires that each college and university update its Capital Improvement Plan (CIP). Each institution’s CIP is used to select projects for inclusion within the SUS Three-Year PECO (Public Education Capital Outlay) Project Priority List, to prepare the SUS Five-Year Capital Improvement Plan, and to prepare the initial SUS Annual Alec P. Courtelis Facility Enhancement Challenge Grant Program (FECGP) Project List. Each university Board of Trustees must approve the CIP prior to submittal to the BOG.

The USF BOT’s Finance and Audit Workgroup (BOT-FAWG) reviewed and approved the FCOB and CIP each year in May. Once approved by the BOT-FAWG, the FCOB and CIP were approved by the full BOT via a consent agenda. The tables below list the dates of these meetings and information presented regarding the Patel Center project:

**BOT Meetings**  
**Annual Approval of FCOB and CIP**

<b>Finance &amp; Audit Workgroup Meeting</b>	<b>BOT Meeting</b>	<b>Fixed Capital Outlay Budget</b>	<b>Capital Improvement Plan</b>
05/09/05 <sup>1</sup>	05/19/05	Patel Center project was not listed.	Patel Center project was not listed.
05/08/06	06/01/06	Patel Center project: a \$40 million project requiring legislative approval to be financed and constructed by a direct service organization (DSO).	Patel Center project was in the FECGP section with a \$5 million match in both 2007-2008 and 2008-2009.

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<b>Finance &amp; Audit Workgroup Meeting</b>	<b>BOT Meeting</b>	<b>Fixed Capital Outlay Budget</b>	<b>Capital Improvement Plan</b>
05/03/07	5/31/07	Patel Center project: a \$40 million project requiring legislative approval to be financed and constructed by a DSO.	Patel Center project was in the FECGP section with a \$5 million match in both 2008-2009 and 2009-2010.
05/29/08	06/12/08	Patel Center project: a \$40 million project constructed or acquired from the sale of bonds and/or by a DSO.	Patel Center project was in the FECGP section with a \$5 million match in 2009-2010.
05/28/09	06/25/09	Patel Center project was not listed.	Patel Center project was not listed.

<sup>1</sup>Workgroup on Fiscal Affairs & Executive Committee Meeting.

The CIP must be submitted to the BOG each year by August. During the September BOG meeting, the Facilities Committee reviewed and approved the Fixed Capital Outlay Legislative Budget Request including the FECGP Project List.

#### **BOG Facilities Committee Meetings Patel Center Approval**

<b>Date of Meeting</b>	<b>Patel Center Funding Request</b>
09/15/05	The FECGP list included the USF Globalization Research Center with an anticipated match of \$10 million.
09/21/06	The FECGP list included the USF Patel Center for Global Solutions Phase II with an anticipated match of \$5 million.
09/27/07	The FECGP list included the USF Patel Center for Global Solutions Phase II with an anticipated match of \$5 million.
09/25/08	The Patel Center was not on the list.

**EXHIBIT B**  
**Patel Gift Agreement and State Match**

A gift agreement between Drs. Kiran C. Patel and Pallavi Patel (the Patels), USF, and the USF Foundation (USFF) was originally signed on December 16, 2003. The gift agreement included funding for an endowment (\$4 million), operating support for the Patel Institute (\$2.5 million), and money to construct a facility to “house the research programs of the Patel Institute and related conference and meeting spaces” (\$5 million). In the gift agreement, the USFF agreed to apply to “the Florida Board of Education and state of Florida matching grant programs” for additional funding. The gift agreement also included a challenge gift for both endowment and construction funding. If USFF raised an additional \$5 million in gifts and pledges for the construction of the “Dr. Kiran C. Patel Pavilion” by December 31, 2005 then the Patels would contribute an additional \$5 million toward the construction. The original \$5 million was due by March 10, 2005.

There were two amendments to the gift agreement, on November 2, 2004 and December 5, 2006, respectively. The first amendment extended the due date of the \$5 million pledge for the building to November 1, 2005 and the challenge gift deadline to December 31, 2007. In addition, the amount to be raised from other donor sources was raised from \$5 million to \$10 million. The second amendment extended the due date of the challenge gift to June 30, 2010.

The combined gift summary prepared by the USFF reflected an estimated \$40 million in gifts and state match funds associated with the Patel building including: \$10 million from the Patels, \$10 million from other donors, and \$20 million in state match.

On December 30, 2005, the USFF received the \$5 million pledge for the construction of the building from the Patels. The Florida Department of Education \$5 million match was received on July 21, 2006. Both the Patels’ \$5 million donation and the \$5 million in state matching funds were transferred by the USFF to the USF Controller’s Office via electronic fund transfer. The funds were recorded in the Construction Fund (50000).

USF did not meet the Patels’ challenge to raise additional funds for the construction of the building; therefore, no additional funds for construction were due from the Patels.

## EXHIBIT C

### Role of University Departments in the Management and Oversight of Construction Funds

#### Facilities Management

Facilities Management (FM), a part of Administrative Services, has responsibility for campus planning, development, maintenance, enhancement, safety, and the operation of USF's buildings, grounds, and utilities. During the period under review, Facilities Planning Design and Construction (FP-DC) was a single unit within FM responsible for in-house project management. At that time, Administrative Services reported to the prior Senior Vice President and Chief Financial Officer (CFO).

Prior to 2016, FP-DC was also responsible for setting up project accounts and establishing budgets in the Financial Accounting SysTem (FAST), recording and tracking project funding, processing transactions on individual construction projects (purchase orders, invoice approvals, journal entries, etc.), and reconciling and closing out project accounts.

#### Budget, Policy and Analysis (Now Resource Management and Analysis)

Inter-fund transfers of cash are processed via a journal entry. Journal entry requests for Education and General (E&G), E&G carryforward (CF) funds or auxiliary funds need approval of either a requisition approver/manager or the accountable officer/accountable officer designee for the chartfield relinquishing the funds. At the time of the Patel Center transfers, journal entries to move cash were submitted to Budget, Policy and Analysis (BPA) for review and approval prior to submission to General Accounting, a department within the University Controller's Office (UCO), for posting to FAST. Prior to May 2010, BPA reported to Administrative Services, while UCO reported directly to the CFO.

Currently, as well as during the period under review, there is no established limit on the amount of cash funds which can be transferred by a requisition approver/manager or accountable officer/accountable officer designee; however, many USF units have established internal guidelines which require large transfer requests to be approved by senior leadership.

#### Prior Senior Vice President and CFO

Prior to July 11, 2011, there was no Chief Operating Officer at USF. Administrative Services, including FM and BPA, reported to the CFO. The CFO also had planned assigned space in the Patel Center and would have been a key stakeholder in the design of the space. The CFO and Administrative Services funded \$1.2 million associated with their space.

The CFO had delegated authority to approve and execute all contracts in excess of \$1 million. During the time under review, there was no requirement for USF Board of Trustees (BOT) oversight of expenditures in excess of \$1 million.

**USF Policy 0-100 Authority to Sign Contracts and Other Documents**, in effect as of January 22, 2009 stated, "The President has delegated to the Senior Vice President and CFO the authority to approve and execute all contracts in excess of \$1 million related to the acquisition of commodities,

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goods, equipment, services, leases of real and personal property, and construction to be rendered by the USF System.”

Office of Provost

The Patel Center houses several academic efforts as well as the Office of the Provost; therefore, the Office of the Provost was a key stakeholder in the design of the space. The Provost's Office contributed \$10 million.

## EXHIBIT D

### Project Timeline including Key Funding Decisions

Audit reviewed documents maintained by Facilities Management (FM) related to the approval to contract with the design/build firm and the approval of changes to the initial design via amendments to the construction management contract. The purpose of this review was to identify a timeline for construction of the building as well as when key decisions were made regarding the building's design and funding. Flowcharts visually depicting the key decisions and transactions relevant to the Educational and General (E&G) Carryforward (CF) transfers immediately follow the narrative below.

**Ⓐ December 1, 2006:** Accounts receivable is established for the Patel Center donation and match.

Facilities Planning Design and Construction (FP-DC) sets up an accounts receivable for the University of South Florida Foundation (USFF) funds, including the match, totaling \$10 million. The initial transfer of funds from the USFF to FM totaling \$5.1 million did not occur until November 29, 2007.

**Ⓑ February 25, 2008:** Sources of the Phase I funding is determined.

FP-DC Manager Fiscal and Business Administration (M-FBA) sent an email to the Assistant Director of FP-DC which states, "Patel Center the budget in FAST [sic] is \$10,000,000. \$5,000,000.00 Private, \$5,000,000.00 State matching. It is our understanding that there is an additional \$5,000,000.00 for Construction, \$1,000,000.00 FF&E [sic] and \$400,000.00 for Contingency to be provided by the Provost office. A total estimated project cost of \$16,400,000.00." (Financial Accounting SysTem) (Furniture, Fixtures & Equipment)

**Ⓒ March 3, 2008:** Initial \$5 million in Provost's Office funding is requested.

The Assistant Vice President of FM sent an email to the Special Assistant to the Provost regarding the revised Patel Center budget. The email states, "Holly, Here is the revised budget summary with \$5M identified for costs that do not increase square footage of the campus. The other items that were to be provided from the Provost's Office for this project ...already fall into that category so additional changes should not be necessary." The Special Assistant forwarded the email to the Academic Budget Director in the Provost's Office who responds, "I need a chartfield combination to complete the cash transfer for the \$5m referenced below."

**Ⓓ March 4, 2008:** FP-DC inquiries about the remaining \$1.4 million committed by the Office of the Provost.

The M-FBA sent email to Director of Academic Budgets and copied the Special Assistant to the Provost, Assistant Director of FP-DC, Assistant Vice President of FM, and the FP-DC Fiscal and Business Analyst. The M-FBA's email states, "Per your request concerning the cash transfer for the Patel Ctr. In the amount of \$5ml. attached is the cash transfer form with the chartfield string. I have been requested to inquire regarding the transfer of funds for FFE in the amount of \$1 ml and contingency in the amount of \$400,000.00".

- (E) March 4, 2008:** Initial \$5 million in E&G CF fund (Fund 10009, Department 102600) is transferred to the FM project (PF151207390100, Fund 50000) via journal entry (JE).

An inter-fund cash transfer (ICT) of \$5 million in E&G CF funds was processed via JE by Budgets, Policy and Analysis (BPA). The ICT request indicates the request came from the Special Assistant to the Provost; however, it was prepared and sent by the Academic Budget Director in the Office of the Provost. The subject is "Cash Transfer. To cover non-space project costs." The JE is supported by a FP-DC document, which indicates that the total non-space project costs were anticipated to be \$5,000,398. The JE was approved by BPA and sent to University Controller's Office (UCO) for posting. The JE was approved on March 10, 2008 by the Deputy Controller.

- (F) April 23, 2008:** The Chief Financial Officer (CFO) (Carl Carlucci) approves the selection of the design and build firm.

The request for approval, submitted by the Assistant Director of FP-DC, indicates that the project is funded through matching grant funds in the total amount of \$10 million and university funds in the amount of \$5 million for project costs, \$1 million for furnishing as and equipment (FF&E), and \$400 thousand for contingency.

- (G) August 8, 2008:** The Assistant Director of FP-DC requests approval of the agreement between the USF Board of Trustees (BOT) and Charles Perry Construction for Design Services totaling \$590,582.

Acting CFO (Trudie Frecker) approved the agreement on August 14, 2008. The prior CFO resigned effective August 1, 2008. Prior to taking the interim role, Ms. Frecker was the Associate Vice President of Administrative Services. The original design contract was for the first phase only, which consisted of 17,500 gross square feet (gsf) of finished space (primarily offices, meeting rooms, and an auditorium) and 56,000 gsf of shell space.

- (H) January 16, 2009:** The Associate Director of FP-DC (promoted from Assistant Director), requests approval for the initial Guaranteed Maximum Price (GMP) contract for the construction phase for Phase I of the Patel Center (Amendment 1).

The GMP contract total was \$10,161,708 including \$378,550 for design services and the remaining for construction. Attached to the request was a FP-DC Budget Tracking Sheet (BTS) dated January 15, 2009, which listed the funding sources as 06/07 matching funds of \$5 million, 06/07 grant funds of \$5 million, and \$5 million from the USF Provost's Office. The source of the USF Provost's Office funds was not listed. The January 22, 2009 amended agreement was approved by the new CFO (James Hyatt) who was hired on November 17, 2008.

- (I) July 16, 2009:** Associate Vice President (AVP) of Administrative Services (Ms. Frecker had returned to this position) requests a funding update.

AVP email to the Director of FP-DC, Associate Director of FP-DC, and the FP-DC Project Manager which states, “Can you send me a current version of the budget – costs as well as identified funding sources?” On July 24, 2009, the Associate Director of FP-DC responded back to the FP-DC Project Manager copying the Assistant VP of FM, the Director of FM, and the Assistant Director of FP-DC.

The email from the Associate Director of FP-DC states, “The following and attached are being provided in response to the request for the current version of the budget –costs as well as the identified fund sources.

- 1) May 19, 2009 Project Update identifying the basis for additional funds in the amount of \$ 9,909,276 to facilitate project development (attached PDF 4716).
- 2) July 23, 2009 Budget Tracking Sheet (BTS) identifying fund source and distribution of funds based upon actual and projected costs to date (attached PDF 0147).
- 3) The status of the determination of the funding entities and fund sources for the “2009 Funding” in the amount of \$ 9,909,276 identified in the BTS is understood at this time to consist of:
  - a. Provost - \$ 7,000,000 (source TBD)
  - b. VP BF&CFO – \$1,700,000 (source \$ 740,000 Foundation Funds/Balance TBD)
  - c. TBD -\$1,209,276”

Auditor Note: The July 23, 2009 attachment did not actually have funding sources and indicated only “2009 Funding”.

- J July 24, 2009:** The Associate Director of FP-DC requests approval of an amendment (2) to the GMP contract to incorporate design and preconstruction services for the build out of the auditorium, 2nd, 3rd, and 4th floors of the Patel Center.

The request indicates that university funds totaling \$14,909,276 (an increase of \$9,909,276) will be used to fund the construction in addition to the \$10 million in matching grant funds. The design costs for Phase II were \$352,842, bringing total design costs to \$943,424. Attached to the request is a FP-DC BTS report dated July 23, 2009. The new funding source was listed as “2009 Funding” and there was no indication of the source of the funds. The construction costs budgeted was \$20,022,520 and non-construction costs totaled \$4,886,756. Amendment #2 was signed on August 19, 2009 by the CFO (James Hyatt).

- K September 11, 2009:** AVP of Administrative Services (Trudie Frecker) prepares for meeting with the Provost’s Office regarding the remaining \$7 million in commitments.

The AVP of Administrative Services sent an email to the Associate Director of FP-DC and Director of FM, which states, “I have a meeting this afternoon with Michael Moore on the Provost’s contribution. I have been asked if they can pay a portion this year and a portion next. Normally, I would have said probably, since we could “float” funds temporarily, but with the recent changes, I was not comfortable saying that. So, I am asking you who will know. Could the Provost pay a portion of their share (I think it’s about \$7M total?) this year and a portion next and if so, what is needed now for this year?” The same day the Associate

Director of FP-DC responds to the AVP copying the Director of FM, Assistant Vice President of FM, M-FBA, and Assistant Director-FP-DC. The email from the Associate Director of FP-DC states, "The total funds for construction ( approx. \$20,000,000) are required to be encumbered (under contract) by October 2009 based upon the approved budget in FAST which includes the commitment for the additional \$ 9,909,276 for project development (comprised of Provost funds, VP BF&CFO funds, etc.). Based upon information available at this time, the cash flow projection for the project anticipates construction expenditures from July 2010 to the completion of the project to be in the amount of approx. \$3,000,000. If the Provost funds were to fund that projected amount, current year cash requirements from the Provost allocation prior to July 2010 would be approximately \$ 4,000,000."

- (L) September 28, 2009:** The second \$5 million ICT request is received by BPA. The transfer moved \$5 million in E&G CF funds (Fund 10009, Department 109000 and Product AAW004) to the FM project (PF151207390100 Fund 50000).

This request was sent via email by the Academic Budget Director in the Provost's Office. The transfer was sent to BPA for approval and then forwarded to UCO for posting. The JE was approved by the Assistant Controller.

- (M) December 9, 2009:** The Associate Director of FP-DC requests a third amendment to the GMP.

The third amendment facilitated the build out of the auditorium, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> floors and increased the GMP to \$8,712,080. Attached to the request was a FP-DC BTS dated December 9, 2009, which listed the total project cost of \$24,909,276. The funding sources were the same as those attached to the second amendment. The CFO (James Hyatt) approved the amended contract on December 18, 2009.

**March 8, 2010:** Business and Finance contributes of \$1,187,064.27.

On March 8, 2010, the VP of Administrative Service sent an email to the Budget Analyst in Business and Finance, copying the Special Assistant to the VP and the CFO which states "We need to transfer the foundation funds to Facilities Planning & Construction, to complete our share of the Patel Center funding. I believe we have provided \$700K or \$750K to date (Sheila can confirm.). We need to reach a total of the \$1,187,064."

In response to the VP of Administrative Services email, the Budget Analyst sent an email on August 23, 2010 to the Associate Director of FP-DC copying the CFO, the VP of Administrative Services, the Special Assistant, and the M-FBA which indicates that the paperwork to transfer USF Foundation funds in the amount of \$300,187 has been completed. The email indicated that \$146,247 was transferred by Business and Finance in March 2010 and Administrative Services had transferred \$740,000 in June 2009.

**September 13, 2010:** The balance of the funds owed from the Provost's Office is requested.

The FP-DC M-FBA emailed the Academic Budget Director in the Provost's Office on September 13, 2010, "requesting the final \$2,000,000.00 promised by the Provost" for the Patel Center. A second email and third email were sent on September 15, 2010 and September 30, 2010, respectively, from the FP-DC M-FBA to the Academic Budget Director indicating FP-DC had not received a response.

Audit located an October 25, 2010 email from the Academic Budget Director to the FP-DC M-FBA which states, "I've discussed this with the Provost. He is going to follow up some discussions he has had regarding the funding and let me know. I've communicated the time sensitive nature of the decision."

**December 10, 2010:** The building is reported to the BOG as completed.

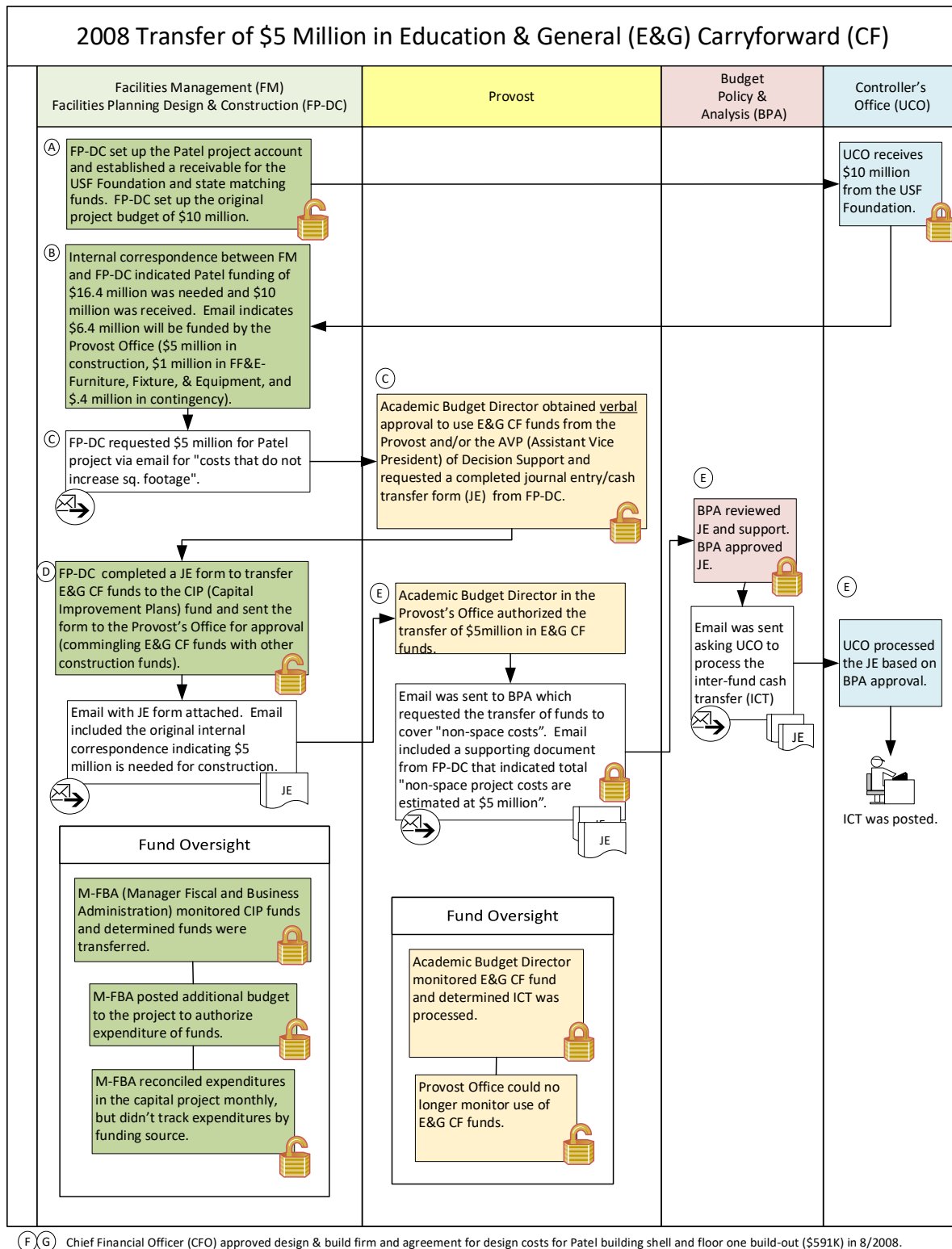
On December 10, 2010, the FP-DC Project Manager for the Patel Center sent an email to the FP-DC Director, and the FP-DC Assistant Directors which contained a Project Completion Summary. The summary was prepared at the request of the BOG facility staff. The Project Completion Summary contains the following information regarding the Patel building's financing:

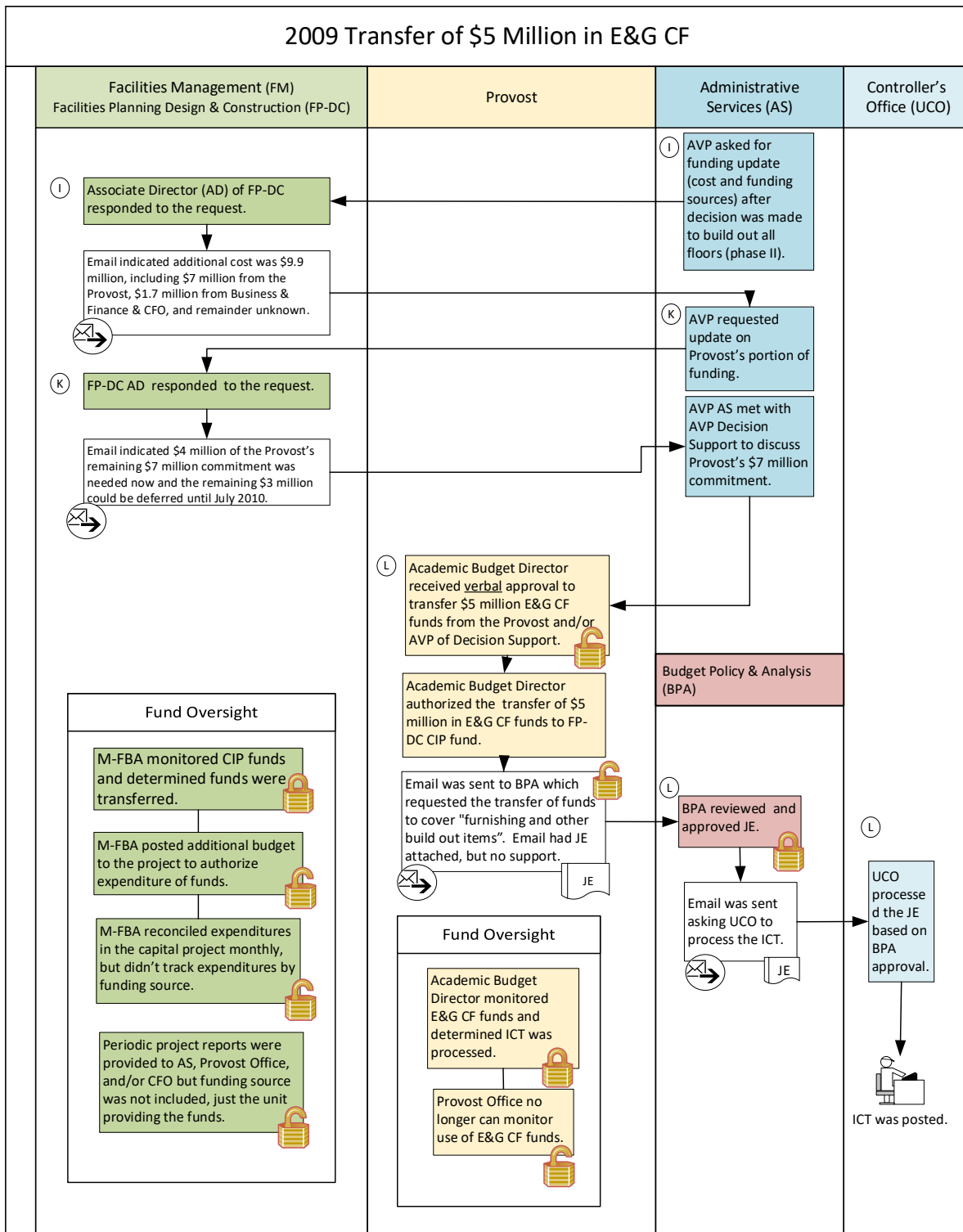
- Funding Source: \$5 million Patel Gift, \$5 million Cortellis Match, \$5 million USF Provost.
- Build out Funding: \$7 million Provost, \$740,000 USF Foundation, \$447,064 Business and Finance Admin.
- Total Building Cost: \$22.034 million.

**February 28, 2011:** The balance of the funds owed from the Provost's Office is resolved.

The Associate Director of FP-DC sent an email to the Director of FP-DC and the FP-DC M-FBA regarding the outstanding funds due on the Patel Center. The email indicated that based on a discussion with the Academic Budget Director in the Provost's Office, the remaining funds would not be coming from the Provost's Office and the current CFO (Nick Trivunovich) would identify the source of the final funding.

Auditor Note: The final funding needs were \$0.5 million, not \$2 million. FP-DC interest earned on the Construction Fund (Fund 50000) were used to fund the remaining project costs.





①②③ CFO approved the GMP (Guaranteed Maximum Price) for Phase I construction in 1/09 and an increase in the GMP for Phase II design 7/09 and construction in 12/09.

**EXHIBIT E**  
**Summary of Relevant Individuals**  
**Not Interviewed**

<b>Name</b>	<b>Title(s)<sup>1</sup></b>	<b>Status</b>
Renu Khator	Former Provost	Left USF 01/08
Carl Carlucci	Former Chief Financial Officer (CFO)	Left USF 08/08
James Hyatt	Former CFO	Left USF 07/10
Trudie Frecker	Former Interim CFO Former Associate Vice President (VP) Administrative Services	Retired 11/10
Sandy Lovins	Former VP of Administrative Services	Left USF 3/15
Michael Moore	Former Associate VP of Decision Support	Retired 11/13
Bertha Alexander	Former Assistant VP of Budget Policy and Analysis	Left USF 3/14
Joseph Eagan	Former Assistant VP of Facilities Management	Left USF 1/11
Eric Walden	Former Treasurer	Retired 8/08
Linda Peterson	Former University Controller	Retired 5/13
Lelia Proctor	Former Director, Facilities Planning Design and Construction (FP-DC)	Left USF 11/12
Ron Hanke	Former Director, FP-DC	Retired 02/08
Yvonne Edwards	Former Manager Fiscal and Business Administration, FP-DC	Retired 07/14
John Draper	Former Business Manager, FP-DC	Left USF 11/06
Tim Hamilton	Former Assistant Controller	Left USF 7/13
Holly Schoenherr	Former Special Assistant to the Provost	Left USF 10/10
Sheila Holbrook	Former Special Assistant to the VP Administrative Services	Left USF 5/12

<sup>1</sup>For additional information, including length of service, see organizational chart in [Attachment B](#).

**Summary of Relevant Individuals**  
**Interviewed**

<b>Name</b>	<b>Title(s)<sup>1</sup></b>	<b>Comment</b>
Dr. Judy Genshaft	President	
Dr. Ralph Wilcox	Provost	
Nick Trivunovich	CFO, Former University Controller	
Dr. Dwayne Smith	Vice Provost	Former supervisor of Assoc. VP of Decision Support
Tapas Das	Former Vice Provost	Former supervisor of Assoc. VP of Decision Support

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<b>Name</b>	<b>Title(s)<sup>1</sup></b>	<b>Comment</b>
John Crosby	Former Associate and Assistant Director of FP-DC	Retired
Fell Stubbs	Treasurer	
Erika Wilkerson	Former Fiscal and Business Analyst, FP-DC	Currently employed by University Controller
Kevin Toso	Former Academic Budget Director	Currently employed by Resource Management and Analysis - Associate Director
Raymond Gonzalez	Assistant Director, FP DC	


<sup>1</sup>For additional information, including length of service, see organizational chart in [Attachment B](#).

Auditor Note: Additionally, one current member (John Ramil) and one former member (Jacqueline Reck) of the BOT, who served on the Finance and Audit Workgroup during the time of the Patel Center project, were interviewed.



## MEMORANDUM

TO: Chair Jordan B. Zimmerman, USF Board of Trustees  
Trustee Nancy H. Watkins, USF Board of Trustees Audit & Compliance  
Committee Chair

FROM: Virginia L. Kalil, CIA, CISA, CFE, CRISC  
Executive Director/Chief Internal Auditor 

DATE: April 19, 2019

SUBJECT: 19-034 Report 2: Construction Project Funding Certification

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In response to the Board Chair's request regarding the November 2, 2018 USF Certification with Exceptions ([Attachment A](#)), USF System Audit (Audit) conducted an independent review of the use of Education and General (E&G) carryforward (CF) funds in capital projects. The purpose of this review was to provide the Board of Trustees (BOT) with an independent, objective assessment of whether the certification was accurate and complete, including the population of projects reported and the utilization of E&G and E&G CF funds.

This review had three components: a) validate the population of projects included in the university's certification was complete and consistent with the Board of Governors' (BOG) definition of a new capital project; b) determine the projects which utilized E&G or E&G CF funds and validate utilization of these funds and other funding sources were appropriate; and c) verify the Patel Center project information disclosed was accurate and complete.

This report focuses on verification of the accuracy and completeness of the university's certification, including the population of projects reported and the appropriate use of E&G, E&G CF funds, and other funding sources. A separate report dated April 19, 2019 was issued regarding Audit's review of the Patel Center project. In addition, the university's current construction accounting controls were reviewed and reported as part of Audit's 19-035 Construction Accounting and Control Structure report which was issued on April 19, 2019.

In conducting our review, we followed a disciplined, systematic approach using the *International Standards for the Professional Practice of Internal Auditing*.

USF SYSTEM AUDIT  
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## Validation of the Certification Population

In a letter dated September 19, 2018, BOG Chair Lautenbach requested the university to review funding sources for all university capital projects approved by the BOT since July 1, 2008. Additionally, the university President, Chief Financial Officer, and General Counsel were asked to certify to the BOT and BOG that the funding sources used were legally available for the projects as authorized in [Chapter 1013 Florida Statutes](#) or as otherwise authorized in the General Appropriations Act. On October 24, 2018, BOG staff further clarified that the certification sought “new projects (not renovations/repairs/remodeling) that add more than 10,000 gsf [gross square feet] OR cost more than \$2 M.”

When completing the BOG certification, USF made two primary assumptions: (1) Statutory definitions contained in [Chapter 1013 Florida Statutes](#) were to be used to define the terms in the BOG certification where the same or substantively similar terms were used; and (2) BOG guidance, regarding both the certification and the use of E&G and E&G CF funds in construction projects, was to be treated as an authorization for the purpose of the USF certification.

The USF certification indicated, “USF has constructed approximately fifty one new capital projects totaling \$551 million, including multiple new projects adding more than 10,000 gross square feet of space or exceeding \$2 million in cost.”

In order to validate the accuracy and completeness of the university’s certification, Audit reviewed university financial accounting records and Facilities Management documentation, as well as BOT, BOG, and Florida Department of Education records. Based on the review, Audit determined all new capital projects meeting the BOG certification criteria were included in the 51 capital projects certified. In addition, Audit determined the projects certified by USF exceeded the BOG requirements as follows:

- Thirty capital projects, with certified expenditures totaling \$140 million, met the [Florida Statute Chapter 1013.01](#) definition of renovations, repairs, or remodeling, and were not required to be included in the certification.
- Four of the remaining 21 capital projects, with certified expenditures totaling \$35 million, were approved by the BOT prior to July 1, 2008 and were not required to be included in the certification.

Audit also reconciled the \$551 million in certified costs to the university’s Financial Accounting SysTem (FAST) and other internal project costing records and determined the university only certified actual expenditures and excluded committed funds. For the 51 capital projects certified by the university, total project costs (committed and actual) as of January 2, 2019 was actually \$708 million, of which \$516 million related to the 17 projects meeting the BOG certification criteria.

## Appropriate Use of E&G and Other Funding

During the review, Audit also validated the funding sources for all 51 capital projects included in the certification, utilizing a variety of internal and external sources, in order to determine which projects utilized E&G or E&G CF funds. Audit determined 29 of the 51 projects certified utilized E&G or E&G CF funds for a portion of the project costs. Audit reviewed the utilization of E&G and E&G

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CF funds to determine if the use was authorized in [Chapter 1013 Florida Statutes](#) and [BOG Regulation 9.007\(3\)](#), as well as BOG staff guidance regarding use of E&G and E&G CF funds in construction projects. While the review focused on the utilization of E&G and E&G CF funding, Audit also verified whether additional funding sources were appropriate.

According to USF leadership, key assumptions of their application of the E&G and E&G CF guidance noted above included: (1) E&G and E&G CF funds may be used for planning and design services connected with construction projects; (2) E&G and E&G CF funds may be used for furniture, fixtures, and equipment; (3) E&G and E&G CF funds up to \$2 million may be applied to university capital projects, as long as the project does not meet [Chapter 1013 Florida Statutes](#) definition of new construction; and (4) E&G and E&G CF funds could be used to fund infrastructure projects. While this criteria was not formally documented, Audit found the university relied upon its understanding and consistently applied this criteria when authorizing the use of E&G and E&G CF funds on capital projects, with the exception of the Patel Center.

## Conclusion

While the university's certification overstated the capital projects approved by the BOT since July 1, 2008 and excluded committed funds, Audit did not identify any instances where projects were funded from sources which were not legally available or properly authorized, except for the Patel Center project, which is covered in a separate report. No additional exceptions were identified.

cc: Marshall M. Criser, III, Chancellor, State University System of Florida  
Ned C. Lautenbach, Chair, Board of Governors, State University System of Florida  
Timothy M. Cerio, Chair, Board of Governors Audit and Compliance Committee, State University System of Florida  
Julie Leftheris, Inspector General, State University System of Florida

Vice Chair Leslie Muma, USF Board of Trustees  
Trustee Michael Carrere, USF Board of Trustees  
Trustee Stephanie E. Goforth, USF Board of Trustees  
Trustee Oscar Horton, USF Board of Trustees  
Trustee Moneer Kheireddine, USF Board of Trustees  
Trustee Deanna Michael, USF Board of Trustees  
Trustee Harold W. Mullis, ESQ., USF Board of Trustees  
Trustee John B. Ramil, USF Board of Trustees  
Trustee Byron E. Shinn, USF Board of Trustees  
Trustee Charles Tokarz, USF Board of Trustees

President Judy Genshaft, USF System  
Dr. Ralph Wilcox, Provost & Executive Vice President of Academic Affairs  
David Lechner, Senior Vice President, Business and Financial Strategy  
Nick Trivunovich, Vice President, Business and Finance and Chief Financial Officer  
Calvin Williams, Vice President for Administrative Services  
Gerard Solis, General Counsel

## Attachment A

### USF Certification of Funding Sources



## UNIVERSITY OF SOUTH FLORIDA

Office of the President

### CERTIFICATION OF FUNDING SOURCES FOR CAPITAL PROJECTS WITH EXCEPTIONS

Since July 1, 2008 to the present, USF has constructed approximately fifty one new capital projects totaling \$551 million, including multiple new projects adding more than 10,000 gross square feet of space or exceeding \$2 million in cost. For each capital project, we have reviewed available university records, such as project budgets and expenditures, educational plant surveys, project programs, and project funding sources necessary to determine that each project was constructed with funding from legally available and authorized sources.

Based upon our review, we hereby certify to the University of South Florida Board of Trustees and the Board of Governors that each project was constructed with funds from legally available and authorized sources, except for the following project: the Patel Center for Global Solutions.


The Patel Center for Global Solutions was approved by the USF Board of Trustees in 2006 with the assumption that this project would be funded from private sources. In 2010 the USF Board of Trustees received an update indicating that the funding for the project would be private funds and state matching funds. Based on our review of all available records, we have determined that the project was constructed primarily using private funds; however, we have also determined that carryforward funds in the amount of \$6.4 million were inappropriately applied to the project. This has been corrected and the carryforward funds have been fully repaid as of the date of this certification.

The attached letter is an integral part of this certification.

University of South Florida System

  
Mr. Judy Genshaft, President


  
Mr. Nick Triunovich, Chief Financial Officer

  
Mr. Gerard Solis, General Counsel



## MEMORANDUM

TO: Chair Jordan B. Zimmerman, USF Board of Trustees  
Trustee Nancy H. Watkins, USF Board of Trustees Audit and Compliance  
Committee Chair

FROM: Virginia L. Kalil, CIA, CISA, CFE, CRISC  
Executive Director/Chief Internal Auditor 

DATE: April 19, 2019

SUBJECT: 19-035 Review of Current Construction Accounting and Control Structure

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USF System Audit (Audit) performed an independent review of the current control structure in place regarding the use of Education and General (E&G) funds in construction projects. This review was requested by the Board of Trustees (BOT) Audit and Compliance Committee. The primary objective of the review was to provide the BOT with an objective assessment of whether the procedures in place are adequately designed to ensure all construction projects are appropriately approved and funded from legally available sources.

Our audit included a risk assessment and an internal controls evaluation of the administrative and financial controls environment in place over major and minor construction project accounting as of January 1, 2019. The specific scope and objectives are described on page ten of this report at [Appendix A](#).

Based on the review, Audit concluded that current procedures in place are adequate, assuming corrective actions are taken timely to address the seven medium-priority risks included in this report at [Appendix B](#).

These risks were related to clarification of BOG guidance on allowable uses of E&G funds for construction projects; tracking of construction project financial transactions in the Financial Accounting SysTem (FAST); tracking of construction project costs by category; monitoring authorization of expenditure transfers occurring on construction projects; monitoring of expenditures outside the Construction Fund; formal communication of roles and responsibilities for construction projects accounting; and improving controls over projects being managed by USF Health Operations & Facilities Management.

Please contact us at 974-2705 if you have any questions.

USF SYSTEM AUDIT  
4019 E. Fowler Ave., Suite 200 • Tampa, FL 33617  
Office: (813) 974-2705 • [www.usf.edu/audit](http://www.usf.edu/audit)

AUDIT 19-035

cc: President Judy Genshaft, USF System  
Dr. Ralph Wilcox, Provost & Executive Vice President of Academic Affairs  
David Lechner, Senior Vice President, Business and Financial Strategy  
Nick Trivunovich, Vice President, Business and Finance and Chief Financial Officer  
Calvin Williams, Vice President for Administrative Services  
Gerard Solis, General Counsel

## **APPENDIX A**

### **BACKGROUND**

#### **Project Management Roles and Responsibilities**

Facilities Management (FM), a part of Administrative Services, has responsibility for campus planning, development, maintenance, enhancement, safety, and the operation of university buildings, grounds, and utilities. FM has six operational units including Design and Construction (DC). FM-DC, formerly Facilities Planning Design and Construction, is responsible for in-house project management. Construction projects are either considered a major project, if estimated costs are greater than \$2 million, or a minor project if estimated costs are less than \$2 million.

In order to create efficiencies, cost savings, and consistent application of business processes, the Administrative Services Business Center (ASBC) was established in April 2016 to provide financial and administrative support services to all departments and offices within Administrative Services, including FM. The ASBC Capital Budgets Team (2.25 FTE-full time equivalent) is responsible for processing transactions on individual construction projects (purchase orders, invoice approvals, journal entries, etc.), and reconciling and closing out project accounts. Prior to April 2016, these functions were performed within FM-DC.

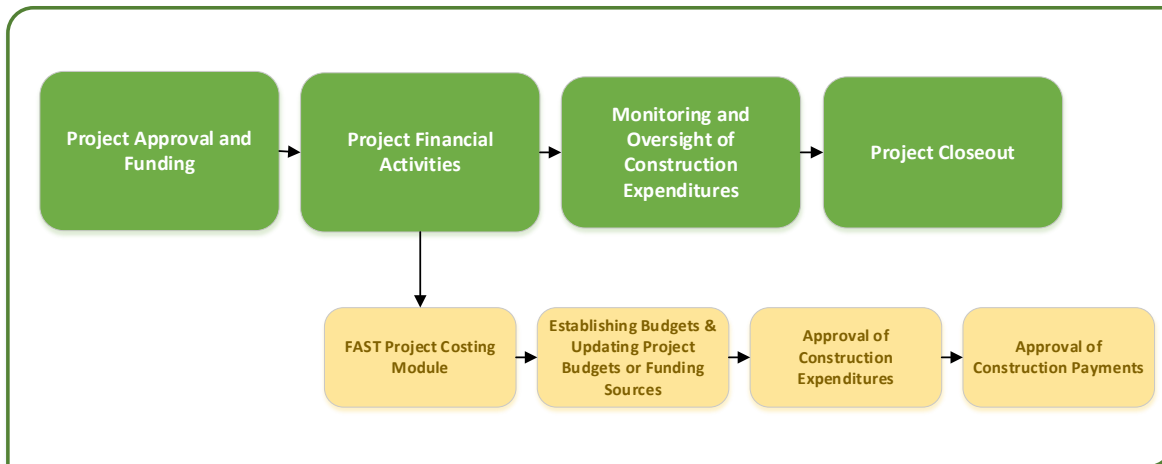
Construction Accounting (2.0 FTE), a unit within the University Controller's Office (UCO), is responsible for setting up project accounts and establishing budgets in the Financial Accounting SysTem (FAST), and recording and tracking project funding. Prior to April 2016, these functions were performed within FM-DC.

For construction projects at USF St. Petersburg (USFSP) and USF Sarasota-Manatee (USFSM), designated fiscal staff within the facilities planning and construction units on those campuses input requisitions, approve requisitions, receive goods and services in FAST, review and approve invoices, and perform reconciliations for projects they manage. USFSP and USFSM follow the Capital Project Procedures and Guidelines established by FM.

USF Housing and Residential Education (USFHRE) provides their own project management, as well as financial and administrative support services, for minor maintenance, repair, and renovation projects funded exclusively from auxiliary revenues (student rent). Major USFHRE projects are managed and administered by FM and ASBC.

Similarly, USF Health (USFH) has their own Operations & Facilities Management (USFH OFM) who is responsible for providing project management for USF Health projects. Projects managed by USFH OFM range from facility office/lab refurbishing to construction alterations or renovations. Projects managed by USFH OFM do not include new building construction. Beginning in 2015, the College of Medicine Business Office (COM-BO), began providing financial and administrative support services to the USFH OFM. The COM-BO construction accounting function (.90 FTE) is responsible for processing transactions on individual projects (purchase orders, invoice approvals, journal entries, etc.), and reconciling project accounts managed by USFH OFM.

## Process



### Project Approval and Funding

Each year, the Board of Trustees (BOT) approves a Fixed Capital Outlay Budget (FCOB) for the ensuing year, which is a part of the annual budget and is based on the Fixed Capital Outlay Plan (FCOP). The FCOB designates the proposed capital outlay expenditures by project for the year, from all funding sources. The university may not expend any funds on any project not included in the budget.<sup>1</sup>

The USF request for state appropriations to support construction activities begins with an annual Capital Improvement Plan which prioritizes capital project funding requests. The BOT must approve the Capital Improvement Plan prior to submitting it to the Board of Governors (BOG). The university's Capital Improvement Plan is used by the [BOG Facilities Committee](#), with the assistance of the [BOG Office of Finance & Facilities](#), to select projects for inclusion in the State University System (SUS) Three-Year Public Education Capital Outlay (PECO) Project Priority List and to prepare the SUS Five-Year Capital Improvement Plan and the initial SUS Annual Alec P. Courtelis Facility Enhancement Challenge Grant Program (FECGP) Project List. Projects selected for consideration are presented by the university at the annual Facilities Workshop. Following the workshop, the BOG adopts the PECO Fixed Capital Outlay Legislative Funding Request Budget for the upcoming legislative session.<sup>2</sup>

The BOG Office of Finance & Facilities also administers the Capital Improvement Trust Fund (CITF) which is generated from student fees. Proposals for fixed capital outlay projects to be funded by capital improvement fees must be approved by the university president after consultation with the student government association and submitted to the BOG for approval.<sup>3</sup>

Construction projects can also be funded through debt financing. The University Treasurer's Office serves as the financial management team of the USF Financing Corporation (USFFC), a Direct

<sup>1</sup>[Florida Statute 1013.61](#) Annual capital outlay budget

<sup>2</sup>[Florida Statute 216.043](#) Budgets for fixed capital outlay

<sup>3</sup>[BOG Regulation 14.0025](#) Actions Required Prior to Fixed Capital Outlay Budget Request

Support Organization (DSO) of the university whose purpose is to receive, hold, invest, and administer property for the benefit of the university and its DSOs, by assisting in acquisition and construction of facilities on the university's campuses. Most university debt is held in the name of the USFFC. Debt proposals are presented to and approved by the USFFC board, the university BOT Finance Committee, the full university BOT, and finally the BOG.<sup>4</sup>

Public-Private Partnerships can also be approved by the BOG whereby construction costs are funded by an external partner.<sup>5</sup>

Additionally, USF Foundation (USFF) donations may be an allowable source for construction funding.<sup>6</sup> USFF is a DSO and operates exclusively to receive, hold, invest, and administer donor contributions to make expenditures to or for the benefit of USF. They function as a separate entity on the USF campus and use their own financial system to operate. Donor gift agreements are utilized for major donations which spell out the terms and conditions of the gift.

Another allowable source of construction funding may be research grants from external sponsors. If a research grant pays for construction, a journal entry would be prepared at the end of each month moving expenditures to the grant and grant revenues to project costing.

Lastly, projects may also receive funding from university resources such as Auxiliary, Education & General (E&G), E&G Carryforward (CF), and Educational Enhancement Trust Funds (Lottery funds). Lottery funds specifically appropriated for fixed capital outlay and debt service are transferred from the Educational Enhancement Trust Fund to the Lottery Capital Outlay and Debt Service Trust Fund.<sup>7</sup> Lottery funds appropriated for USF which have not been designated specifically for construction are subject to the same restrictions as E&G funds.

Key controls present include:

- ✓ BOT Finance Committee and the full BOT approve the FCOB and FCOP, as well as the Capital Improvement Plan before it is sent to the BOG Office of Finance & Facilities. The USF System President has been authorized by the BOT to make subsequent nonmaterial adjustments to the Capital Improvement Plan with the requirement that any material changes be approved by the BOT Executive Committee.
- ✓ The USFFC board and BOT must approve debt proposals prior to sending to the BOG for approval.
- ✓ USFF donor gift agreements are utilized to document the terms and conditions of donor gifts. USFF has controls in place designed to ensure donations received are expended based on the terms and conditions of the donation.

#### Project Financial Activities

Once an approved capital construction project receives funding, the ASBC Capital Budgets Team and/or the staff in the facilities planning and construction units at USFSP, USFSM, or USFH

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<sup>4</sup>[USF BOT 06-003 Debt Management Policy](#)

<sup>5</sup>[BOG Public-Private Partnership Guidelines](#)

<sup>6</sup>[Florida Statute 1013.74](#) University authorization for fixed capital outlay projects

<sup>7</sup>[Florida Statute 1013.71](#) Lottery Capital Outlay and Debt Service Trust Fund

manages the capital budget outlay in conjunction with UCO Construction Accounting (CA). USFHRE minor project funding is managed by their own administrative and financial support services.

#### *FAST Project Costing Module*

The FAST Project Costing (PC) module is used to track and analyze construction project costs and allocate project resources throughout the life of the project, except in the case of USFHRE minor projects which are tracked separately by USFHRE in an internal system.

Each new construction project is assigned one or more unique project identification numbers (IDs) in the FAST PC module. A new FAST project ID is used for each year of state appropriations when funding is received over multiple years, or if multiple funding sources are utilized (bonds, gifts, grants, etc.). A standard Facilities Management Project Development (FMPD) form reflecting funding amounts by each unique source is used to establish projects in FAST PC. The FMPD form must be reviewed and approved by a FM Director. If the total project cost will exceed \$1 million, regardless of funding source, the FMPD form is also approved by the Vice President (VP) of Administrative Services and/or the ASBC Director.

FAST PC integrates with the other FAST modules used to manage financial resources such as Commitment Control, General Ledger, Billing, Purchasing, Accounts Payable, and Fixed Assets (when the project is complete). The project number becomes a component of the chartfield string used to account for transactions throughout the other FAST modules.

The funding source being utilized determines whether or not the funds are managed exclusively within the Construction Fund (Fund 50000). In either case, a FAST PC Project ID is associated with the expenditure to allow for tracking of the expenditures associated with the project:

- State construction appropriations (PECO, CITF, etc.): Managed in the Construction Fund.
- Debt or bond financed: USFFC transfers revenue to the Construction Fund either through electronic fund transfer (EFT) or through an agency account.
- USFF donation and capital matches received based on donor funds: USFF transfers funds to the Construction Fund via EFT.
- Auxiliary and E&G funding, including E&G CF and lottery funds: Remain in the original fund and department.
- Grant funded: A journal entry is prepared at the end of each month moving expenses from the Construction Fund to the grant.

Regardless of the funding source, all planned and actual construction project expenditures must be associated with legitimate construction-related activities, which are categorized by activity type utilizing activity IDs. Activity IDs are included as part of the chartfield string in the FAST procurement process and allow expenditures to be tracked by type to assist with monitoring project costs and validating appropriate funding sources. For example, architectural and engineering design costs are assigned to activity ID “AE” (Architectural & Engineering) which allows these costs to be tracked separately from construction costs.

Key controls present include:

- ✓ Decentralized Project Manager (PM) can request but not approve the establishment of a FAST PC Project ID.
- ✓ FAST PC Project IDs cannot be set up or changed without a properly reviewed and approved FMPD form which is approved by Administrative Services (FM Directors and/or ASBC Director) and verified by UCO.
- ✓ Capital project costs are tracked in the FAST PC module utilizing activity IDs which permit monitoring of costs by type.
- ✓ Auxiliary, E&G, E&G CF, and other departmental funds remain in the original source with the assigned Project ID and are not transferred to Fund 50000. This permits tracking of expenditures by funding source and transparency over the use of these funds outside of FM, ASBC, and UCO.

*Establishing Budgets & Updating Project Budgets or Funding Sources*

UCO-CA independently enters the initial budgets from the FM-provided FMPD form into the FAST PC module. All changes in budget must be initiated by FM submitting a newly approved FMPD form to UCO-CA. Based on the new FMPD form UCO-CA completes a Budget & Budget Transfers form and updates the project budget in FAST. Commitment control in FAST prevents expenditures from being processed without a corresponding budget.

If funding changes on a project within the FAST PC module, either by amount or source, FM (or USFSP, USFSM, or USFH OFM via FM) must submit an updated FMPD form to UCO-CA. New FMPD forms reflecting a funding change must be approved by an FM Director. Additional approvals are required in the following instances:

- Exceeding either \$1 million or 10% of the approved amount, whichever is less, requires approval by the BOT Finance Committee Chair.
- Equal to or greater than \$2 million requires approval by the BOT Finance Committee.

On a quarterly basis, a list of changes in project funding sources at or exceeding \$1 million are also submitted to the BOT Finance Committee as an informational item.

Key controls present include:

- ✓ There is separation of duties between those responsible for approving the FAST project revenues and expenditures (ASBC), and those setting up FAST projects and related budgets (UCO).
- ✓ Changes in budget and/or funding are compared to project totals by the ASBC Director, and the UCO Manager Fiscal and Business Administration, to determine if additional approvals needed from VPs and BOT were obtained. USF has established standard thresholds for approval of material changes.<sup>8</sup>

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<sup>8</sup>[USF System Policy 0-100](#) Delegations of General Authority and Signatory Authority

*Approval of Construction Expenditures*

All construction expenditures must use the purchase order procurement method (non-Purchasing Card or Payment Request Form) and are subject to the UCO's standard [Expenditure Guide](#) by Source of Funds and Method. For capital projects managed by ASBC, all project expenditures begin with a standard ASBC Requisition/Change Order Request Form that is initiated by the FM Project Manager. ASBC Fiscal and Business Specialist (FBS) independently enters the requisition in FAST adding the appropriate Activity ID based on the nature of the expenditure (organizational separation of duties).

The FAST requisition is approved via the standard FAST workflow which requires the approval of a requisition manager assigned to the project prior to submission of the requisition to the Purchasing department (Purchasing). If departmental funding is utilized, an accountable officer, or designee of the fund must also approve the requisition via the FAST workflow. This secondary approval occurs outside of FM, ASBC, and/or UCO. Purchases of \$1 million or more are reviewed and approved by the ASBC Director and VP of Administrative Services. All USF construction expenditures are subject to the standard USF purchase order process. As a result, purchases of \$1 million or more must also be approved by the Chief Financial Officer.

Similar to changes in funding sources, construction expenditures and change orders have additional approval requirements which are formally communicated in USF System Policy 0-100, Delegations of General Authority and Signatory Authority.

Key controls present include:

- ✓ Capital projects expenditures must be incurred using the FAST requisition/purchase order process and are subject to the same controls over other university expenditures.
- ✓ Expenditures that exceed \$1 million or change orders that exceed either \$1 million or 10% of the approved expenditure amount, whichever is less, requires approval by the BOT Finance Committee Chair.
- ✓ Expenditures equal to or greater than \$2 million requires approval by the BOT Finance Committee.
- ✓ Additional approvals by the USFFC Executive Director and USFFC Accounting Manager are required for expenditures on all bond financed construction projects.
- ✓ Auxiliary, E&G, E&G CF, and other departmental funds remain in the original source with the assigned Project ID and are not transferred to Fund 50000. This permits tracking of expenditures by funding source and transparency over the use of these funds outside of FM, ASBC, and UCO.

*Approval of Construction Payments*

For capital projects managed by ASBC, the ASBC FBS receives the invoice and reviews for accuracy and consistency with the approved purchase order then forwards the invoice to the PM for review and approval. Once the PM has returned the approved the invoice, the ASBC FBS receives the goods or services in FAST and submits the invoice to UCO-Accounts Payable (UCO-AP) for processing.

Capital projects invoices are entered into FAST by UCO-AP and are subject to the same controls as other expenditure payments.

Key controls present include:

- ✓ There is adequate separation of duties between the authorization and receiving functions.
- ✓ Capital projects expenditure payments must be processed using the FAST accounts payable processes and are subject to the same controls over other university expenditures.

#### Monitoring and Oversight of Construction Expenditures

ASBC Fiscal & Business Analyst (FBA) reconciles project expenditures on a monthly basis for all major projects and active minor projects using a standard template, the ASBC Construction Budget Tracking/Project Reconciliation (BTS). USFH COM-BO, USFSP, USFSM, and USFHRE are responsible for reconciling projects they manage. The BTS includes a summary of funding by source, tracking of encumbrances and expenditures by source, and tracking by activity ID for the project as a whole. Planning and design costs and furniture, fixture, and equipment are tracked separately.

ASBC follows up with PMs on discrepancies that are identified during the reconciliation process. Completed reconciliations are reviewed and approved in DocuSign by the FM-PM and the ASBC Budgets and Financial Services Manager.

Either ASBC or designees at USFSP, USFSM, USFH, or USFHRE are responsible for completing a final reconciliation for the project which assesses all transactions for completeness and accuracy and ensuring that all expenses are posted and encumbrances cleared.

Beginning in October 2018, the COM-BO FBS began using the same process for reconciliation as ASBC, except that reconciliations are being performed on a quarterly basis. Prior to October 2018, a master project worksheet was used to track all project expenditures but a formal, independently reviewed reconciliation was not being performed on a project basis until the project was complete. The final project reconciliation is independently reviewed by the USFH PM and USFH OFM Assistant Director.

For those project expenditures utilizing departmental funding, the accountable officer over that fund is also responsible for ensuring a reconciliation is performed monthly.

Key controls present include:

- ✓ The BTS form, used by ASBC to monitor projects and document reconciliations, contains a summary of funding by source.
- ✓ A final project reconciliation is prepared and independently approved.

#### Project Closeout

A construction project is considered complete when substantial completion is attained and the space is ready for occupancy for major projects or a punch list exists detailing the remaining work to be

completed for minor projects. The PM notifies ASBC or designee that the project is complete so that the closeout process can begin. For major projects, the closeout process can take as little as 90 days or as long as a year depending on the project size and complexity. Minor projects are generally closed in less than 90 days.

ASBC utilizes a Closeout Memorandum which acts as a checklist to ensure that key closeout steps are performed by ASBC and/or UCO-CA. ASBC is responsible for ensuring that confirmation of project completion is received from the PM and that a final reconciliation has been performed. UCO-CA ensures all revenue is received and determines if the project expenditures should be capitalized. UCO-CA inactivates the FAST project once all closing steps are complete.

Key controls present include:

- ✓ Either ASBC or designees at USFSP, USFSM, USFH, or USFHRE are responsible for completing a final reconciliation.
- ✓ A Closeout Memorandum ensures all closeout steps are performed by ASBC and UCO-CA.

### **SCOPE AND OBJECTIVES**

The purpose of this review was to provide the BOT with an objective assessment of whether current construction accounting controls are adequately designed to ensure:

- Funding sources for all construction projects (both major and minor) are reviewed and approved in advance for allowability and reasonableness.
- BOT and BOG approved construction projects are being funded from the same funding sources that were presented to the BOT and BOG.
- Changes in funding sources are reviewed and approved by the BOT and/or BOG, when required.
- Budgets are established for all construction projects.
- All construction project expenditures are posted to the correct funding sources.
- Budget to actual construction project expenditures are tracked and monitored throughout the life of the project.
- At the end of each project, all expenditures are timely reviewed and reconciled during a closeout process.

Our audit included a risk assessment and an internal controls evaluation of the administrative and financial controls environment in place over major and minor construction project accounting as of January 1, 2019.

Our audit scope did not include:

- Services provided by the FM-DC, which include in-house design and engineering services, major and minor construction and engineering project management, and project reporting.
- Minor building repairs and maintenance performed by FM Operations Department that were tracked solely within their separate work order management system and which did not result in establishment of unique construction projects in FAST.

- Minor building repairs and maintenance performed by USF Tampa Housing and Residential Education using auxiliary funds which are not tracked in FAST PC.
- Administrative and financial control procedures performed by central administrative units such as Purchasing, Accounts Payable, Travel, and the Office of the Treasurer.
- Financial control procedures performed by decentralized units when the construction expenditures were directly charged to departmental funds or when no FAST PC Project ID was utilized.
- Controls performed directly by the USF Foundation related to the management of donations and pledges related to construction projects.

In conducting our review, we followed a disciplined, systematic approach using the *International Standards for the Professional Practice of Internal Auditing*. The COSO (Committee of Sponsoring Organizations of the Treadway Commission) control framework was used to assess control structure effectiveness.

## CONCLUSION

Based on the review, Audit concluded that current procedures in place are adequate, assuming corrective actions are taken timely to address the seven medium-priority risks included in this report at [Appendix B](#). These risks were related to clarification of BOG guidance on allowable uses of E&G funds for construction projects; tracking of construction project financial transactions in the Financial Accounting SysTem (FAST); tracking of construction project costs by category; monitoring authorization of expenditure transfers occurring on construction projects; monitoring of expenditures outside the Construction Fund; formal communication of roles and responsibilities for construction projects accounting; and improving controls over projects being managed by USF Health Operations & Facilities Management.

## PRIOR AUDIT PROJECTS

Additionally, Audit performed an audit of the administrative and financial control environment related to construction project accounting as part of the Audit 2016-17 Work Plan (Audit 17-013, issued June 5, 2017). Our audit focused on the administrative and financial control environment over major and minor construction projects accounting during the period of October 1, 2016, through January 31, 2017. Based on the review, Audit concluded there was an adequate system of internal controls in place, assuming corrective actions are taken timely to address the five medium-priority risks. Audit made seven recommendations to strengthen the control environment and all seven had been implemented as of October 10, 2017.

Audit performed an audit of controls over the delegation of authority for contractual services. The project was included in the Audit 2017-18 Work Plan (Audit 18-036, issued November 15, 2018). The focus of this audit was the adequacy of the control structure over the centralized contractual services procedures followed by the UCO's Department of Procurement Services – Purchasing that ensures contracts are executed by authorized university personnel during the period July 1, 2017 through March 31, 2018. Audit's overall conclusion was that there was an adequate system of internal controls in place, assuming corrective actions were taken timely to address the five medium-

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priority risks. Audit made 9 recommendations to strengthen the control environment and all 9 have been implemented as of the date of this report.

## APPENDIX B

MEDIUM PRIORITY RISKS	STATUS
<p><b>1. Further guidance was needed regarding the allowable uses of Education &amp; General (E&amp;G) funds on construction projects.</b></p> <p>Before it was repealed in 2003, Florida Statute 240.272 Carryforward of Unexpended Funds listed specific types of expenditures that were allowable from a university's carryforward fund balance, including expenditures "for major equipment purchases; for scientific, technical, or other equipment;" and expenditures "for minor repairs, renovations, or maintenance;" or "for major studies or planning processes."</p> <p>Presently, <a href="#">Florida Board of Governors (BOG) Regulation 9.007, State University Operating Budgets</a> governs the use of E&amp;G funds. It is less specific providing only that, "Unless otherwise expressed by law, E&amp;G funds are to be used for E&amp;G operating activities only, such as, but not limited to, general instruction, research, public service, plant operations and maintenance, student services, libraries, administrative support, and other enrollment-related and stand-alone operations of the universities."</p> <p>BOG Regulation 9.007 further provides that, "Any unexpended E&amp;G appropriation carried forward to the fund balance in a new fiscal year shall be utilized in support of E&amp;G operating activities only except where expressly allowed by law."</p> <p>A <a href="#">Report of Investigation</a> that was recently prepared by Bryan Cave Leighton Paisner LLP, and presented to the University of Central Florida Board of Trustees, provided interpretations of BOG Regulation 9.007 which would allow for "repair" and "renovation" expenditures not specifically mentioned in BOG Regulation 9.007. Per this report dated January 17, 2019:</p> <p>"E&amp;G funds cannot be used to construct new facilities, although E&amp;G can be used for <i>repair</i> and maintenance of existing facilities. According to the BOG staff, E&amp;G funds may be used on <i>renovations</i> and repairs, but only up to a limit of \$2 million. There is no regulation that explicitly sets forth this limit." (Page 12, paragraph 3.)</p> <p>While expenditures for architectural and engineering (A&amp;E) design services and furniture, fixture, and equipment (FF&amp;E) have been considered as allowable from E&amp;G funds for newly constructed or renovated facilities, they were not addressed in BOG Regulation 9.007. Additionally, as noted in 19-034 Report 2: Construction Project Funding Certification, USF relied on similar BOG staff guidance in authorizing use of E&amp;G funds on capital projects.</p> <p>Given the present lack of regulatory clarity, there was an increased likelihood of misunderstandings occurring that might lead to non-compliance.</p>	Not Started

MEDIUM PRIORITY RISKS	STATUS
<p><b>Recommendation:</b> The university should seek formal written clarification from the BOG as to exactly what types of E&amp;G carryforward expenditures, and in what amounts, are viewed as allowable on construction projects by both the BOG and the legislature, and develop and implement procedures accordingly so that the university can ensure strict compliance with all requirements.</p> <p><b>Management Attention Required:</b>    <input type="checkbox"/> Immediate    <input checked="" type="checkbox"/> Urgent    <input type="checkbox"/> Timely</p> <p><b>Resources/Effort Required:</b>        <input type="checkbox"/> Significant    <input checked="" type="checkbox"/> Moderate    <input type="checkbox"/> Minimal</p>	
<p><b>2. Financial Accounting SysTem (FAST) functionality was not being utilized to associate related projects in the project costing module.</b></p> <p>The FAST Project Costing (PC) module is used to track, analyze, and report on actual and planned construction project costs.</p> <p>At USF, Project IDs are manually created and consisted of a series of numbers and letters denoting the project funding source, type, appropriation year, etc. The first letter of the Project (“P”) denotes the project is a construction project. If a single construction project had multiple funding sources, as was often the case, a separate Project ID would be created for each separate funding source.</p> <p>Within the PC module, a single “parent” project can be hierarchically related to multiple sub-projects in order to achieve the necessary degree of cost tracking and analysis; however, the university had not enabled this functionality for FAST. As a result, the FAST PC module was unable to link all of the separate Project IDs that might collectively make up an individual construction project. The FAST PC module was therefore unable to holistically track and report on all of a project’s budget, revenue, and expense transactions. Consolidated project financial reports (Budget Tracking Sheets) had to instead be assembled outside the system using lists of Project IDs, and these lists were not being consistently maintained.</p> <p>The lack of system-based tracking and reporting capabilities limited management’s ability to monitor overall fiscal activities on a project, thereby increasing the risk that unallowable transactions might occur and remain undetected.</p> <p><b>Recommendation:</b> The university should implement a means of identifying and tracking all of a construction project’s financial transactions within FAST.</p>	Not Started

MEDIUM PRIORITY RISKS	STATUS
<p><b>Management Attention Required:</b>    <input type="checkbox"/> Immediate    <input checked="" type="checkbox"/> Urgent    <input type="checkbox"/> Timely</p> <p><b>Resources/Effort Required:</b>        <input type="checkbox"/> Significant    <input checked="" type="checkbox"/> Moderate    <input type="checkbox"/> Minimal</p>	
<p><b>3. Tracking of costs by Activity ID and fund needs to be improved.</b></p> <p>The FAST PC module allows costs to be categorized by the activity type using Activity IDs. The purpose of the Activity ID is to permit tracking of construction projects by budget area or phase (planning and design, construction, direct purchase orders, furniture and fixtures, etc.). USF has established nine different Activity IDs.</p> <p>A construction project's total budget would be broken down by Activity ID both on the Facilities Management Project Development Form and when the budget was subsequently loaded in FAST. When a purchase requisition is initiated, the FAST procurement module checks to see if a Project ID is included in the chartfield to be charged for the expenditures. If a Project ID is located, FAST requires an Activity ID be selected. In this manner, budget to actual project costs could be tracked within the individual Activity ID categories.</p> <p>The use of the Activity ID also assists with monitoring the allowability of costs using E&amp;G funds. Two of the nine Activity IDs represented types of non-construction expenditures which are generally considered allowable from E&amp;G funds, namely A&amp;E fees and furniture and fixtures.</p> <p>Audit identified the following issues with tracking of costs by Activity ID:</p> <ul style="list-style-type: none"> <li>• Actual costs were primarily being tracked against a project's total available budget, not against the Activity ID budgets.</li> <li>• Activity ID budgets proved unreliable as they were not being adjusted to reflect any increases in funding that might occur.</li> <li>• Construction Manager invoices were being coded to the Activity ID for construction ("CM") when the costs paid related to another Activity ID, such as furniture and fixtures.</li> <li>• Direct purchase orders (DOPOs) related to Construction Manager contracts were being coded to the Activity ID "DOPO" when the costs paid related to another Activity ID, such as furniture and fixtures.</li> </ul> <p>Additionally, Audit determined there were no monitoring procedures in place to ensure that only allowable types of construction expenditures were charged directly to E&amp;G funds (Funds 10000-12009).</p>	Not Started

MEDIUM PRIORITY RISKS	STATUS
<p>Because construction costs were not being effectively tracked by category, there was an increased risk that certain types of expenditures would exceed allowable amounts, and/or be paid from unallowable funding sources.</p> <p><b>Recommendation: The university should develop and implement procedures for budget to actual tracking of all construction costs by both Activity ID and funding source.</b></p> <p><b>Management Attention Required:</b>    <input type="checkbox"/> Immediate    <input checked="" type="checkbox"/> Urgent    <input type="checkbox"/> Timely</p> <p><b>Resources/Effort Required:</b>        <input type="checkbox"/> Significant    <input checked="" type="checkbox"/> Moderate    <input type="checkbox"/> Minimal</p>	
<p><b>4. Monitoring authorization of expenditure transfers, subject to USF System Policy 0-100, needs to be improved.</b></p> <p>Since April 2017, <a href="#">USF System Policy 0-100, Delegations of General Authority and Signatory Authority</a>, has required that Board of Trustees (BOT) approvals be obtained for goods and services procurement contracts above \$1 million (BOT Finance Committee Chair), or \$2 million (BOT Finance Committee). BOT approvals were also required for change orders or changes in project funding, if in excess of \$1 million or 10% of the previously approved expenditure amount.</p> <p>Besides goods and services procurement contracts, expenditures can also be moved on or off of a construction project, after the fact, by way of an expenditure transfer request directed to the University Controller's Office (UCO). While BOT approvals were being obtained for the initial expenditures, BOT approvals were not being sought whenever the amounts transferred exceeded the thresholds established in USF System Policy 0-100.</p> <p>As a result, there was an increased risk that BOT-approved expenditures could later be moved onto a different funding source from which they would no longer be allowable.</p> <p><b>Recommendation: The university should ensure all expenditure transfers are subject to BOT approvals consistent with the intent of USF System Policy 0-100.</b></p> <p><b>Management Attention Required:</b>    <input type="checkbox"/> Immediate    <input checked="" type="checkbox"/> Urgent    <input type="checkbox"/> Timely</p> <p><b>Resources/Effort Required:</b>        <input type="checkbox"/> Significant    <input type="checkbox"/> Moderate    <input checked="" type="checkbox"/> Minimal</p>	Not Started

MEDIUM PRIORITY RISKS	STATUS
<p><b>5. Monitoring of expenditures outside of the Construction Fund should be performed to ensure a Project ID is associated with all construction expenditures.</b></p> <p>Each project within FAST PC is assigned a unique Project ID which becomes a part of the FAST chartfield string when transactions (budget, revenue, and expenditures) are entered into FAST. The Project ID can be associated with expenditures charged to any fund type, not just the Construction Fund.</p> <p>For example, if a specific FAST PC Project ID is entered as part of the chartfield string when a purchase requisition is initiated, FAST associates that corresponding purchase with the identified construction project. If a requisition initiator does not include the FAST PC Project ID, the expenditures will not be associated with the construction project even if the charge is related.</p> <p>Audit's review of the ASBC Budget Tracking Sheets (BTS) identified instances where expenditures were directly charged to an auxiliary, E&amp;G, or other departmental sources, without a FAST PC Project ID being associated with the charges.</p> <p>Because construction costs were not being effectively tracked using Project IDs, there was an increased risk that certain types of expenditures would exceed allowable amounts, and/or be paid from unallowable funding sources.</p> <p><b>Recommendation: The university should develop and implement procedures which require that all construction costs, regardless of funding source, be associated with an appropriate FAST PC Project ID. Monitor for compliance with this procedure.</b></p> <p><b>Management Attention Required:</b>    <input type="checkbox"/> Immediate    <input checked="" type="checkbox"/> Urgent    <input type="checkbox"/> Timely</p> <p><b>Resources/Effort Required:</b>        <input type="checkbox"/> Significant    <input checked="" type="checkbox"/> Moderate    <input type="checkbox"/> Minimal</p>	Not Started
<p><b>6. There was no formal communication of roles and responsibilities for construction projects accounting among the various decentralized facilities units.</b></p> <p>Key construction accounting processes must be managed as end-to-end processes rather than as a collection of common tasks performed by various entities. USF Health, USF St. Petersburg, USF Sarasota-Manatee, and USF Tampa Housing and Residential Education each have their own facilities departments which oversee construction projects at those locations, including some aspects of project fiscal administration. Staff in these departments were responsible for inputting requisitions, approving requisitions, receiving goods</p>	Not Started

MEDIUM PRIORITY RISKS	STATUS
<p>and services in FAST, reviewing and approving invoices, and performing account reconciliations and project closeout procedures. Among these units, the procedures performed for reconciling and closing out project accounts would vary as to form and frequency, and there was no centralized monitoring to ensure financial controls were being consistently applied for all construction projects system-wide. Without a means of ensuring key control activities were being consistently applied, there was an increased risk that unallowable transactions would occur and remain undetected.</p> <p><b>Recommendation: The university should establish a consistent control structure for construction accounting activities throughout the USF System.</b></p> <p><b>Management Attention Required:</b>    <input type="checkbox"/> Immediate    <input checked="" type="checkbox"/> Urgent    <input type="checkbox"/> Timely</p> <p><b>Resources/Effort Required:</b>        <input type="checkbox"/> Significant    <input checked="" type="checkbox"/> Moderate    <input type="checkbox"/> Minimal</p>	
<p><b>7. Financial controls over projects being managed by USF Health (USFH) Operations &amp; Facilities Management needs to be improved.</b></p> <p>While reviewing the administrative and financial controls in place for USFH projects other than new construction, Audit identified the following deficiencies:</p> <ul style="list-style-type: none"> <li>• College of Medicine Business Office (COM-BO) Fiscal and Business Specialist (FBS) had not received specific training in construction accounting.</li> <li>• The COM-BO does not utilize Activity IDs to track construction expenditure by type. FBS coded all activities as construction, unless it is known specifically that furniture is being purchased.</li> <li>• USFH allows PCards (USF Purchasing Card) to be utilized for smaller construction costs. There is no monitoring to ensure these expenses were associated with a FAST PC Project ID.</li> <li>• COM-BO does not review requisitions to ensure a FAST PC Project ID has been included. Even when a charge is identified without the Project ID, no correction is made in FAST.</li> <li>• Prior to October 2018, reconciliations by project, which included all funding sources, were not being performed until the project was completed.</li> <li>• Project closeout was not being requested on a timely basis.</li> </ul> <p>As a result of these deficiencies, there was an increased risk that unallowable transactions would occur and remain undetected.</p>	Not Started

AUDIT 19-035

MEDIUM PRIORITY RISKS	STATUS
<p><b>Recommendation:</b> The university should enhance the COM-BO construction accounting control structure, or else transfer USFH construction accounting functions to ASBC.</p> <p><b>Management Attention Required:</b>    <input type="checkbox"/> Immediate    <input checked="" type="checkbox"/> Urgent    <input type="checkbox"/> Timely</p> <p><b>Resources/Effort Required:</b>        <input type="checkbox"/> Significant    <input checked="" type="checkbox"/> Moderate    <input type="checkbox"/> Minimal</p>	

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Audit and Compliance Committee  
June 13, 2019**

**SUBJECT:** Florida Agricultural and Mechanical University Intercollegiate Athletics  
Cash Deficit

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**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

The Inspector General and Director of Compliance, Julie Leftheris, will provide an introduction to the Florida Agricultural and Mechanical University's Intercollegiate Athletics cash deficit reduction plan. Mr. Kelvin Lawson, Chair of FAMU's Board of Trustees will provide Committee members with a status of the University's corrective actions.

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**Supporting Documentation Included:** Presentation

**Facilitators/Presenters:** Ms. Julie Leftheris and Mr. Kelvin Lawson

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Audit and Compliance Committee  
June 13, 2019**

**SUBJECT: OIGC Updates**

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**PROPOSED COMMITTEE ACTION**

Information only

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

The Inspector General and Director of Compliance, Julie Leftheris, will provide Committee members with an update of her office's recent and upcoming activities.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Ms. Julie Leftheris



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

**AGENDA**  
**Innovation and Online Committee**  
**Ballroom**  
**Marshall Student Center**  
**University of South Florida**  
**4103 USF Cedar Circle**  
**Tampa, Florida 33620**  
**June 13, 2019**  
**9:30 – 10:30 a.m.**

**Or Upon Adjournment of Previous Meeting**

**Chair: Mr. Edward Morton; Vice Chair: Ms. Darlene Jordan**  
**Members: Cerio, Corcoran, Felton, Huizenga, Johnson, Kitson, Silagy, Stermon,**  
**Tripp**

- 1. Call to Order and Opening Remarks** **Governor Ed Morton**
- 2. Minutes of Committee Meeting** **Governor Morton**  
Minutes, January 31, 2019
- 3. SUS 2018 Annual Report for Online Education** **Dr. Nancy McKee**  
*Associate Vice Chancellor*
- 4. Mid-course Correction of the SUS 2025 Strategic Plan for** **Dr. McKee**  
*Online Education's Quality Metrics*
- 5. Performance in the Workforce: Students with** **Dr. Ralph Wilcox**  
**Online Degrees** *Provost and Executive Vice President*  
*University of South Florida*
  - a. Gary Cantrell, Senior Vice President and CIO, Jabil, Inc.**
  - b. Andy Zolper, Senior Vice President and Chief IT Security Officer, Raymond James**  
*Financial*
- 6. Concluding Remarks and Adjournment** **Governor Morton**

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Innovation and Online Committee  
June 13, 2019**

**SUBJECT:** Minutes of Committee Meeting held January 31, 2019

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**PROPOSED COMMITTEE ACTION**

Approval of minutes of the committee meeting held on January 31, 2019.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Board members will review and approve the minutes of the committee meeting held on January 31, 2019.

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**Supporting Documentation Included:** Minutes: January 31, 2019

**Facilitators/Presenters:** Governor Ed Morton

MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
INNOVATION AND ONLINE COMMITTEE  
FLORIDA INTERNATIONAL UNIVERSITY  
MIAMI, FLORIDA  
JANUARY 31, 2019

1. Call to Order

Chair Ed Morton convened the meeting at 8:00 a.m. on January 31, 2019, with the following members present: Governors Tim Cerio, Shawn Felton, Wayne Huizenga, Darlene Jordan, Sydney Kitson, Jay Patel, Jalisa White, and Zach Zachariah. A quorum was established.

2. Approval of Committee Meeting Minutes

Governor Cerio moved that the committee approve the minutes of the November 8, 2018 meeting, as presented. Governor Patel seconded the motion, and the members concurred.

3. OER Part Two: Student and University Survey Findings on Textbook Affordability Issues

Dr. Pam Northrup, UWF Vice President for Research andped Innovation, presented the findings of a Florida Student Textbook and Instructional Survey conducted bi-annually by the Florida Virtual Campus. The survey was administered to students in the state's public universities and state colleges (21,000 respondents) and focused on the amount of money that students are spending to purchase textbooks and instructional materials as well as the impact of these costs on student behavior.

She said that survey results revealed that, for the first time since the 2012 survey, students are spending less overall for their textbooks. Students reported that to reduce costs they are buying more used books, buying from sources other than the campus bookstore, and renting digital textbooks. Addressing the impact of textbook costs, students reported that they have taken fewer courses, avoided specific courses, dropped/withdrew from a course, and not purchased the required textbook. Dr. Northrup reported that annually over 50% of respondents continue to report that they have not purchased a required textbook to reduce their semester costs. Governor Patel expressed concern with the pressures that are facing students to reduce costs and urged all universities to work to develop a model for the system to target textbook cost reduction. He added that a subscription service may be an appropriate option. Dr. Northrup responded that there

are numerous open resource initiatives throughout the SUS that are designed to reduce student costs with free or low cost alternatives.

Students also reported on courses in which required textbooks are purchased, but not used in the class. Governor White said that she is alarmed by the reported incidents that students are purchasing a required textbook, but are not using the book in the class, and identified this issue as a significant problem.

Dr. Northrup concluded by stating that students are increasingly using cost reduction strategies offered through the campus bookstore and through external sources, but textbook costs continue to negatively impact student academic progress. Governor Morton stated that he is pleased that universities are using online and electronic resources to address textbook costs and emphasized that these costs are continuing to negatively impact students' ability to learn.

Dr. Jon Rogers summarized the Textbook and Instructional Materials Affordability Report that is statutorily required for the State University System. The annual report summarizes each university's textbook and instructional materials adoption process and specific actions and initiatives to reduce student costs. Dr. Rogers explained that to increase access for students to information on academic course requirements, deadlines, and textbook costs, the law requires universities to post a hyperlink on their websites to lists of textbooks and instructional materials for at least 95 percent of all courses and course sections at least 45 days prior to the start of classes. The 2018 report found that 97 percent of all course sections across the SUS met the posting requirement for Spring 2018, up from 94 percent for Fall 2017.

The SUS report also identifies university and faculty initiatives that are designed to reduce student costs. University initiatives include affordability initiatives that are reducing course materials, grant programs that faculty for offering low cost or free materials, expansion of E-book availability, and campus book loan and rental programs. Initiatives among SUS faculty include increased availability of free or low cost course materials, course re-design activities to identify reduced course materials, and increased collaboration among discipline faculty to rewrite courses with high quality, free or low cost course materials. Dr. Rogers reported on significant cost reductions for students at a number of state universities due to increasing use of E-textbooks. Responding to a question from Governor Patel, USF Provost Ralph Wilcox said that universities are being proactive and negotiating directly with publishers to reduce textbook costs. Governor Patel restated his concern with the impact to students of textbook costs and identified the need for all universities to become involved in development of a pricing model for the system. Governor Morton added that the SUS can provide leverage to negotiate lower costs and aid in the transition to the greater use of electronic textbooks.

Dr. Rogers concluded by stating that SUS faculty, administrators, and student governments are continuing to explore ways to reduce student costs for textbooks and instructional materials.

#### 4. UF Online 2019-2024 Comprehensive Business Plan

At its October 2018 meeting, the UF Online Advisory Board, chaired by Governor Morton, reviewed and approved a new comprehensive business plan for UF Online for 2019-2024. Ms. Evie Cummings, Assistant Provost and Director of UF Online, provided an overview of the 2019-2024 UF Online Business Plan to the Committee.

Ms. Cummings reported that since its 2013 enabling legislation, UF Online has experienced strategic development and expansion and now offers 20 fully online bachelor's degree programs and 36 pathways to earn a degree. She announced that UF Online was recently ranked by the US News and World Report in its 2019 "Best Online Bachelor's Programs" as the 5<sup>th</sup> nationally rated program.

Demand for the UF Online programs continues to increase. UF Online is now enrolling approximately 3,000 undergraduate students, while not eroding the university's standard admissions requirements. Responding to a question by Governor Kitson, Ms. Cummings reported that a majority of students bring college credits in to a UF Online program which accelerates their time to graduation. Since its inception, over 1,700 students have graduated from UF Online programs.

Ms. Cummings discussed priorities for the next five years which include specific goals, high quality values, core management practices, and nimble and sound academic strategies. Goals include: Robust student learning, smart design and program delivery, enriching and supported online student experiences, strategic marketing and recruitment, and smart growth via data-driven operations. By 2024, the plan is to offer 30 fully online degree programs and enroll over 8,000 students.

With a focus on the student experience, each online student has a dedicated advisor to ensure flexible, custom pathways and the learning pathways are nested in the "UF Plaza," a student virtual campus, with campus-based support and out-reaching connections programs for all students. A key goal is to double the number of academic advisors that are available to work with online students.

Ms. Cummings concluded by stating that UF Online is now expanding its emphasis on STEM degree programs and is also responding to an emerging national trend for employers to add educational benefits to employee compensation and is partnering with national corporations to provide online undergraduate degree programs for the corporation's employees. In the coming years, program priorities will include: expanding degree programs to meet workforce needs, enhancing academic and student support

services, investing in and empowering exemplary faculty, expanding the employer pathway program, and maintaining relentless cost containment in all areas.

5. Recognition of Exemplary Online Student

To enable the Innovation and Online Committee to continue to recognize exemplary online students in the State University System, Dr. Rogers introduced Mrs. Lauren Apodaca who achieved a bachelor's degree in early childhood education through the FIU Online program. Mrs. Apodaca described her educational journey to enroll in and complete the FIU Online program despite an ongoing battle with Guillain-Barre' Syndrome, a severe immune system disorder. She discussed and was appreciative of the steadfast accommodation, support, and encouragement provided by the FIU faculty and administrators. Mrs. Apodaca is currently a fifth grade teacher and attributes much of her success to the FIU Online program.

6. Concluding Remarks and Adjournment

Governor Morton provided an update on the implementation of a Student Services Scorecard which directed universities to conduct a self-study of the support services provided to online students to ensure that online students are receiving the equivalent services as on-campus students. Governor Morton announced that as a result of this work, the State University System received a 2018 "Best in Practice" Award for Student Support Services from the national Online Learning Consortium.

Chair Morton adjourned the meeting at 8:50 a.m.

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Edward Morton, Chair

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Jon Rogers

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Innovation and Online Committee  
June 13, 2019**

**SUBJECT:** SUS 2018 Annual Report for Online Education

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**PROPOSED COMMITTEE ACTION**

Consider approval of Annual Report

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

In November 2015, the Board of Governors approved the *2025 Strategic Plan for Online Education*, establishing goals, strategies, and tactics that focus on three primary elements: Quality, Access, and Affordability.

To reflect the status of online education in the SUS and, in particular, the progress made by the System in meeting the goals of the *Plan*, the *2018 Annual Report for Online Education* will be presented to the Innovation and Online Committee.

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**Supporting Documentation Included:** *2018 Annual Report for Online Education*

**Facilitators/Presenters:** Dr. Nancy McKee



# Online Education

## STATE UNIVERSITY SYSTEM *of* FLORIDA

### Annual Report 2018

**PENDING BOARD OF GOVERNORS APPROVAL**

*Final Draft for 06/13/2019 Meeting*



**STATE UNIVERSITY SYSTEM OF FLORIDA**  
**2018 Annual Report for Online Education**  
*Pending Approval by Board of Governors*

*Board of Governors  
State University System of Florida  
325 W. Gaines St.  
Tallahassee, FL 32399*



www.flbog.edu  
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# Highlights

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The State University System *2018 Annual Report for Online Education*<sup>1</sup> reflects the progress universities have made in the provision of online programs, with a special emphasis on their progress in implementing the SUS *2025 Strategic Plan for Online Education*. In 2017-18:

- In the top ten states for distance learning enrollments, Florida tied for first place in terms of the percentage of university students enrolled in distance learning courses and placed second in terms of the number of students enrolled in distance learning courses.
- System-wide, 227,801 undergraduate students (72%) took at least one distance learning course during 2017-18, an increase from 216,323 students (69%) in 2016-17.
- Of undergraduate credit hours, 28% were taken in distance learning courses, an increase from 26% in the prior year.
- Of graduate credit hours, 29% were taken in distance learning courses, an increase from 27% in the prior year.
- Fifty-one percent (51%) of graduate students took at least one distance learning course, an increase from 49% in 2016-17.
- The average time to degree was 3.92 years for full-time students earning Bachelor's degrees in 120-credit-hour programs, with students who took up to 80% of their courses via distance learning graduating in an average of 3.75 – 4.0 years.
- Undergraduates who took only distance learning courses were older (average age of 28) than students who took no distance learning courses or a mix of distance learning and classroom and/or hybrid courses (average age of 22 for both groups).
- Graduate students who took only distance learning courses were also older (average age of 33) than students who took no distance learning courses (average age of 30) or a mix of distance learning and classroom and/or hybrid courses (average age of 28).
- Of undergraduate students who took only distance learning courses, 95% were Florida residents. Of those undergraduates who took no distance learning courses, 92% were Florida residents.
- SUS institutions offered 540 online programs/majors in 2017-18.
- Florida universities are collaborating on many initiatives to ensure the quality of their distance learning programs and efficient use of their resources.

<sup>1</sup> Online education is one type of distance learning and is the focus of this report. Distance Learning encompasses other modalities when instructor and student are separated by time and/or distance, such as courses broadcast over television networks, and SUS data elements do not distinguish between those modalities. Therefore, the term "distance learning" is used in this report when appropriate.



# Introduction

The *State University System 2018 Annual Report for Online Education* provides a review of the initiatives, accomplishments, and opportunities for improvement in online education in the State University System of Florida. The Annual Report is a companion document to the *State University System 2025 Strategic Plan for Online Education*, which was adopted by the Board of Governors in November 2015 to guide the growth of online education in the System and to ensure quality instruction and services are being provided in a cost-efficient and effective manner.

The Board of Governors believes that online education provides a means to address capacity requirements while providing students with options for completing their education in a timely manner. Online education allows individuals with family or work obligations to complete their education and on-campus students to accelerate the completion of their degrees and/or engage in co-curricular activities.

## Implementation of the 2025 Strategic Plan for Online Education

The *SUS 2025 Strategic Plan for Online Education* presents goals, strategies, and tactics organized around the primary elements of Quality, Access, and Affordability, building on the collective strength of institutions in the System. Upon the Plan's adoption by the Board of Governors in November 2015, the Board Office immediately worked with institutions to establish a system-wide Implementation Committee that consists of representatives from all institutions, and a Steering Committee that guides the work of the Implementation Committee. (Appendix A).

The Steering Committee has six voting members who are drawn from the Council of Academic Vice Presidents and appointed by and reporting to the Chancellor, and one non-voting member of the Chancellor's staff. By-laws codify the responsibilities and operations of the Committee.

Under the general guidance of the Implementation Committee, system-wide workgroups address assigned tactics in the Plan. In some instances, sub-groups of experts are formed to address specific issues assigned to workgroups. Over a hundred people have served on these workgroups and sub-groups, including representatives from the Florida College System.

*The online MBA Program at Florida A&M University equipped me with the tools and skill set that I needed to excel to the executive level within the federal government. The educational foundation I received has been essential to my career advancement. I have excelled to three different levels within my organization since completing the FAMU online MBA degree program.*

JUSTIN GREEN, ACTING DEPUTY DIRECTOR  
SPECIAL AGENT IN CHARGE-MIAMI FIELD OFFICE, U.S. FDA-OFFICE OF CRIMINAL INVESTIGATIONS

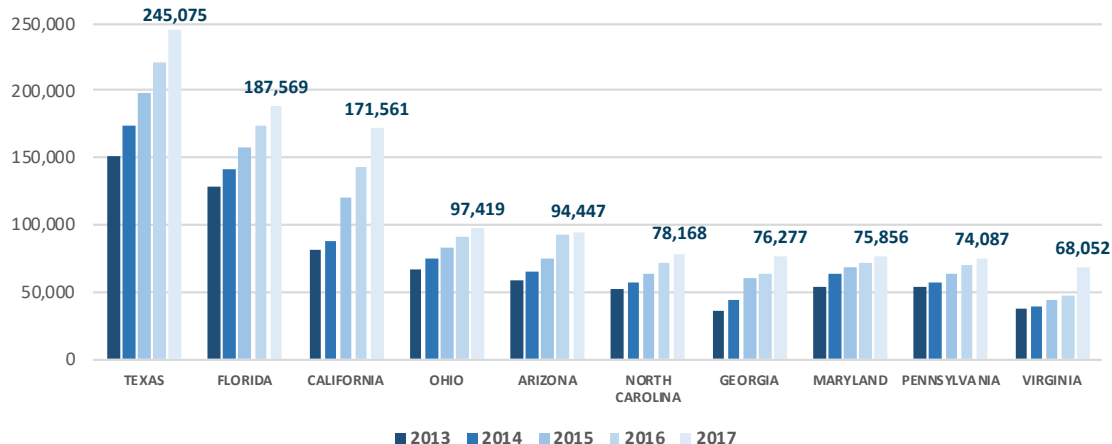


# Student Enrollment

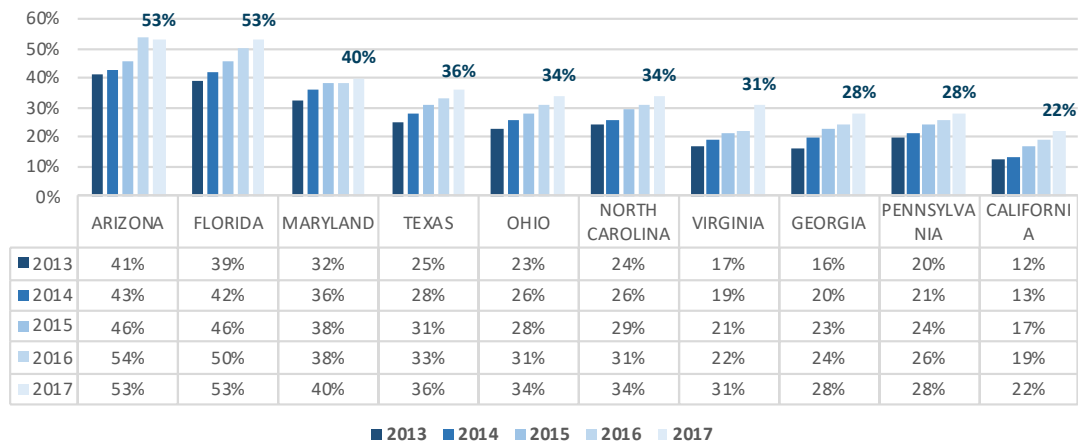
## Florida's Ranking in Distance Learning Enrollments

Florida continued to be a leader in distance learning, ranking second in the nation in the number of students enrolled in distance learning courses, behind Texas, and tying Arizona for the top ranking in the percentage of students enrolled in distance learning courses.

**TOP TEN STATES FOR DISTANCE LEARNING ENROLLMENT HEADCOUNTS BY FALL TERM FOR ALL LEVELS AMONG PUBLIC 4YR, PRIMARILY BACCALAUREATE-GRANTING INSTITUTIONS**



**PERCENTAGE OF STUDENTS ENROLLED IN DISTANCE LEARNING (SOME OR ONLY) TOP TEN STATES FOR DISTANCE LEARNING ENROLLMENT HEADCOUNTS BY FALL TERM**



SOURCE: Board of Governors staff analysis of US Dept. of Education's National Center for Education Statistics (NCES) available at the Integrated Postsecondary Education Data System (IPEDS) website (data extracted 4/10/2019). Notes: IPEDS defines Distance Learning as instructional content that is delivered exclusively (100%) via distance education within a Fall term – Florida Statutes 1009.24(17) defines Distance Learning as at least 80%. It is important to note that the percent of total students enrolled in at least one Distance Learning course for the entire 2017-18 academic year jumps to 72%, because the expanded time period provides more opportunities for a student to take a DL course (IPEDS reporting includes fall term enrollment only).

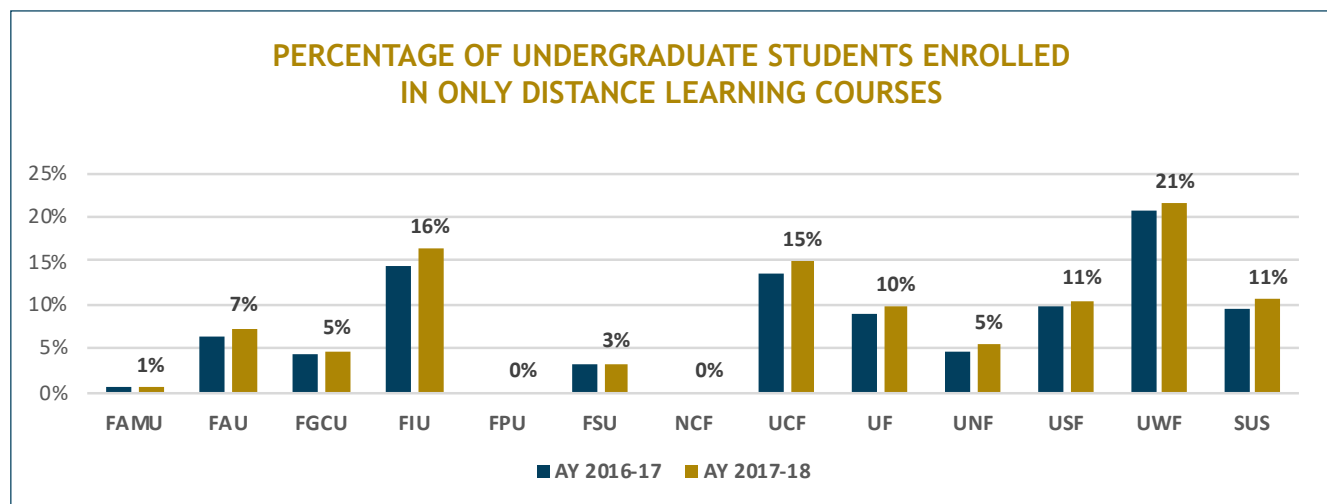
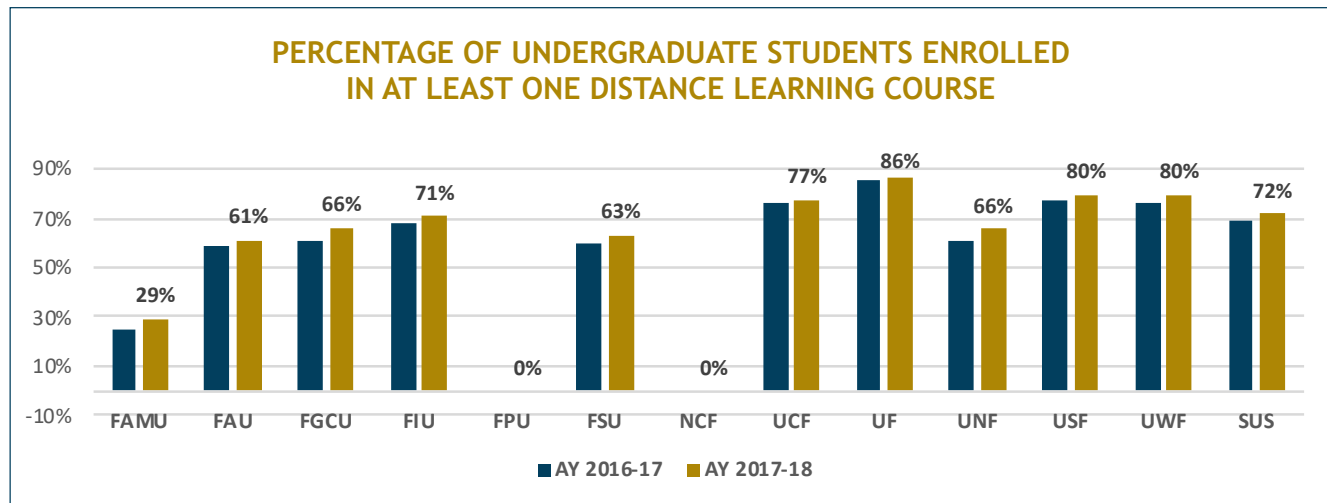


## Student Enrollments (Headcounts)

### UNDERGRADUATE STUDENTS

System-wide, 72% of undergraduate students took at least one distance learning course in academic year 2017-18, an increase from 69% in 2016-17. At four institutions, more than 75% of undergraduate students took at least one distance learning course during the year: UCF (77%), UF (86%), USF (80%), and UWF (80%). UCF had the greatest number of undergraduates who took at least one distance learning course – 51,013. UWF had the largest percentage (21%) of undergraduates who were enrolled only in distance learning courses.

Eleven percent (11%) of SUS undergraduates took only distance learning courses, compared to 10% in the previous year. The majority of undergraduate students (61%) took a mix of distance learning and classroom and/or hybrid courses, an increase from 59% in 2016-17. Only 28% of undergraduates took no distance learning courses in 2017-18, a decrease from 31% in 2016-17.



SOURCE: BOG Office of Data & Analytics, extracted from datamarts on 4/9/2019. Notes: Undergraduate students include lower- and upper-division students only and excludes unclassified students. Distance learning courses are defined as a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Delivery Method categories are based on element #2052.



## 2017-2018 UNDERGRADUATE STUDENT ENROLLMENTS

INSTITUTION	STUDENTS WHO TOOK ONLY DL COURSES		STUDENTS WHO TOOK BOTH DL AND CLASSROOM AND/OR HYBRID COURSES		STUDENTS WHO TOOK NO DL COURSES	
	HEADCOUNT	PERCENTAGE	HEADCOUNT	PERCENTAGE	HEADCOUNT	PERCENTAGE
FAMU	45	1%	2,386	28%	5,958	71%
FAU	2,086	7%	15,302	54%	11,150	39%
FGCU	716	5%	9,264	62%	5,053	34%
FIU	8,210	16%	27,527	55%	14,585	29%
FPU	0	0%	0	0%	1,503	100%
FSU	1,215	3%	21,735	60%	13,406	37%
NCF	0	0%	0	0%	873	100%
UCF	9,874	15%	41,139	62%	14,938	23%
UF	3,911	10%	30,487	76%	5,485	14%
UNF	887	5%	9,816	60%	5,620	34%
USF	4,501	11%	29,563	69%	8,725	20%
UWF	2,469	21%	6,668	58%	2,350	20%
SUS	33,914	11%	193,887	61%	89,646	28%

## GRADUATE STUDENTS

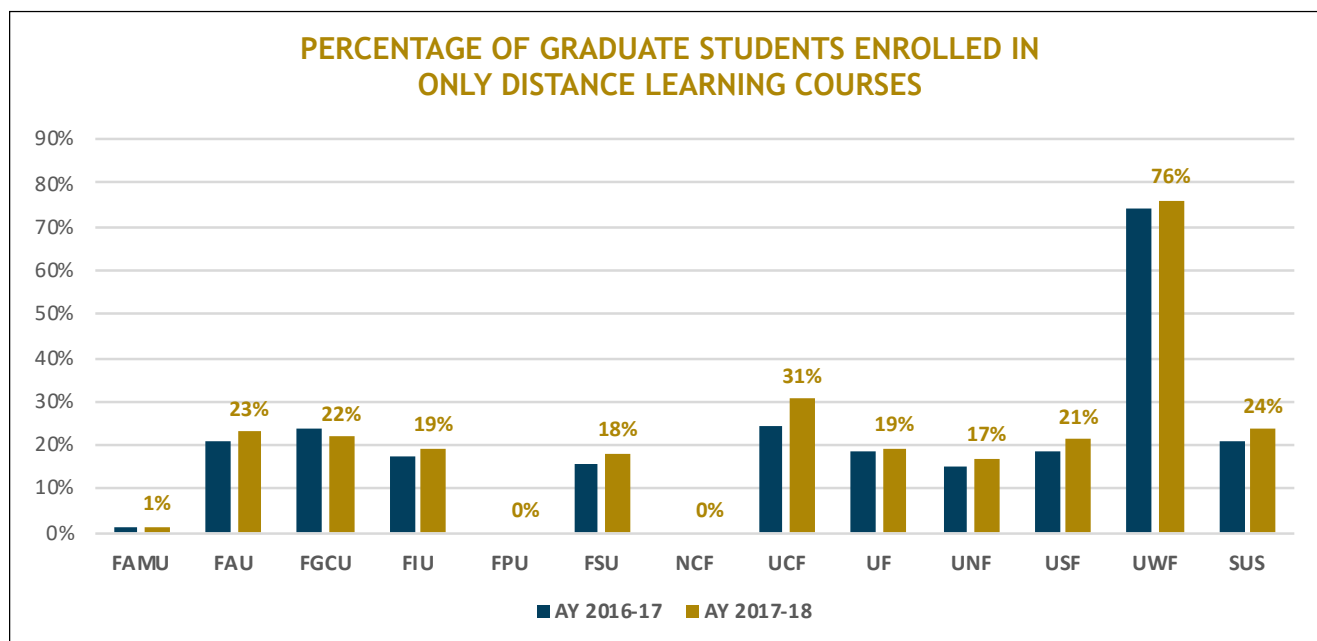
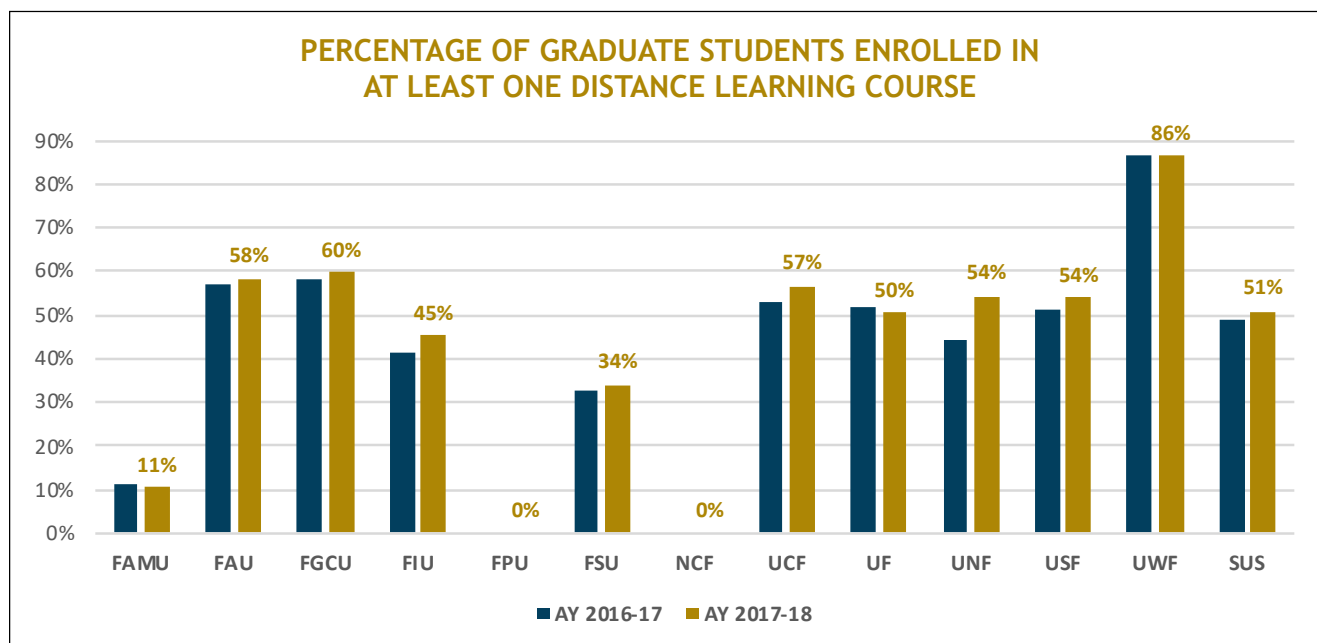
### 2017-2018 GRADUATE STUDENT ENROLLMENTS

INSTITUTION	STUDENTS WHO TOOK ONLY DL COURSES		STUDENTS WHO TOOK BOTH DL AND CLASSROOM AND/OR HYBRID COURSES		STUDENTS WHO TOOK NO DL COURSES	
	HEADCOUNT	PERCENTAGE	HEADCOUNT	PERCENTAGE	HEADCOUNT	PERCENTAGE
FAMU	25	1%	194	9%	1,854	89%
FAU	1,339	23%	2,048	35%	2,413	42%
FGCU	271	22%	465	38%	499	40%
FIU	2,067	19%	2,745	26%	5,842	55%
FPU	0	0%	0	0%	23	100%
FSU	1,618	18%	1,391	16%	5,881	66%
NCF	0	0%	0	0%	23	100%
UCF	3,140	31%	2,666	26%	4,436	43%
UF	3,348	19%	5,387	31%	8,607	50%
UNF	418	17%	916	37%	1,128	46%
USF	2,798	21%	4,247	32%	6,034	46%
UWF	2,796	76%	373	10%	502	14%
SUS	17,820	24%	20,432	27%	37,242	49%

SOURCE: BOG Office of Data & Analytics, extracted from datamarts on 4/9/2019. Undergraduate students include lower- and upper-division students only and excludes unclassified students. Graduate students include advanced- and beginning -levels based on beginning- and advanced-graduate level. Only includes students enrolled in courses. "Students who took only distance learning courses" include students enrolled in any combination of courses where 80 percent or more of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both. "Students who took no distance learning courses" include students enrolled in any combination of courses where less than 80 percent of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. "Students who took both distance learning and classroom and/or hybrid" includes students taking any combination of distance learning courses with classroom and/or hybrid courses.



System-wide, the percentage of graduate students taking at least one distance learning course increased from 49% in 2016-17 to 51% in 2017-18. UWF had the largest percentage (86%) of graduate students who took at least one distance learning course and the largest percentage (76%) who took only distance learning courses. UF had the largest number of graduate students enrolled in at least one distance learning course – 8,735.



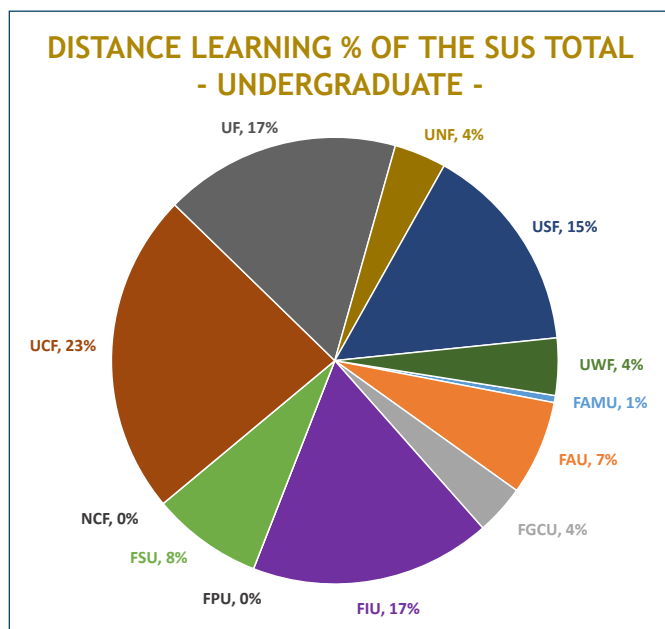
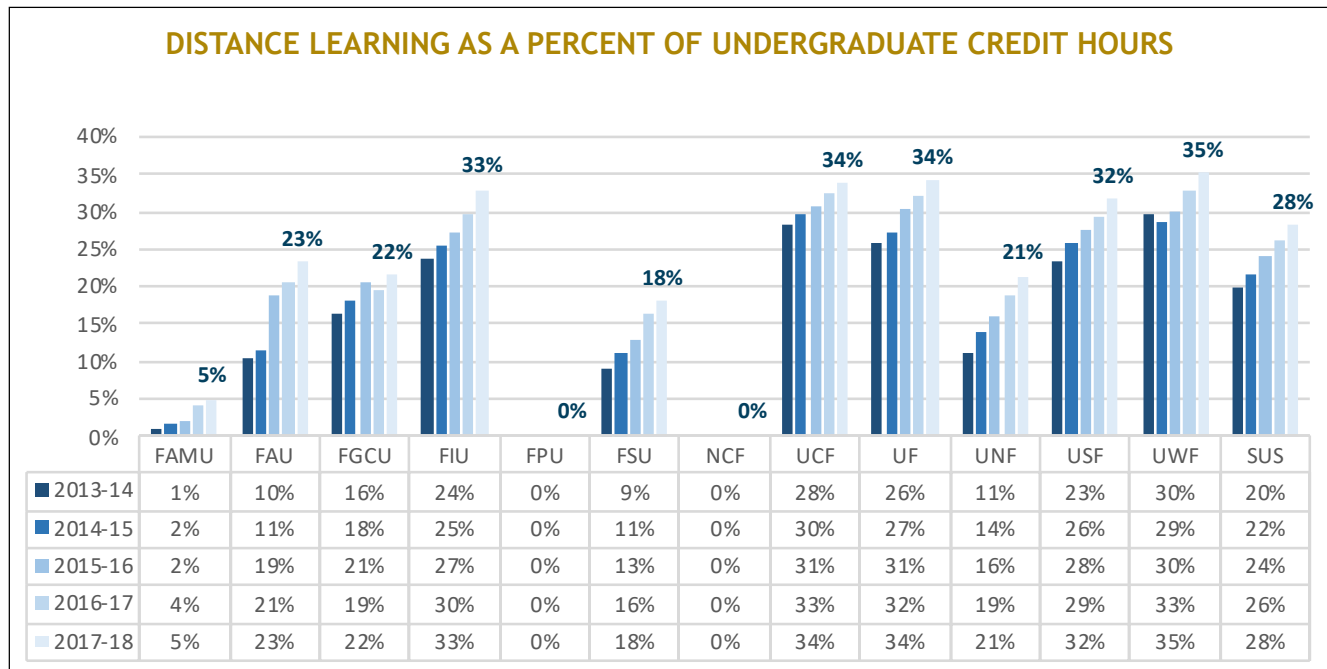
SOURCE: BOG Office of Data & Analytics, extracted from datamarts on 4/9/2019. Graduates based on beginning- and advanced-graduate student level. Only includes students enrolled in courses. Distance learning courses are defined as a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.).



## Credit Hours by Delivery Method

### UNDERGRADUATE CREDIT HOURS

System-wide, 28% of undergraduate credit hours were taken in distance learning courses in 2017-18, an increase from 26% in 2016-17. UWF had the highest percentage (35%), followed closely by UF and UCF, both with 34%, FIU with 33%, and USF with 32%. In the past 5 years, FAU has had the largest percentage growth, from 10% in 2013-14 to 23% in 2017-18.



Online education is a reflection of technology at its best, allowing us to reach heights we thought unreachable and goals we thought unattainable. It allows us to connect with the world of learning, from the comfort of our personal spaces.

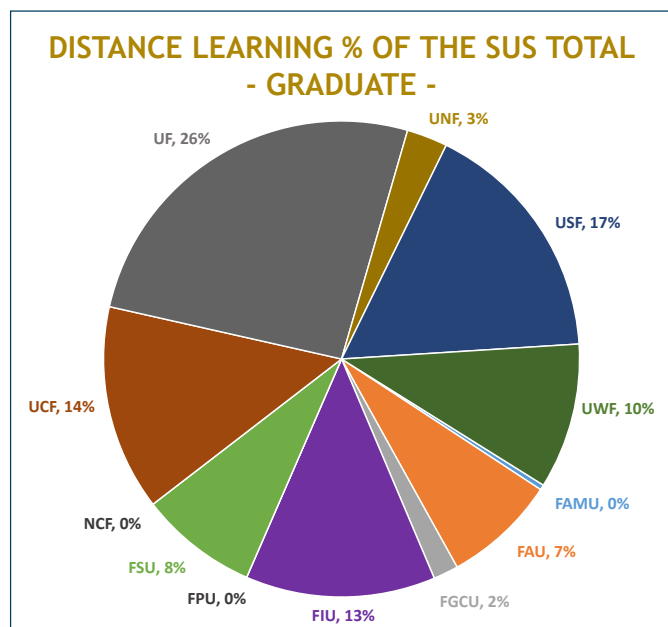
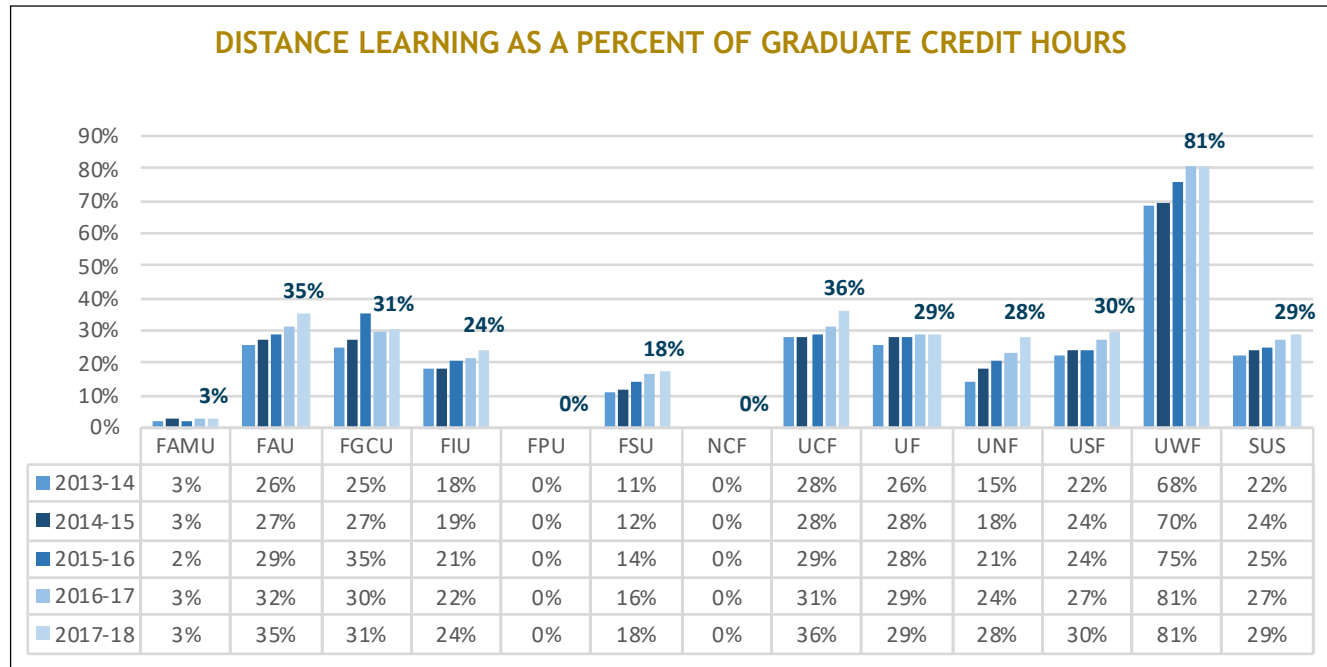
MS. LAKRYSTAL HOWELL  
ONLINE STUDENT,  
UNIVERSITY OF CENTRAL FLORIDA

SOURCE: BOG Office of Data & Analytics, extracted from datamarts on 3/13/2019. Notes: Undergraduate students include lower- and upper-division students only and excludes unclassified students. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Delivery Method categories are based on element #2052. Includes all instructional activity regardless of funding sources.



## GRADUATE CREDIT HOURS

For graduate courses, 29% of student credit hours were taken in distance learning courses in 2017-18, an increase from 27% in 2016-17. UWF's percentage, the highest in the System, stayed at 81%. The second highest was UCF at 36%, an increase from 31% in 2016-17.



*I currently work full-time and many other programs I looked into required me to relocate and become a full-time student. This program allows me to continue to work full-time and work towards the degree on my time.*

STUDENT, UNIVERSITY OF NORTH FLORIDA

SOURCE: BOG Office of Data & Analytics, extracted from datamarts on 3/13/2019. Undergraduate students include lower- and upper-division students only and excludes unclassified students. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Delivery Method categories are based on element #2052. Includes all instructional activity regardless of funding sources.



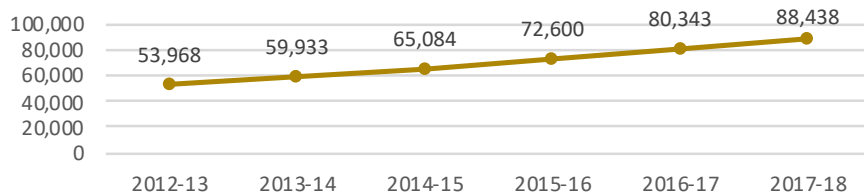
## Historical Full-Time Equivalents (FTE) in Distance Learning Courses

A Full-Time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours in which students enroll. Credit hours, translated into student FTE, in distance learning courses increased by 64% from 2012-13 to 2017-18.

### STUDENT FULL-TIME EQUIVALENTS (FTE) IN DISTANCE LEARNING COURSES

LEVEL/YEAR	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
UNDERGRAD													
2012-2013	50	1,876	1,597	7,104		1,982		12,433	6,404	1,054	7,805	2,582	42,885
2013-2014	73	2,164	1,774	8,396		2,854		12,807	8,380	1,389	7,867	2,545	48,248
2014-2015	131	2,388	2,055	9,192		3,476		13,559	8,921	1,722	8,745	2,434	52,622
2015-2016	172	4,002	2,428	9,957		4,064		14,523	10,287	1,941	9,442	2,559	59,375
2016-2017	297	4,432	2,309	11,007		5,286		15,857	11,282	2,320	10,070	2,795	65,655
2017-2018	375	4,977	2,617	12,673	0	5,825	0	16,944	12,409	2,735	11,061	2,999	72,615
MASTERS													
2012-2013	82	761	201	1,387		608		1,522	2,027	154	1,657	861	9,258
2013-2014	47	755	182	1,429		751		1,411	2,079	173	1,718	1,017	9,562
2014-2015	49	786	187	1,461		822		1,361	2,336	214	1,921	1,081	10,218
2015-2016	39	863	240	1,625		955		1,429	2,609	214	1,960	1,125	11,058
2016-2017	51	1,012	206	1,759		1,071		1,608	2,852	201	2,173	1,343	12,277
2017-2018	51	1,131	220	1,846	0	1,152	0	2,001	2,747	272	2,404	1,388	13,212
DOCTORATE													
2012-2013	1	52	29	35		48		185	1,329	10	91	44	1,824
2013-2014	0	67	35	39		70		183	1,564	13	108	42	2,122
2014-2015	4	73	38	41		79		177	1,608	38	130	55	2,244
2015-2016	6	62	52	46		103		161	1,392	82	149	117	2,167
2016-2017	5	64	39	69		139		164	1,449	144	173	166	2,411
2017-2018	5	86	49	194	0	118	0	210	1,359	166	246	178	2,611
TOTAL													
2012-2013	134	2,689	1,827	8,525		2,637		14,140	9,760	1,217	9,553	3,486	53,968
2013-2014	120	2,986	1,991	9,864		3,675		14,401	12,023	1,575	9,693	3,604	59,932
2014-2015	183	3,247	2,280	10,694		4,377		15,098	12,865	1,975	10,797	3,569	65,085
2015-2016	217	4,927	2,720	11,627		5,121		16,112	14,287	2,237	11,551	3,801	72,600
2016-2017	353	5,507	2,554	12,834		6,496		17,629	15,583	2,665	12,417	4,303	80,343
2017-2018	431	6,194	2,886	14,713	0	7,096	0	19,155	16,514	3,174	13,710	4,564	88,438

#### STUDENT FULL-TIME EQUIVALENTS (FTE) IN DISTANCE LEARNING COURSES - SUS TOTALS -



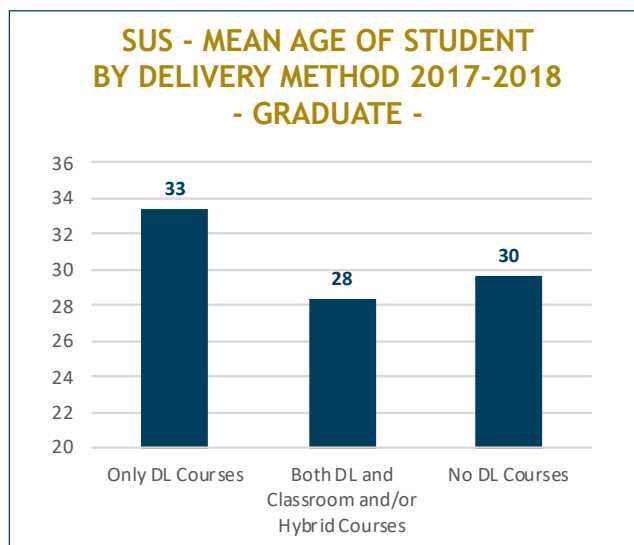
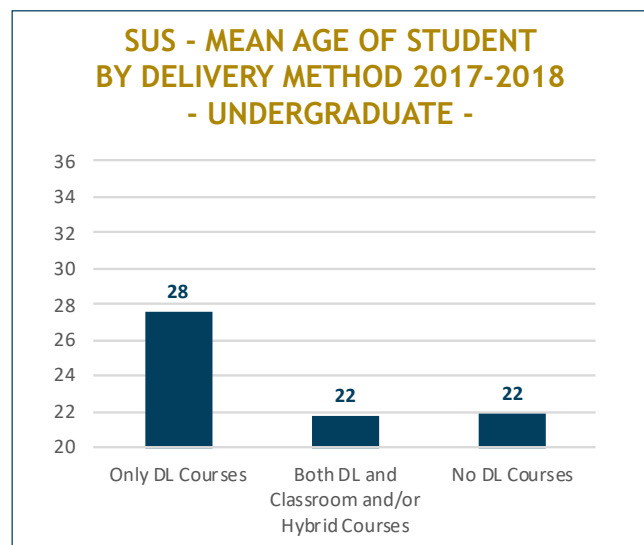
SOURCE: BOG Office of Data & Analytics, extracted from datamarts on 3/13/2019. Data reports credit hours attempted and aggregated by course level. Total undergraduate student credit hours are divided by 30 to obtain the number of undergraduate FTEs. Total graduate student credit hours are divided by 24 to obtain the number of graduate FTEs.



# Student Demographics

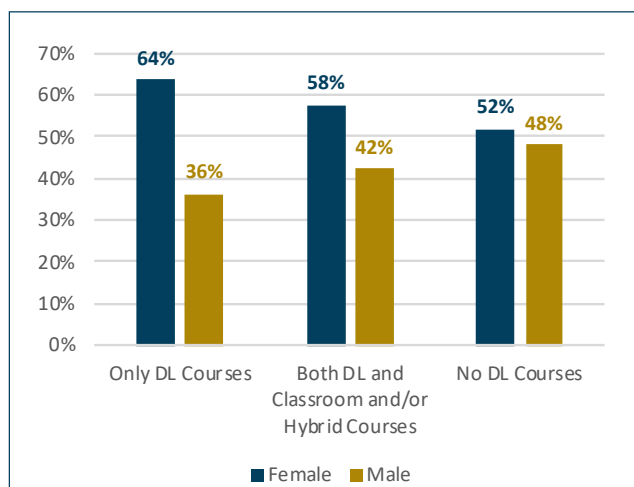
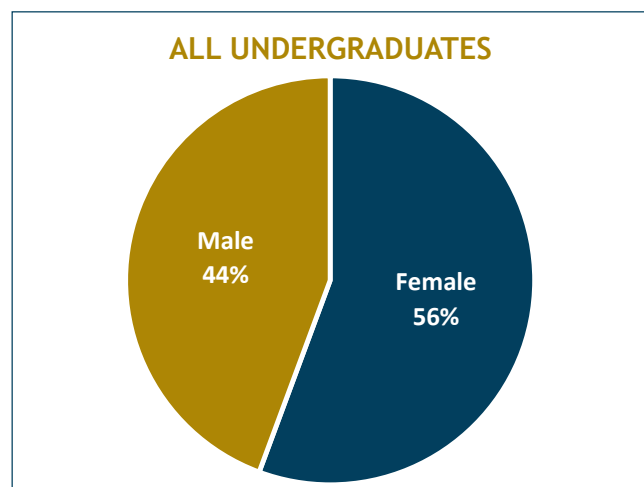
## Age of Student

Both undergraduate and graduate students who took only distance learning courses were older than their counterparts who took no distance learning courses or who took a mix of distance learning and classroom and/or hybrid courses. Older students are more likely to be place-bound because of job or family responsibilities.



## Gender

Sixty-four percent (64%) of undergraduates who took only distance learning courses were female, although females comprised just 56% of the undergraduate student body. This difference is consistent with studies that have shown that females are more likely than males to be family caregivers, leaving them place-bound.



SOURCE: BOG Office of Data & Analytics, extracted from datamarts on 4/9/2019. Undergraduate students include lower- and upper-division students only and excludes unclassified students. Students with missing or unreported gender data are also excluded. Headcounts are unduplicated. "Students who took only distance learning courses" include students enrolled in any combination of courses where 80 percent or more of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both. "Students who took no distance learning courses" include students enrolled in any combination of courses where less than 80 percent of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. "Students who took both distance learning and classroom and/or hybrid" includes students taking any combination of distance learning courses with classroom and/or hybrid courses.



## Race/Ethnicity

The race/ethnicity of undergraduates who took only distance learning courses closely aligned with those students who took no distance learning courses.

### RACE/ETHNICITY OF SUS UNDERGRADUATES

RACE/ETHNICITY	ONLY DL COURSES	BOTH DL AND CLASSROOM AND/OR HYBRID COURSES	NO DL COURSES
American Indian or Alaska Native	0%	0%	0%
Asian	4%	5%	4%
Black or African American	14%	11%	14%
Hispanic/Latino	31%	27%	28%
Native Hawaiian or Other Pacific Islander	0%	0%	0%
Nonresident alien	1%	3%	3%
Race and ethnicity unknown	2%	1%	1%
Two or more races	3%	4%	4%
White	46%	48%	45%

## Residency

Ninety-five percent (95%) of undergraduate students who took only distance learning courses were Florida residents, compared to ninety-two percent (92%) of the undergraduate student body as a whole.

RESIDENCY	UNDERGRADUATES WHO ONLY TOOK DL COURSES		UNDERGRADUATES WHO TOOK BOTH DL COURSES AND HYBRID AND/OR CLASSROOM COURSES		UNDERGRADUATES WHO TOOK NO DL COURSES		ALL UNDERGRADUATES	
	HEADCOUNT	%	HEADCOUNT	%	HEADCOUNT	%	HEADCOUNT	%
Florida	27,689	95%	110,394	92%	115,157	92%	253,240	92%
Non-Florida	1,497	5%	9,986	8%	10,366	8%	21,849	8%

SOURCE: BOG Office of Data & Analytics, extracted from datamarts on 4/9/2019. Undergraduate students include lower- and upper-division students only and excludes unclassified students. Headcounts are unduplicated. "Students who took only distance learning courses" include students enrolled in any combination of courses where 80 percent or more of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both. "Students who took no distance learning courses" include students enrolled in any combination of courses where less than 80 percent of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. "Students who took both distance learning and classroom and/or hybrid" includes students taking any combination of distance learning courses with classroom and/or hybrid courses.

*I chose to take online courses for the flexibility and convenience. I have completed the MBA in a mixed format, taking courses both on-campus and online. The online modality allowed me to balance full-time work, child care, and complete the Business Analytics Program.*

STUDENT, UNIVERSITY OF SOUTH FLORIDA - TAMPA



# Student Services

## Florida Virtual Campus

The Florida Virtual Campus (FLVC) is Florida's educational services portal provider for current and aspiring college and university students in Florida. Working collaboratively with Florida's 12 state universities, 28 state colleges, 74 K-12 school districts, and other partners, FLVC provides state-funded services to help students go to college, succeed in school, prepare for career success, and thrive in life after graduation. These services include academic library resources and services; distance learning navigation and support; online career exploration and academic advising; and, in cooperation with the Complete Florida Degree Initiative, assistance to enable adult learners to return to college to complete previously interrupted degree plans.

The Florida Academic Library Services Cooperative (FALSC) provides a single library automation system that all public postsecondary institutions use to support learning, teaching, and research needs at over 150 campus libraries throughout Florida. In 2018, students, faculty, and staff performed more than 54 million searches of library materials and electronic resources using the integrated library system through the FALSC. Using interlibrary loan facilitated by FALSC, Florida students saved over \$4.6 million in material costs. During 2018, FALSC's work with electronic library resources saved state universities and colleges more than \$14 million through the central licensing process.



FloridaShines continues to be a 'student hub for innovative educational services' for students in Florida. It is a one-stop for K-20 students seeking three major areas of support that are legislatively identified as part of the Florida Virtual Campus/Complete Florida Plus Program:

- college preparation materials,
- resources to support success while in college, and
- connection to careers.

FloridaShines provides middle and high school students tools to help them explore Florida's colleges and universities, check their progress toward graduation and eligibility for Bright Futures scholarships, and investigate other forms of financial aid and college affordability.

FloridaShines gives college and university students tools to explore online programs and courses; take courses from other institutions through the statewide transient student admissions application; assess the impact of changing majors, programs or institutions; ease transition from a state college to university via 2+2 articulation programs; and take advantage of a comprehensive career and education planning system.

The FloridaShines website was enhanced in 2018 with new tools for aspiring college and university students. The FloridaShines College and Career Planner was also updated with improved career and academic planning tools. During 2018, over 65,000 transient student applications were processed for Florida students, with peak numbers during March and April.



MyCareerShines is a career education and advising tool that supports K-20 students and Florida's adult job-seekers as they build preparatory pathways to careers. MyCareerShines helps students and adults connect their interests with careers, make plans for education, and prepare for successful employment. The system provides research-based self-assessments on skills, aptitudes and interests, and then matches those results to potential careers. It also identifies educational pathways to those careers, tips on job interviewing skills, and provides Florida workforce data about jobs and salaries.



MyCareerShines has registered over 710,000 users, with more than 1.1 million career assessments completed by middle school, high school, college, and adult users of the system. MyCareerShines is used at 2,800 middle and high schools throughout Florida and at over 450 college, university, and adult education centers. During peak periods the system is used by Floridians 3,000 times daily. Work is currently underway to add elementary school (PreK – Grade 5) career awareness support to the system.

## Open Educational Resources and e-Textbooks

The Florida Virtual Campus conducted a survey of 21,000 students in 2018, which found that in the Spring 2018 term, 43.8% of students spent more than \$300 on textbooks and 8.3% spent \$300 or more on required course materials, such as handbooks, guides, course packets, and other learning materials.

Students taking the survey indicated they reduced textbook costs by purchasing books from a source other than the campus bookstore (66%), buying used copies from the campus bookstore (53%), renting printed textbooks (47.8%), and renting digital textbooks (41.4%).

Survey findings indicate that the cost of materials do have an effect on student behavior: 64.2% of respondents said they did not purchase the required textbook, 42.8% took fewer courses, and 40.5% did not register for a specific course. The FLVC summary of key findings indicated that these percentages had decreased from 2% - 5% from survey results in 2016, which is consistent with a trend of decreasing textbook costs and an increased use of strategies to reduce textbook costs.

The *2025 Strategic Plan for Online Education* recognized the high cost of materials by including Affordability Strategy 2.1, which was to develop a statewide model for the use of eTextbooks and open educational resources to reduce costs for students in Florida. The Open Educational

Resources/eText Workgroup, co-chaired by USF and UF, continued to meet during the 2017-18 year and drafted best practices and recommendations for publication through the TOPKit and/or FLVC website.

The Workgroup recommended that SUS institutions have the ability to opt into FIU's Affordability Counts initiative, which recognizes faculty who are actively reducing the cost of materials for students. FIU has committed to host the Affordability Counts website on behalf of the SUS, and several institutions are planning to participate. The OER/eText Workgroup has agreed to add affordable courses to a centralized course directory which will be maintained by FIU, ensuring the broadest exposure of affordable courses across the SUS.

In addition, FLVC purchased system membership in the Open Textbook Network, whose library contains over 400 open textbooks, along with faculty reviews of materials.

TOPkit, the Teaching Online Preparation Toolkit developed in response to tactics in the *2025 Strategic Plan for Online Education* and hosted by UCF on behalf of the System, continued to provide tools, techniques, and strategies to encourage faculty development of affordable content.

To further raise awareness of textbook costs and OER options, FLVC hosted an OER Summit in February 2018, bringing national and regional leaders for presentations and discussions with institutional leaders at Florida universities and colleges.

In addition to the system-wide initiatives above, individual universities continued to explore and/or implement approaches to reduce textbook costs. Examples are initiatives at USF, FSU, and UF. USF formed a Textbook Affordability Task Force; the Task Force carefully considered strategies to drive reductions in textbook costs through fostering faculty engagement, creating new guidelines for textbook adoptions, and/or altering existing textbook affordability policies. FSU's libraries are providing grants for faculty to replace commercial textbooks

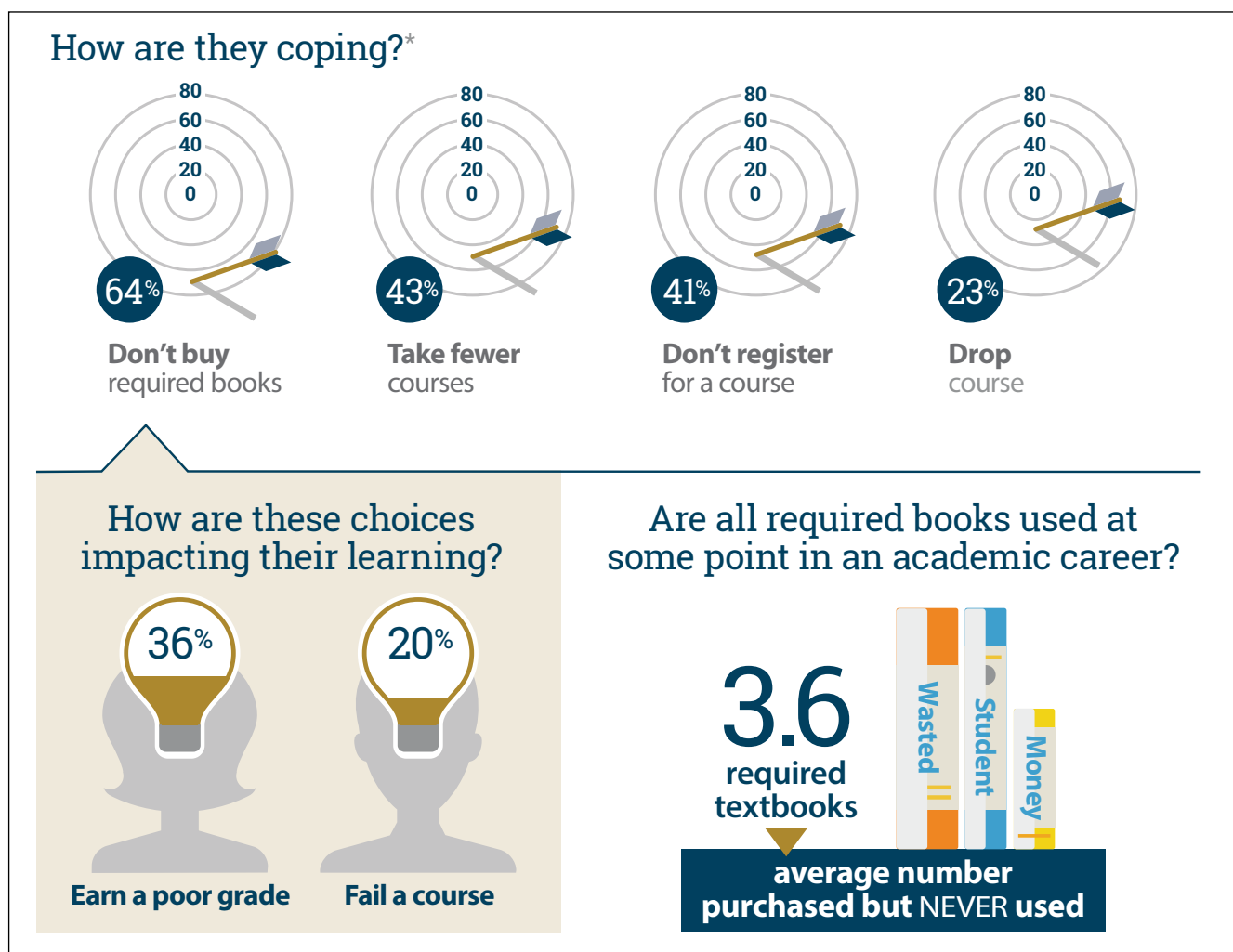


with open source alternatives that will be made available to students at no cost. Another example is the UF All Access program, which is a partnership between UF's bookstore, business services, and textbook publishers; students who opt into this program are given price discounts negotiated by the university, and have digital access to materials upon course registration. Charges are automatically applied to the student's account. The University of Florida continues to expand the open source Ximera homework system to include college algebra, in addition to the currently available calculus materials.

Textbook affordability efforts will continue in 2018-19, when FLVC plans to host additional OER workshops.<sup>2</sup> Also, the OER/eText Workgroup plans to identify useful practices for bookstore collaboration and will assist in the OER/eTexts workshop planned for the Board's Innovation and Online Committee in November 2018.<sup>3</sup>

## IMPACT OF TEXTBOOK COSTS ON STUDENT PROGRESS

The high cost of textbooks is negatively impacting students' academic progress.



\*More than one answer may apply.

SOURCE: 2018 Student Textbook and Course Materials Survey Results and Findings. To view the full report, visit [www.dlss.flvc.org](http://www.dlss.flvc.org).

<sup>2</sup> FLVC hosted an OER Summit in Maitland, FL, on February 27-28, 2019.

<sup>3</sup> The workshop was held on November 8, 2018, at the Board's Innovation and Online Committee meeting at FAU.



## Tutoring

Tutoring for online students is offered in some form at many state universities. A variety of tutoring strategies for online student support are employed across the SUS, including the examples below.

- The writing center at Florida Gulf Coast University uses Smarthinking, an online tutoring resource. This tool allows students to submit essay drafts and request feedback in areas such as formatting and punctuation.
- At Florida State University, the Reading Writing Center connects students with tutors in one-on-one, online consultations while the Academic Center for Excellence offers access to online study materials and test preparation tools.
- The Center for Learning and Student Success at FAU offers free online group tutoring and course review in the form of Supplemental Instruction (SI) sessions facilitated by teaching assistants in high drop/withdraw/fail courses.
- UWF Global Online offers 24/7 free tutoring and academic resources for military-connected students through a program funded by the Department of Defense, Tutor.com/Military.

In 2017-18, by using a tool developed by the Student Services Workgroup – the Student Services Scorecard, which is described in the “Student Support and Retention” section of this report -universities assessed the quality of student access to their tutoring services. Guidance for improving access to tutoring is included in the Scorecard’s companion document, also developed by the Student Services Workgroup; it suggests the use of tutorial support services via web-conferencing software using after-hours live tutors to guide students in how to study for exams and to complete homework. The Scorecard Guide also recommends the use of teaching assistants or student coaches for live and recorded group sessions.

## Proctoring

The Southern Association of Colleges and Schools, Commission on Colleges’ Policy Statement on Distance and Correspondence Education provides that institutions must demonstrate that students who register in distance or correspondence education courses or programs are the same students who participate in, complete, and receive credit for the course. The Policy Statement goes on to state that institutions may use “methods such as (1) a secure login and pass code, (2) proctored examinations, and (3) new or other technologies and practices that are effective in verifying student identification.”

Methods to proctor exams in online courses vary by institution and include the use of live remote proctoring services, testing centers, and various software. For example, at UNF, faculty may choose to use in-person or online proctoring. For their online proctoring, there are typically two options, both which involve the use of a computer with a webcam and microphone, where exam sessions are recorded from start to finish; (1) where a proctor monitors the exam live (2) where a student completes the exam on his/her own, and then a proctor reviews the exam recording after the exam is completed. In both options, student IDs are shown before the test begins to verify the person taking the test is the student registered for the course.

Another example is the approach used by USF: an automated online proctoring solution that uses algorithms to detect suspicious events that are available for review immediately after the exam. The system permits customization of exam security by allowing instructors to choose if they want to verify I.D., lockdown the browser, prevent printing, and record screen or camera.

Upon recommendation by the Infrastructure Workgroup and the Innovation and Online Committee, the Board of Governors approved in March 2017 the establishment of a statewide proctoring network that will allow for the establishment of a centralized location to provide



education, procedural information, and resources on academic integrity. During 2017-18, the Infrastructure Workgroup collaborated with the FLVC in the development of a website for proctoring and related resources. The FLVC described the website as “a user-friendly location for Proctoring Resources, FAQs, a Database of Institutional Proctoring Centers, Student Academic Integrity Information, Faculty Resources, and Support.”<sup>4</sup>

To move this initiative forward during 2018-19, UWF – on behalf of the FLVC – plans to utilize a competitive procurement process to select vendor(s) that will provide online proctored testing services for Florida’s higher education institutions via a negotiated Master Agreement.<sup>5</sup>

## Student Support and Retention

Universities within the SUS implement a variety of academic and student support services for their online students. Each institution employs different methods, but all share the common goal of providing a similar level of support to online students as they do to their on-campus counterparts. Examples of these services are below:

- UCF has employed success coaches for the UCF Online program to work with online students from first inquiry to graduation. Focused services include: Online Therapy Assistance, Veteran’s Services, Accessibility Support, and Career Services.
- UF Online provides an array of options for extracurricular involvement, including a virtual campus to connect all UF Online students, face-to-face engagement events, and an Optional Fee Package for students frequenting the main UF

campus and seeking additional student services in Gainesville.

- FIU provides an online hub, the Panther Den, designed to build community and affinity for student life online. In addition to being a one-stop shop where students keep up with university news, Panther Den also works as an online portal to access vital university resources like success coaching, counseling, and tutoring services. Online students also have access to engaging FIU-generated content like exercise videos, podcasts, and more.
- FAU’s fully online Criminal Justice program launched a Virtual Community of Practice (vCoP) to connect and engage students with peers and instructors. vCoP facilitators provide mentorship, employment leads, and program-specific information. During live, interactive sessions, students are given an opportunity to dialog with experts on current event topics like Human Trafficking, Behavioral Health and Law Enforcement, and Shoot/Don’t Shoot Protocols.
- Students in UNF’s online nursing programs have the opportunity to engage in community-based activities in their local communities, as well as in a community-focused study abroad program designed specifically for online students.

To assist universities in assessing the level of service provided to their online students, the *2025 Strategic Plan for Online Education* included tactics for the development of a scorecard and the recommendation of best practices for delivering those services. The Student Services Workgroup developed a scorecard that allows universities to conduct a self-assessment for 44 quality indicators

<sup>4</sup> <https://dlss.flvc.org/documents/210036/1051160/2018+MARCH+DLSS+News.pdf/d55a4d4e-834e-4748-c35d-763778026d0d>

<sup>5</sup> UWF began the competitive procurement process by posting an Invitation to Negotiate (ITN) on January 10, 2019, with the estimated date of August 1, 2019, for the Master Agreement to begin.

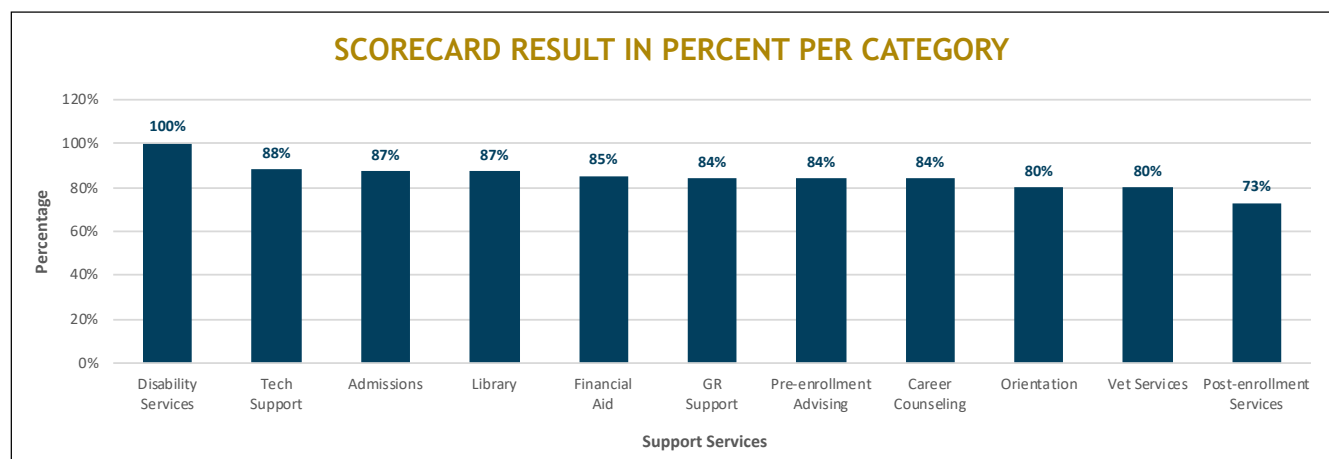


within 11 different categories, which include admissions, financial aid, pre-enrollment advising, veterans' services, career counseling, orientation, post-enrollment services, library, services for students with disabilities, and technology support. The Workgroup also developed a companion document to provide guidance to institutions in improving their student services.

The Online Student Support Scorecard was administered in Fall 2017, and the summary report of results was presented to the Board's Innovation and Online Committee in June 2018. Results indicated that, overall, universities are doing a good job at providing services to their online students. The System achieved an 80% or higher score

on most of the service categories, with the highest score (100%) being for access to disability services and the lowest score being for post-enrollment services (73%), which provides an opportunity for improvement. During the 2019-20 academic year, system-wide events that focus on student services needed for online students are being planned for campus leaders and staff at the direction of the Steering Committee.

The Workgroup and Steering Committee recommended that the Scorecard be administered again during the 2019-2020 academic year. The Innovation and Online Committee and the full Board approved the recommendation.



## Health Affairs For Fully Online Students

Providing mental health support for fully online students is a challenge for any university, and universities in the SUS are addressing mental health issues in a variety of ways. For example, in the 2016-17 annual report, UF's "U Matter, We Care" program was described; the university continues to provide that support. The U Matter We Care Team schedules a phone call or video conference to help a student to identify and prioritize issues that are barriers to success, then develop a plan to address each issue.

Another example is the "Student Resilience Project," an online tool implemented by FSU to help students adjust to

campus, improve mental health, increase resilience, and reduce stress. The online trauma resilience training tool was developed by the Institute for Family Violence Studies at the FSU College of Social Work. The tool uses highly engaging animation, videos, and TED-talk style educational audio sessions from faculty and mental health providers. The training helps students build on their existing strengths and provides them with new strategies that promote health and teach crucial new resilience and coping skills. The project aims to increase a sense of safety, connection, and belonging for students at FSU and has been selected to receive a national award from the American Association of University Administrators.



# Academic Affairs

## Online Programs

To assist universities in reaching Access Goal 1, “The State University System will increase access to and participation in online education,” the *2025 Strategic Plan for Online Education* provides that an inventory of fully online and primarily online programs would be established.

During 2017-18, the Board of Governors Office completed the development of a database that allows institutions to input – and keep current – online programs/majors they offer. The database went live during the 2017-18 academic year to assist institutions in their planning activities, providing an easy-to-use mechanism to determine if planned programs/majors are already being offered online within the SUS. The database will assist in reducing the likelihood of unnecessary duplication, while allowing universities to identify gaps in programs that may need to be provided online.

SUS institutions offered 540 online programs/majors in 2017-18:

<b>424</b>	<b>FULLY ONLINE<sup>6</sup></b>
<b>51</b>	<b>PRIMARILY ONLINE<sup>7</sup></b>
<b>57</b>	<b>UPPER LEVEL FULLY ONLINE</b>
<b>8</b>	<b>UPPER LEVEL PRIMARILY ONLINE</b>
<b>540</b>	<b>ONLINE PROGRAMS/MAJORS</b>

Most of the online programs/majors were in programs of strategic emphasis as defined in the *SUS 2025 Strategic Plan for Online Education*. Programs of strategic emphasis promote the alignment of program offerings with the economic development and workforce needs of the State.

Of the 540 online programs/majors in the SUS in 2017-18, 130 were in STEM programs; 74 Education; 85 Health; 19 Global; and 19 Gap Analysis.

## UF Online

UF Online was created by the 2013 Legislature as an institute for online learning at a preeminent state research university to provide for “high quality, fully online baccalaureate degree programs at an affordable cost.” Since its 2013 enabling legislation, UF Online has experienced strategic development and expansion and now offers 20 full online bachelor’s degrees and 36 pathways to earn the degrees. Over 300 UF faculty across 13 colleges conduct all teaching and course design, ensuring that all online students receive academic offerings of the same rigor as campus offerings. During 2018, UF Online further expanded by introducing three new majors – Microbiology and Cell Science, Fire & Emergency Services, and Communication Sciences & Disorders.

UF Online has maintained a ratio of one advisor for every 250 students. Each online student has a dedicated advisor to ensure flexible, custom pathways and the learning pathways are nested in the “UF Plaza,” a student virtual campus, with on-going, campus-based support for all students. During the 2018 academic year, UF Online served over 3,500 students, a 28 percent increase over the prior year. This year also saw the graduation total for the UF Online program surpass 1,000 students.

In May 2018, UF Online introduced a new initiative, the Employer Pathways Program. Through Employer Pathways, employees of Discover Financial Services, Walmart, and The Walt Disney Company are now able

<sup>6</sup> Fully Online Program: 100% of the direct instruction of the program is available using some form of technology when the student and instructor are separated by time, space, or both. All program requirements that cannot be completed online can be completed off-campus. [Ref: Board of Governors 2025 Strategic Plan for Online Education]

<sup>7</sup> Primarily Online Program: 80-99% of the direct instruction of the program is available using some form of technology when the student and instructor are separated by time, space, or both. There is a requirement for the student to attend campus or another explicit geographic location for a portion of the program. [Ref: Board of Governors 2025 Strategic Plan for Online Education]



to apply their company's educational benefits to select degrees at UF Online. Applicants are held to the same rigorous standards as any prospective UF student, with the benefit of having their tuition and fees covered by their employer. This initiative further expands the impact of UF Online by reaching working adults who wish to pursue higher education while being employed full-time.

UF Online will present a new, comprehensive Business Plan for 2019-2024 to the UF Online Advisory Board at its October 2018 meeting.<sup>8</sup> With the approval of this business plan, UF Online intends to expand its emphasis on STEM degree programs. In the coming years, program priorities will include: expanding degree programs to meet workforce needs, enhancing academic and student support services, investing in and empowering exemplary faculty, expanding the employer pathway program, and prioritizing cost containment in all areas.



The Complete Florida Degree Initiative was established by the Florida Legislature to serve more than 2.8 million Floridians who have earned some college credit, but have not completed a degree. The Initiative currently serves more than 3,000 adult learners through a partnership of 15 Florida state colleges, state universities, and private universities. Over 8,900 prospective students have worked with Complete Florida coaches since 2014.

In 2018, Complete Florida began a targeted approach of working with its partner institutions to reach more than 12,000 students who had “stopped out,” assisting them to return to college and complete their degrees. To date, Complete Florida has helped 1,086 students graduate, with 416 of those students graduating in the 2017-2018 academic year, primarily in the areas of Nursing,

Information Technology, and completion of associate degrees. Complete Florida students reside in 62 of Florida's 67 counties.

Students focused on completing an associate of arts degree (AA) continue to make up a large part of the Complete Florida clientele. Complete Florida success coaches work collaboratively with both students and enrollment professionals at partner institutions to find the best pathway for each student to complete his or her degree. Critical initiatives of Complete Florida involve reducing time and costs required for adult learners to earn academic credentials. In 2018, the focus has been on:

- Exploration of how various Prior Learning Assessment options at partner institutions (free CLEP prep courses, credit by challenging exams, and portfolio reviews) can help students earn college credit efficiently and affordably.
- Expansion of business partnerships that align workplace needs with higher education efforts to help students optimize professional development and experience, scholarships, and tuition assistance.
- Continual fine-tuning of Complete Florida coaching strategies to focus on transcript reviews of previous credits earned, completion of admission forms, development of focused pathways to graduation, and regularly scheduled appointments with students.

## Complete Florida Military

Complete Florida Military was created in 2015 with funding from Florida's Defense Support Task Force (FDSTF) to provide targeted, tailored support to the 75,000-plus members of Florida's military personnel and veteran

<sup>8</sup> The UF Online Advisory Board approved the UF Online 2019-2024 Comprehensive Business Plan on October 17, 2018. It was presented to the Board of Governors innovation and Online Committee on January 31, 2019.



community and their dependents. Complete Florida success coaches work directly with active-military and veterans to evaluate relevant military experiences and benefits, find scholarship assistance, and select the most appropriate Florida college or university that will match the individual's interests, experiences, and abilities. Degree programs consist of 100% fully online classes that will lead to the completion of a postsecondary degree.

Since many active military personnel and veterans reside in and around military bases, Complete Florida advertising efforts are focused in these areas throughout Florida. The campaigns consist of a variety of on-base advertising tactics: posters, banners, digital displays and ads in recreation areas. Off-base advertising includes geo-targeted mobile advertising in and around the bases and email campaigns to military personnel and veterans. Through the execution of these tactics, there has been a 140% increase in visits to the Complete Florida Military webpage in 2018 over the same time-period in 2017, and a 360% increase in applications started.

## Innovative Strategies

Affordability Goal 3 in the *2025 Strategic Plan for Online Education* indicates that the SUS “will adopt innovative instructional models to create instructional efficiencies.”

### INNOVATIONS IN ONLINE LEARNING

In March 2018, the Steering Committee approved the concept of providing an annual Innovation Summit to serve as a venue for sharing innovative projects being implemented throughout the SUS, as well as sharing research related to online education that has been conducted (or is being planned) in the System. The first Innovation Summit will be held during 2018-19 at UCF.<sup>9</sup>

### COMPETENCY-BASED EDUCATION (CBE)

Complete Florida continued competency-based

programs through its partnership with public and private postsecondary institutions in Florida. Competency-based education (CBE) allows students to receive college credit based on demonstration of skills that are taught in the course. Depending on the partner institution and program, students may be able to start their programs once a month or on demand.

### ADAPTIVE LEARNING

Adaptive learning is a computer-based instructional strategy that personalizes the educational experience of learning and assessment for each individual student, based upon his/her own unique strengths, weaknesses, and performance. Adaptive learning can be deployed for a variety of reasons, including improving student success and retention, allowing acceleration through a curriculum, and providing targeted remediation when necessary.

UCF has been expanding its implementation of adaptive learning for several years. In 2017-18, the university's pilot impacted 21 courses (51 sections), 22 faculty members, and 6,590 students.

### PREDICTIVE ANALYTICS

FIU has been piloting a project to integrate adaptive data models to early intervention. Project Predict Achievement Through Targeting (Project PATT) uses sophisticated analytics to predict student outcomes and identify actions that increase the probability of success.

Another example of the use of predictive analytics in the System is found at USF. USF deployed a predictive analytics platform to monitor student performance (triage) and predict the likelihood of a student persisting into the next year. With these insights, the Student Success team can provide the right support, to the right student, at the right time. USF developed a communications platform that supports a case management approach to student success. The platform allows all student support personnel

<sup>9</sup> UCF hosted the first annual SUS Innovation Summit on March 7, 2019, in partnership with Complete Florida and with participation by universities throughout the SUS.



to post notes, upload documents, refer students to other offices, schedule appointments, and send text messages to selected students.

### ACCELERATED TERMS

Access Tactic 1.1.8 in the *2025 Strategic Plan for Online Education* is to “provide a robust set of student support services to support the delivery of multiple, accelerated models.” The Student Services Workgroup, chaired by FAU, developed a white paper to provide guidance to SUS institutions on services needed to support this delivery method, describing advantages, issues to consider, and resources required.

In order to assist online student in retention and time to degree, USF has designed and delivered two fully online accelerated terms (Maymester and Wintersession). Data analytics indicate the same or improved learning outcomes in these immersive terms.

### MASTER COURSES

Affordability Goal 1 in the *2025 Strategic Plan for Online Education* focused on enhancing shared services to support online program development and delivery costs, with an associated tactic being to “Develop or co-develop shared master courses that would be available, but not required, for use in specific high-demand areas.”

UF is the lead institution for this tactic and is planning to pilot a course preparation and tracking process in 2018-19 that will use Canvas Commons as a repository where full courses, course modules, ancillary materials such as quiz and exam questions, recordings, and other select course materials will be available for sharing. When the pilot has been successfully completed, the initiative could be scaled up to the rest of the State University System and possibly beyond.

### SHARED PROGRAMS

To implement the Plan's tactic regarding developing or co-developing shared programs, the Steering Committee approved the creation of a Shared Programs Task Force in January 2018 to explore the sharing of instruction for specific languages. Under the leadership of UWF, but with the participation of language instructors and academic staff throughout the System, this collaborative approach has the potential to enrich each institution's language portfolio by yielding degree programming, certificates, and individual courses. The Task Force will be launched during 2018-19 and will include discussion of accreditation requirements, institutional expertise, best practices, and the designation of a shared programming model.

### STEM LABS

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, led by UF, to evaluate options for deployment of STEM labs for online students. An inventory of SUS STEM lab courses conducted in 2016-17 revealed that 91 labs for online students exist across the System and most are tied to the individual preferences or initiatives of faculty.

The task force report was presented to the Innovation and Online Committee in January 2018; its recommendations included continuation of the task force, host a system-wide conference for faculty who teach online, and launch a system-wide pilot in Chemistry during the summer of 2019.<sup>10</sup> The recommendations were approved by the Committee and by the full Board.

Plans to implement these recommendations will move forward in 2018-19, with UF planning to convene a STEM faculty symposium in October 2018 and launching a boot camp in Chemistry during the summer of 2019.

<sup>10</sup> UF Online hosted the SUS Faculty Symposium, STEMPowered Florida, on October 23-24, 2019, at UF.



## State Authorization Reciprocity Agreement (SARA)

Florida became a participant in the State Authorization Reciprocity Agreement (SARA) in 2017. SARA allows each member state to accept each other's authorization of accredited institutions to provide distance learning services in their respective states. A Florida Postsecondary Reciprocal Distance Education Coordinating Council was established to provide oversight and guidance to Florida postsecondary institutions that elect to follow the national standards for interstate offering of postsecondary distance education courses and programs. FL-SARA facilitates the delivery of distance education by Florida institutions and ensures consistent consumer protection practices for students engaged in distance learning activities.

Florida's participation continued to expand during 2017-18, with 75 member institutions participating in the reciprocity agreement, including 12 state universities and branches and 21 state colleges. Participating institutions are now reporting the number of students enrolled exclusively in distance education delivered outside of the home state of the institution. In its 2017-18 Annual Report, the Coordinating Council reported the following enrollments:

- Total number of out-of-state students enrolled in FL-SARA institutions – 37,814
- Total number of Florida students enrolled in distance education programs at participating SARA schools in other states – 73,287

*Online education means that I have access to education with it being convenient, still being able to work as an older adult and keep up with life while pursuing [my] goals and education. It has opened up a new big, field of subjects that I wouldn't be able to learn about, or to participate in, if it wasn't for online classes and programs.*

DANIEL LEE MYCHAE (UNIVERSITY OF CENTRAL FLORIDA ONLINE LEGAL STUDIES, BA)

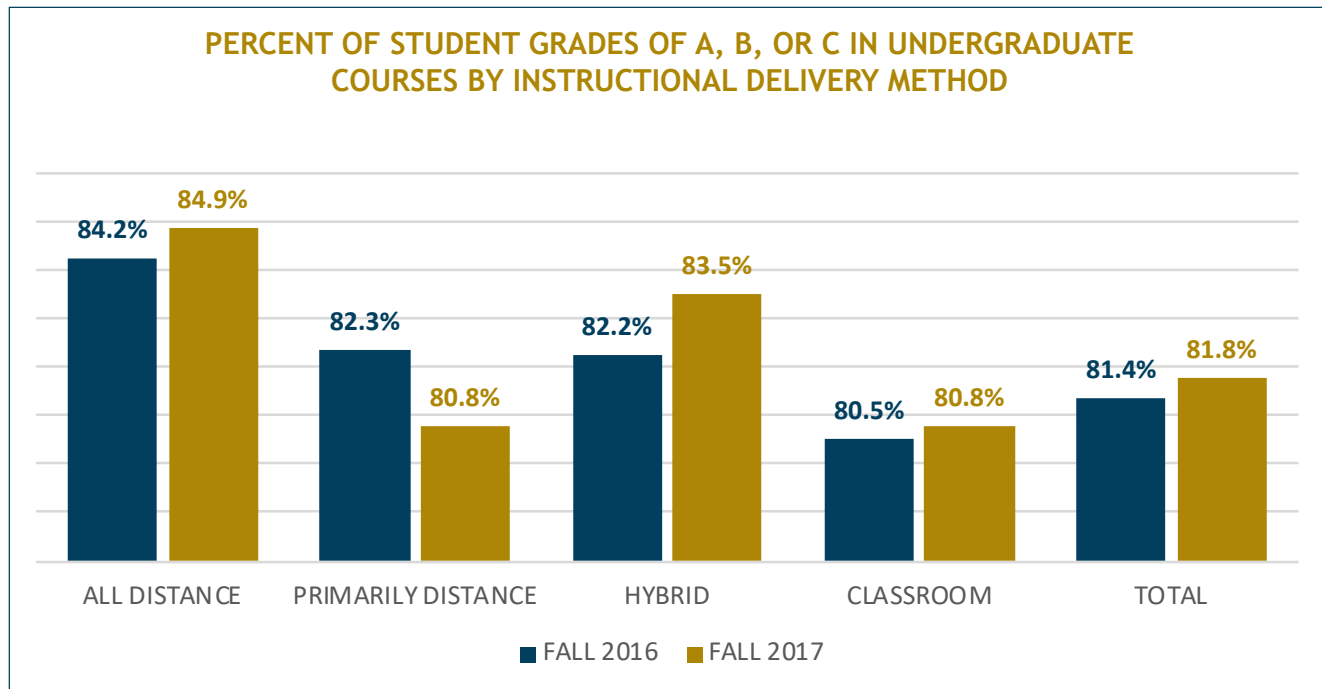
*The online EdD program has been immensely helpful to me as I develop my professional skills in higher education administration. My advisor is accessible and enthusiastic about my work and my cohort members are a valued support group.*

STUDENT, FLORIDA STATE UNIVERSITY



## Grade Comparison

Students performed well in distance learning classes in 2017-18. Of the undergraduate students who enrolled in courses offered 100% at a distance, 84.9% received grades of A, B, or C, while 80.8% of classroom students and students enrolled in courses offered primarily at a distance earned grades of A, B, or C.



*SOURCE: BOG Office of Data & Analytics, extracted from datamarts on 4/11/2019. Notes: Undergraduate courses include lower- and upper-division only and excludes unclassified students. Course grades of "W" (withdraw) are included in the denominators for calculating percentages (change in methodology from 2017 report). Delivery Method categories are based on element #2052. The share of courses taken by delivery method are as follows: All distance (19%), Primarily distance (1%), Hybrid (3%) and Classroom (76%).*

## Withdrawal from Courses

Five percent (5%) of students withdrew from undergraduate courses during Fall 2017. Students who took primarily online courses had a withdrawal rate of 4%, while the withdrawal rate was higher – 9% – for students in fully online courses. While the withdrawal rate this year was higher for students who took fully online courses than for those who took primarily online courses or classroom courses, the previous bar chart shows that students who completed their fully online courses had higher grades than students in either of the other two groups.<sup>11</sup>

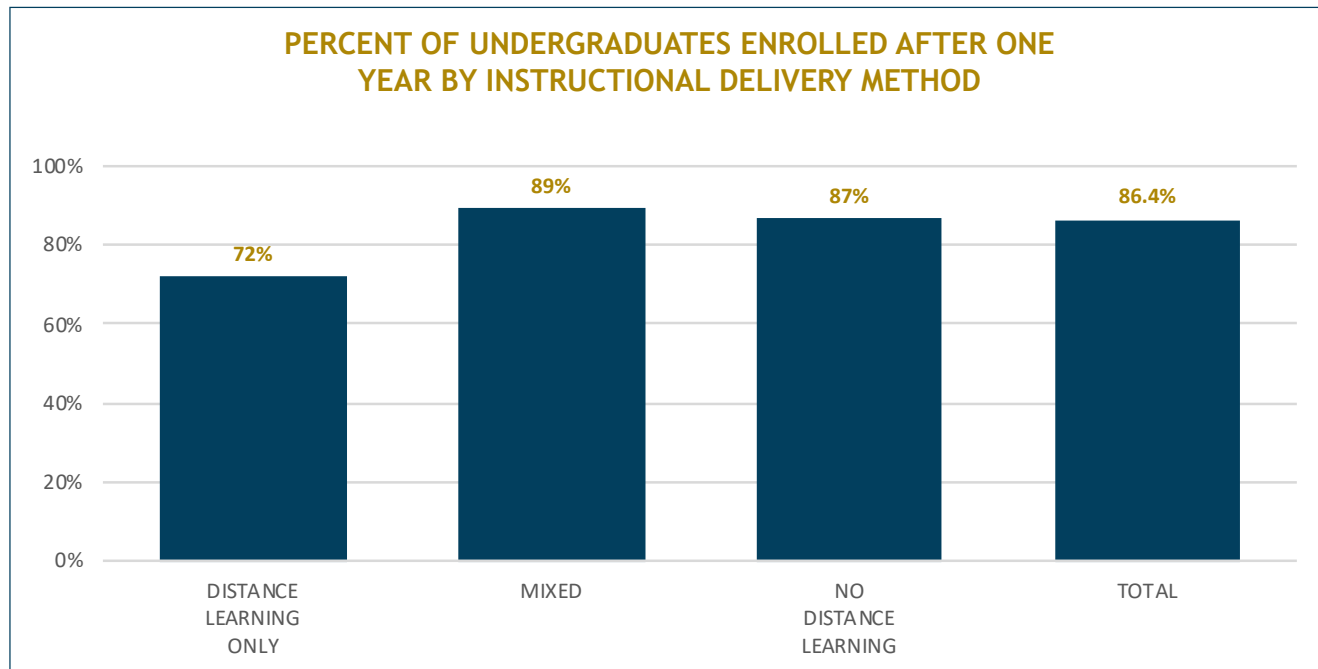
<sup>11</sup> Preliminary Fall 2018 data show a withdrawal rate of 4% from fully online courses and 6% from primarily online courses.



## Retention

Seventy-two percent (72%) of undergraduate students who enrolled only in distance learning courses in Fall 2016 were also enrolled in Fall 2017. Additional research is needed to determine if those students who were not enrolled in Fall 2017 enrolled in a subsequent semester, transferred to another institution, or had been transient students with a different home institution in Fall 2016.

Students who took a mix of distance learning and classroom or hybrid courses had a higher retention rate than those who took only distance learning courses or those who took only classroom or hybrid courses.



SOURCE: BOG Office of Data & Analytics, extracted from datamarts on 4/11/2019. Notes: Includes all undergraduates. Delivery Method Categories are based on their enrollments during the Fall 2016 term. The percentages report the proportion of the Fall 2016 undergraduates who were enrolled during Fall 2017. Students who graduated between Fall 2016 and Summer 2017 were removed from both the numerator and the denominator.

*The hardest adjustment of working and attending school at the same time is Time Management. Without the flexibility of an online degree program, it would not have been possible for me to complete my bachelor's degree.*

STUDENT, UNIVERSITY OF WEST FLORIDA

*I appreciate that even though the distance learning course is online, we still have opportunities to engage with other students.*

STUDENT, UNIVERSITY OF NORTH FLORIDA



## Time to Degree

The average time-to-degree was 3.92 years for full-time students earning Bachelor's degrees in 120-credit-hour programs, with those students who took up to 80% of their courses via distance learning graduating in an average of 3.75 – 4.0 years. The number of graduates who took 81% - 100% of their courses online was too small to generalize to other populations.

### AVERAGE YEARS TO DEGREE FOR FULL-TIME, FTIC BACCALAUREATES IN 120 HR PROGRAMS

% DL	2016-17			2017-18		
	N	%	MEDIAN	N	%	MEDIAN
0%	1,581	7%	4.08	1,362	6%	3.75
1-20%	12,883	54%	4.00	11,762	48%	4.00
21-40%	7,119	30%	3.92	8,381	34%	3.92
41-60%	2,003	8%	3.75	2,736	11%	3.92
61-80%	227	1%	3.75	370	2%	3.75
81-99%	20	0.1%	*	38	0.2%	*
100%	2	<0.1%	*	5	<0.1%	*
<b>Total</b>	<b>23,835</b>	<b>100%</b>	<b>4.00</b>	<b>24,654</b>	<b>100%</b>	<b>3.92</b>

SOURCE: BOG Office of Data & Analytics, extracted from datamarts on 4/23/2019. Notes: Analysis based on SIF data. Years-to-degree is measured as number of calendar years (12 months) from the student's first entry date as a Bachelor's-seeking undergraduate to the last month of the degree term. FTIC status is based on the student recent admit type and includes early admits. Student headcount represent those who earned a bachelor's degree during academic years 2016-17 and 2017-18 and includes only those who graduated from programs that require 120 credit hours. In addition, data only includes 'full-time' students — those with a least half of all the terms in which they were enrolled were at full-time status (fall and spring = 12 SCHs; Summer = 6 SCHs). These students were then designated into groups of online activity based on the delivery method indicator ('DL') for all courses taken throughout their academic career. For courses taken prior to summer 2010, the technology delivery indicator-primary ('W') was used. For courses taken after summer 2010, the delivery method indicator ('DL') was used. The dataset only extends back to students who entered in Summer 2004 or later. An asterisk (\*) indicates groups with counts too low to be generalize to other populations. Methodology improved to more accurately represent distance learning courses taken by students.

*After receiving my bachelor's degree, I realized that I wanted to further my education. Since I was working full time, I didn't think my dream of continuing my education was possible, until I discovered Distance Learning. The added flexibility of distance courses made it possible for me to continue my post graduate education without having to put a hold on my professional career.*

JOHN SAULLO, M.S. INFORMATION TECHNOLOGY PROGRAM, FLORIDA STATE UNIVERSITY

*I would tell my fellow students if you're thinking about taking online courses, definitely do it! You have the tools to connect. You will feel part of the university, and you have great flexibility.*

STUDENT, FLORIDA ATLANTIC UNIVERSITY



## Professional Development

During 2017-18, the SUS continued its focus on the *2025 Strategic Plan for Online Education's* goals related to Quality by further addressing the Plan's tactics for the professional development of faculty and staff:

### INSTRUCTIONAL DESIGNERS

In partnership with UCF and Seminole State College, FLVC launched the Instructional Designer Network so that instructional design professionals in both delivery systems could share research and best practices. The Network plans to begin a monthly professional development webinar series in October 2018. In addition, FLVC continued to support its web page for instructional designers by providing links to best practices, "real world tips," related organizations, training and support, and development.

### INSTITUTIONAL LEADERS

As mentioned in the Open Educational Resources/ Textbooks section of this report, FLVC continued to assist in the implementation of the *2025 Strategic Plan for Online Education* by hosting the Open Educational Resources Summit for institutional leaders in February 2018. National and regional speakers focused on raising the level of awareness around textbook costs and bringing OER options to the forefront. A follow-up OER Summit is being planned for the 2018-19 year.<sup>12</sup>

### PROFESSIONAL DEVELOPMENT STAFF



The Teaching Online Preparation Toolkit (TOPkit) was launched in February 2017. During 2017-18, it continued its impact on institutional staff who are responsible for professional development activities for faculty who teach

online courses. Hosted by UCF in partnership with other institutions in the SUS and Florida College System, the TOPkit website provides resources for planning, developing, and evaluating institutions' faculty development programs. A Community of Practice provides for collaboration and sharing of resources and practices, while a monthly email newsletter distributes website content and contributions from the Community of Practice to the email inboxes of subscribers. An annual two-day workshop provides a train-the-trainer experience so that staff can return to their campuses to effectively implement the best practices, resources, and tools found within TOPkit.

In 2017-18, TOPkit had:

- 5,890 unique website visitors
- 28,144 pageviews, with the top pages including Checklists and Rubrics, Sample Courses, Community Forums, and Ask ADDIE (an "advice column" for online faculty development practitioners).
- 60 new registered users of the TOPkit website, bringing the total to 294 as of June 2018. (Note: Registered users can participate in the Community of Practice.)
- 128 new subscriptions to the Topkit Digest (monthly email newsletter), bringing the total to 660 as of June 2018.
- 71 attendees at the 2018 workshop.

## Quality Courses

### QUALITY COURSE DESIGN

A primary focus of the *2025 Strategic Plan for Online Education* is quality in all aspects of online education, including quality of the design of courses. During 2017-18,

<sup>12</sup> FLVC hosted the 2019 Florida OER Summit on February 27-28, 2019, in Maitland, FL.



the system-wide Quality Workgroup recommended – and the Steering Committee approved – that the nationally recognized Quality Matters standards and rubric would be the standard by which SUS institutions would review the design of their online courses; institutions that prefer to use their own standards and rubrics would provide evidence that they are comparable to those published by Quality Matters. A course design review process unique to Florida was developed by a statewide workgroup. The process is flexible enough to work across all SUS and FCS institutions and accommodate institutional differences while increasing overall online course quality. A system-wide Quality Review Panel will randomly audit a certain percentage of courses each year to ensure consistent application of the standards throughout the SUS.

When reviewing a course for quality design, trained reviewers must determine that the course meets all Quality

Matters essential standards and provides alternative means of access to course materials in formats that meet the needs of diverse learners. The costs of reviewing the courses will be the responsibility of each institution.

### QUALITY AWARDS PROGRAM

The *2025 Strategic Plan for Online Education* provides for the creation of a statewide awards system for faculty who teach exceptional online courses. In 2017-18, the Quality Workgroup recommended that there would be three levels of awards for faculty who teach online courses: institutional (President's Award), System (Florida Quality Award), and Chancellor's Quality Award. Details of the awards process will continue being fine-tuned during 2018-19.

*Not only has Complete Florida given me the tools to continue my education, the program has shown me that giving up is never the answer.*

BRITTANY, FLORIDA INTERNATIONAL UNIVERSITY

*To accommodate my work schedule, I really needed a bachelor's program with flexibility, one that didn't require me to be on campus... I get the same great education online as I would have as a traditional student. I just have the benefit of getting it on my schedule.*

ONLINE STUDENT, UNIVERSITY OF FLORIDA



# Affordability

## Cost of Online Education Report

In response to Affordability Goal 4 in the *2025 Strategic Plan for Online Education*, “The State University System will determine the costs of online education campus-by-campus,” the universities’ distance learning leaders and Board staff collaborated in the creation of the Cost of Online Education report in 2016. The report was not updated in 2017-18, because not enough time had elapsed for major shifts to be reflected in the cost categories. The cost report was described in the 2016-17 Annual Report for Online Education as follows:

Presented to the Board’s Innovation and Online Committee in October 2016, the Cost of Online Education report produced by the Affordability Workgroup found that the average incremental cost of online learning was \$41.48 per credit hour, with 42% of incremental costs for the development of the online course and 58% for the delivery of the online course.

The analysis of the 2015-16 data showed that institutions increased costs for developing and delivering online education were from the investment in staffing, the cost of creating online courses with high interaction levels and media rich content, and the technology infrastructure. The report found that the development and delivery of online education requires additional human resources and technology resources that are not necessary for face-to-face education, increasing the cost of online education.

## Common LMS

A master agreement that could be used by institutions in both the SUS and the Florida College System for a common, opt-in learning management system was signed after a system-wide competitive selection process was undertaken in 2015. All twelve universities are either continuing to implement or are transitioning to the common LMS, as are several institutions in the Florida College System.

## Impact of Online Enrollments on Facilities

In May 2016, a joint meeting of the Board of Governors’ Innovation and Online Committee and Facilities Committee was held to consider the impact of increased online enrollments on capital funding plans. As a result of this meeting, Board staff developed a new Dynamic Capital Planning (DCP) model that utilizes standardized definitions for a distance learning course, a hybrid course, and a classroom/traditional course. Initially removing 100% of distance learning enrollments from several elements of the facilities planning model, there was a realization that distance learning students may – and frequently do – come to campus for up to 20% of their instructional activities. The model was fine-tuned to remove 80%, rather than 100%, of the distance learning FTE from classrooms, teaching labs, gymnasium, and auditorium space types, thereby decreasing the amount of funds needed to meet minimum required space standards. This model will be applied to all state universities during each institution’s space needs survey over the next five-year cycle of surveys for the SUS. It is projected that the updated DCP model calculations will result in lower classroom and teaching lab space needs due to the increased participation in online education.



## Infrastructure

Quality Goal 2 of the *2025 Strategic Plan for Online Education* is to “provide the infrastructure needed to support the development and delivery of online education.”

To assist institutions in reviewing their infrastructure to ensure they have the technology and associated processes in place to provide quality online instruction, the Infrastructure Workgroup developed a Technology Scorecard, which institutions used as a management tool to assess their operations, support, security policies, and disaster recovery capabilities in the Fall of 2017. These four areas had 17 quality indicators, where universities determined if they met the criteria, were insufficient, or were exemplary for each indicator.

Results reflected that all universities were performing well overall in operations, support, security policies, and disaster recovery. The Workgroup recommended administering the Scorecard on an annual basis and having collaborative discussions to help ensure institutions that score below “Meets Criteria” on any indicator can improve

their infrastructure accordingly. The Innovation and Online Committee and full Board approved the recommendations in January 2018.

In response to Affordability Tactic 1.1.2, “Explore additional items for potential sharing to expand the quality of the student online learning experience while reducing costs through efficiency,” the Infrastructure Workgroup found that institutions often work independently to explore, test, and implement educational technology and that collaboration would reduce duplication of effort in technology adoption and selection. In March 2017, the Workgroup recommended to the Board’s Innovation and Online Committee that a state education licensing committee be formed to facilitate collaborations system-wide. The Committee and the full Board approved the recommendation.

During 2017-18, the Workgroup collaborated with the FLVC to develop a structure to facilitate collaboration across the SUS and Florida College System to share available statewide agreements, services, and contracts. The website will go live in 2018-19.

*Online learning has helped to discipline me versus being in the classroom. It has helped me stay on top of my courses and my due dates for assignments. It has helped me take school more seriously. As I became more comfortable with the online environment, I have progressed more inside and outside the classroom. I am a Teacher’s Assistant so online helps me to provide support to the students I work with as well.*

MARCUS MCMAHON (GRADUATE STUDENT, ONLINE EDUCATIONAL LEADERSHIP,  
MA, UNIVERSITY OF CENTRAL FLORIDA)



## Resources

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# Appendix A

## STEERING COMMITTEE

### **Dr. Joseph Glover (Chair, through 12/2017)**

Provost and Senior Vice President for Academic Affairs  
University of Florida

### **Dr. Ralph Wilcox (Chair, 1/2018)**

Provost and Executive Vice President for Academic Affairs  
University of South Florida System

### **Dr. Ken Furton**

Provost and Executive Vice President  
Florida International University

### **Dr. Dale Whittaker**

Provost and Executive Vice President  
for Academic Affairs  
University of Central Florida

### **Dr. Gary Perry**

Provost and Vice President  
for Academic Affairs  
Florida Atlantic University

### **Dr. George Ellenberg**

Provost and Vice President  
for Academic Affairs  
University of West Florida

### **Dr. Nancy C. McKee**

Associate Vice Chancellor,  
Innovation and Online Education  
Board of Governors

## IMPLEMENTATION COMMITTEE

### **Dr. Kelley Bailey**

Assistant Professor  
Florida Agricultural  
and Mechanical University

### **Dr. Cynthia DeLuca**

Associate Vice President,  
Innovative Education  
University of South Florida

### **Dr. Andy McCollough**

Associate Provost,  
Teaching and Technology  
University of Florida

### **Dr. Vicki Brown**

Assistant Provost,  
eLearning  
Florida Atlantic University

### **Dr. Cathy Duff**

Associate Vice President,  
Academic and Curriculum Support  
Florida Gulf Coast University

### **Dr. Deb Miller**

Senior Director, Center for  
Instruction and Research Technology  
University of North Florida

### **Dr. Tom Cavanagh (4/2018)**

Vice Provost for Digital Learning  
University of Central Florida

### **Robert Fuselier**

Director,  
Office of Distance Learning  
Florida State University

### **Dr. Pam Northrup**

Vice President, Research and  
Strategic Innovation  
University of West Florida

### **Kevin Celebi (through 12/2017)**

Coordinator of Educational  
Technology  
New College of Florida

### **Dr. Joel Hartman (through 3/2018)**

Vice President, Information  
Technologies and Resources  
University of Central Florida

### **Joseph Riquelme**

Assistant Vice President, FIU Online  
Florida International University

### **Dr. Tom Hull (through 3/2018)**

Chief Information Officer  
Florida Polytechnic University

## BOARD of GOVERNORS OFFICE

### **Dr. Nancy McKee**

Associate Vice Chancellor  
Board of Governors



## Appendix B

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

The SUS also adopted definitions for "Fully Online Programs" and "Primarily Online Programs," which were needed for development of an inventory of online programs:

TERMS	PROGRAMS - DEFINITION
<b>Fully Online Program</b>	100% of the direct instruction of the program is available using some form of technology when the student and instructor are separated by time, space, or both. All program requirements that cannot be completed online can be completed off-campus.
<b>Primarily Online Program</b>	80-99% of the direct instruction of the program is available using some form of technology when the student and instructor are separated by time, space, or both. There is a requirement for the student to attend campus or another explicit geographic location for a portion of the program.



**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Innovation and Online Committee  
June 13, 2019**

**SUBJECT: Mid-course Correction of the *SUS 2025 Strategic Plan for Online Education's Quality Metrics***

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**PROPOSED COMMITTEE ACTION**

Discuss proposed revisions to the Quality metrics in the *2025 Strategic Plan for Online Education*.

Consider recommending to the Strategic Planning Committee that it revise the Quality metric in the *SUS 2025 Strategic Plan* to reflect the Innovation and Online Committee's revisions.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

The *2025 Strategic Plan for Online Education* was adopted by the Board in November 2015 and has several performance indicators and goals for each of the three elements in the *Plan* (Quality, Access, and Affordability). Two of these metrics – one Quality and one Access – are also reflected in the *SUS 2025 Strategic Plan*.

The *2025 Strategic Plan for Online Education* provides that the Board “will periodically evaluate these performance indicators and their corresponding 2025 goals.” The Quality metrics will be reviewed by the Committee at its June meeting, the Affordability metrics at its August meeting, and the Access metrics at its October meeting. In October, all revisions will be approved and forwarded to the full Board for its consideration.

The Steering Committee, six provosts and a non-voting member of the Board staff, was created by the Chancellor to provide guidance for the implementation of the *2025 Strategic Plan for Online Education*. The Steering Committee reviewed and approved the

proposed suggested revisions to the Quality metrics, which staff will present to the Innovation and Online Committee for discussion during the June meeting.

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<b>Supporting Documentation Included:</b>	Quality Metrics Florida Online Course Design Quality
<b>Facilitators/Presenters:</b>	Dr. Nancy McKee

6/13/2019

## QUALITY METRICS

From the SUS 2025 Strategic Plan for Online Education:

The performance indicators below will assist the Board of Governors in monitoring the System's progress toward achieving the Board's goals for online education. Each university's contribution toward these goals will depend on its mission, its strategic plan, and its vision for online education. The Board will periodically evaluate these performance indicators and their corresponding 2025 goals.

Quality	
<i>Performance Indicators</i>	<i>2025 Goals</i>
<p><b>Currently:</b> Number of annual SUS Chancellor Awards for high-quality courses</p> <p><b>Recommendation:</b> No change</p>	<p><b>Currently:</b> 8 Chancellor Awards presented annually at the state level</p> <p><b>Recommendation:</b> Change the number of Chancellor's Awards to align with the structure of the newly developed awards program. Each institution offering online education will have a President's Award, with the System having one Chancellor's Award selected from the winners of the President's Awards. The recommended 2025 Goal is:</p> <p><b>One Chancellor's Award presented annually at the state level</b></p>
<p><b>Currently:</b> Percentage of faculty participating in professional development</p> <p><b>Recommendation:</b> <b>Percentage of faculty teaching online courses participating in professional development</b></p>	<p><b>Currently:</b> 15% of faculty from SUS institutions offering online education participate in yearly professional development activities</p> <p><b>Recommendation:</b> To ensure that faculty who teach online courses are well-prepared to do so, the recommended goal is below.</p> <p><b>90% of faculty teaching online courses complete professional development related to online education.</b></p>
<p><b>Currently:</b> Number of institutions sharing research in online education</p> <p><b>Recommendation:</b> No change</p>	<p><b>Currently:</b> 75% of SUS institutions participate in the online education research consortium</p> <p><b>Recommendation:</b> Strengthen the goal to ensure research is being shared, as reflected below.</p> <p><b>100% of SUS institutions share relevant research (proposed, underway or completed) by participating in the annual Florida Online Innovation Summit.</b></p>

6/13/2019

<p><b>Currently:</b> Online student success (receiving a course grade of A, B, or C)</p> <p><b>Recommendation:</b> No change</p>	<p><b>Currently:</b> Online student success rate equals or exceeds the rate for comparable face-to-face courses</p> <p><b>Recommendation:</b> Edit the goal to capture the methodology used at the System level. The success rate is calculated by comparing the success of all students in online courses with that of all students in classroom courses. The success rate is not calculated at the System level for individual courses. The recommended revisions to the goal are below.</p> <p><b>Online student success rate <del>equals or exceeds</del> is comparable to the rate for <del>comparable face-to-face</del> <u>classroom</u> courses.</b></p>
<p><b>Currently:</b> Online student withdrawal rate</p> <p><b>Recommendation:</b> No change</p>	<p><b>Currently:</b> Online student course withdrawal rate is no higher than for comparable face-to-face courses</p> <p><b>Recommendation:</b> Clarify that the withdrawal rate will be calculated in total at the System level and not for individual courses. Institutions may calculate and review individual courses for anomalies. Recommended revisions are below:</p> <p><b>Online student course withdrawal rate is <del>no higher than for</del> comparable to the withdrawal rate from <del>face-to-face</del> <u>classroom</u> courses.</b></p>
<p><b>Currently:</b> Student satisfaction with online education</p> <p><b>Recommendation:</b> No change</p>	<p><b>Currently:</b> Student satisfaction levels for online courses equal or exceed satisfaction levels for comparable face-to-face courses.</p> <p><b>Recommendation:</b> Clarify that the System data reported will reflect student satisfaction levels for online and classroom courses in total and not for individual courses.</p> <p><b>Student satisfaction levels for online courses are <del>comparable to equal or exceed</del> satisfaction levels for <u>classroom</u> <del>comparable face-to-face</del> courses.</b></p>
<p><b>Currently:</b> Percent of SUS courses bearing a “high-quality” rating in the FLVC online catalog</p> <p><b>Recommendation:</b> Replace current performance indicator with</p> <p><b>Continuing assessment of online courses to provide quality assurance and improvement using the Florida Online Course Design Quality (<a href="https://www.flbog.edu/board/office/online/doc/2019_04_25_FLORIDA%20ONLINE%20COURSE%20DESIGN%20QUALITY_forPosting.pdf">https://www.flbog.edu/board/office/online/doc/2019_04_25_FLORIDA%20ONLINE%20COURSE%20DESIGN%20QUALITY_forPosting.pdf</a>) review or an approved institutional process.</b></p>	<p><b>Currently:</b> 90% of SUS courses in the FLVC catalog rated high quality</p> <p><b>Recommendation:</b> In 2018-19, the number of unduplicated courses in the Fall and Spring terms in the FLVC online catalog exceeded 17,000. The review process is a massive undertaking, even for a multi-year effort, requiring a large amount of institutional time and resources devoted to the process. To make implementation manageable while remaining committed to the offering of quality-designed online courses in the System, the goal is recommended to be revised as reflected below:</p> <p><b><u>100% of new and substantively revised online courses must meet Florida standards following an approved review process. Existing and continuing courses will be considered for review on no less than a 5-year cycle.</u></b></p>

## FLORIDA ONLINE COURSE DESIGN QUALITY

As the demand for online courses in higher education continues to increase, so has the concern for the quality of online education and its impact on student success. While there are many components of online education that can impact student success, the most standardized and least subjective component has to do with the online course design and structure. Just as brick-and-mortar construction standards were used to build traditional face-to-face classrooms, online courses are now being similarly built using rigorous, [research-based standards](#) for quality course design and format. The result is increased quality and accessibility of online education and reduced barriers to student success.

### Quality Course Design

A primary focus of the *2025 Strategic Plan for Online Education* is quality in all aspects of online education, including quality of the design of courses. The Florida Online Course Design Quality review process is used in conjunction with the Quality Matters Standards to assign quality designations to online courses. A State University System (SUS) and Florida College System (FCS) Quality Workgroup developed this unique Florida process to be flexible enough to work across all SUS and FCS institutions. Institutions that prefer to use their own standards and rubrics provide evidence that they are comparable to those published by Quality Matters.

### Online Course Design Quality Process

*The standards-based, course review process is a significant commitment of institutional time and resources. When reviewing a course for quality design, trained reviewers must determine that the course meets all Quality Matters essential standards, and provides alternative means of access to course materials in formats that meet the needs of diverse learners.*

### Quality Matters Standards

1. **Course Overview and Introduction:** The overall design of the course is made clear to the learner at the beginning of the course.
2. **Learning Objectives:** Learning objectives or competencies describe what learners will be able to do upon completion of the course.
3. **Assessment and Measurement:** Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies.
4. **Instructional Materials:** Instructional materials enable learners to achieve stated learning objectives or competencies.
5. **Learning Activities and Learner Interaction:** Learning activities facilitate and support learner interaction and engagement.
6. **Course Technology:** Course technologies support learners' achievement of course objectives or competencies.
7. **Learner Support:** The course facilitates learner access to institutional support services essential to learner success.
8. **Accessibility and Usability:** The course design reflects a commitment to accessibility and usability for all learners.

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Innovation and Online Committee  
June 13, 2019**

**SUBJECT: Performance in the Workforce: Students with Online Degrees**

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**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Gary Cantrell, Senior Vice President and CIO of Jabil, Inc., and Andy Zolper, Senior Vice President and Chief IT Security Officer of Raymond James Financial will share the experiences their respective companies have had with employing students who took their courses online.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Dr. Ralph Wilcox, Provost, USF  
Gary Cantrell, *Jabil, Inc.*  
Andy Zolper, *Raymond James Financial*



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

**AGENDA**  
**Nomination and Governance Committee**  
**Ballroom**  
**Marshall Student Center**  
**University of South Florida**  
**4103 USF Cedar Circle**  
**Tampa, Florida 33620**  
**June 13, 2019**  
**10:45 a.m. – 11:00 a.m.**

**or**  
**Upon Adjournment of Previous Meetings**

**Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Syd Kitson**  
**Members: Cerio, Jordan, Levine, Tripp**

- |           |   |                                |
|-----------|---|--------------------------------|
| <b>1.</b> | <b>Call to Order and Opening Remarks</b>  | <b>Governor Ned Lautenbach</b> |
| <b>2.</b> | <b>Minutes of Committee Meeting</b><br>Minutes, March 29, 2018  | <b>Governor Lautenbach</b>     |
| <b>3.</b> | <b>Recommendation of Candidates to fill Trustee</b><br><b>Vacancies and Reports on Applicant Interviews</b> | <b>Governor Lautenbach</b>     |
| <b>4.</b> | <b>Concluding Remarks and Adjournment</b>   | <b>Governor Lautenbach</b>     |

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Nomination and Governance Committee  
June 13, 2019**

**SUBJECT:** Minutes of Committee Meeting held March 29, 2018

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**PROPOSED COMMITTEE ACTION**

Consider Approval of Minutes of the Meeting held on March 29, 2018, at the University of North 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 March 29, 2018 at the University of North Florida.

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**Supporting Documentation Included:** Minutes: March 29, 2018

**Facilitators/Presenters:** Governor Ned Lautenbach

MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
NOMINATION AND GOVERNANCE COMMITTEE  
BALLROOM, 3<sup>RD</sup> FLOOR, WEST BUILDING  
STUDENT UNION COMPLEX  
UNIVERSITY OF NORTH FLORIDA  
JACKSONVILLE, FLORIDA  
MARCH 29, 2018

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

Chair Lautenbach convened the meeting of the Nomination and Governance Committee of the Board of Governors on March 29 at 9:07 a.m., with the following members present: Sydney Kitson, Alan Levine, and Norman Tripp.

1. Approval of Minutes of Meeting held January 25, 2018

Mr. Tripp moved approval of the minutes of the meeting held January 25, 2018, as presented. Mr. Kitson seconded the motion, and members of the Committee concurred.

2. Recommendation of Candidate to fill the Trustee Vacancy and Reports on Applicant Interviews

Chair Lautenbach said there was a trustee vacancy for Florida Polytechnic University. In accordance with the Board of Governors process, the sub-committee reviewed the applications and interviewed potential candidates. He thanked the Committee members for their time well spent, emphasizing the importance of this function given the significant responsibilities a trustee has to his or her university.

Chair Lautenbach stated that Mr. Kitson, Mr. Levine and Mr. Tripp vetted the applicants.

Mr. Levine discussed his interview with Dr. Adrienne Perry. He shared that she is an adjunct professor at Stetson University; was a former board member of the Orlando Science Center; and previously served as mayor of the City of Longwood. He said Dr. Perry received her Doctorate in Curriculum and Instruction from the University of Florida. He also noted Dr. Perry has some great ideas and thinks she will be a great supporter of Florida Polytechnic University.

MINUTES: NOMINATION AND GOVERNANCE COMMITTEE

March 29, 2018

Mr. Levine recommended the appointment of Dr. Adrienne Perry to the Florida Polytechnic University Board of Trustees subject to Senate confirmation, attending an orientation session, and the annual Trustee Summits for a term beginning March 29, 2018.

Mr. Tripp seconded the motion, and all members of the Committee concurred.

Vice Chair Kitson stated Dr. Perry will be a great addition to the Florida Polytechnic University Board of Trustees and that he looks forward to her service.

Mr. Tripp noted that she is the spouse of a former Supreme Court Justice of Florida.

3. Concluding Remarks and Adjournment

Having no further business, the meeting was adjourned at 9:10 a.m. March 29, 2018.

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Vikki Shirley  
Corporate Secretary

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Ned Lautenbach, Chair

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Nomination and Governance Committee  
June 13, 2019**

**SUBJECT:** Appointment of University Trustees

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**PROPOSED COMMITTEE ACTION**

Consider 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 section 114.05, Florida Statutes, and University Board of Trustee Selection and Reappointment Process, the following university has one appointment that the Florida Senate did not take action on during the 2019 Legislative Session. In order for the trustee to continue serving, the Board of Governors may consider the trustee's reappointment within 45 days of Sine Die:

1. Florida Polytechnic University

In accordance with the University Board of Trustee Selection and Reappointment Process, the following university has one trustee vacancy:

1. 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.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Governor Ned Lautenbach



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

**AGENDA**  
**Board of Governors Meeting**  
**Ballroom**  
**Marshall Student Center**  
**University of South Florida**  
**4103 USF Cedar Circle**  
**Tampa, Florida 33620**  
**June 13, 2019**  
**11:00 a.m. – 1:00 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  | Chair Lautenbach  |
| 3. | Minutes of Board of Governors Meeting <ul style="list-style-type: none"><li>• Minutes, March 28, 2019</li></ul> | Chair Lautenbach  |
| 4. | Chancellor's Report   | Chancellor Marshall M. Criser III                                       |
| 5. | Overview of 2019 Legislation and Student Champion Award   | Chair Lautenbach  |
| 6. | Recognition of Dr. Judy Genshaft, President, University of South Florida  | Chair Lautenbach  |
| 7. | Public Comment  | Chair Lautenbach  |
| 8. | Board Self-Evaluation Survey Results  | Traki L. Taylor, Ph.D.<br>Assistant Vice Chancellor<br>Academic Affairs |
| 9. | Confirmation of Reappointment of the President for Florida Polytechnic University                               | Chair Lautenbach<br>Chair Don Wilson<br><i>FPU Board of Trustees</i>    |

- |     |  |  |
|-----|--|--|
| 10. | <b>Confirmation of Reappointment of the President for New College of Florida</b>   | <b>Chair Lautenbach</b><br><b>Chair Felice Schulaner</b><br><i>NCF Board of Trustees</i> |
| 11. | <b>Confirmation of Reappointment of the President for Florida State University</b>   | <b>Chair Lautenbach</b><br><b>Chair Ed Burr</b><br><i>FSU Board of Trustees</i>          |
| 12. | <b>Strategic Planning Committee Report</b> <ul style="list-style-type: none"> <li>• Florida International University 2025 Strategic Plan</li> <li>• 2019 University Accountability Plans</li> </ul>  | <b>Governor Darlene Jordan</b>   |
| 13. | <b>Academic and Research Excellence Committee Report</b> <ul style="list-style-type: none"> <li>• Consortium for Medical Marijuana Clinical Outcomes Research</li> </ul>   | <b>Governor Alan Levine</b>  |
| 14. | <b>Academic and Student Affairs Committee Report</b> <ul style="list-style-type: none"> <li>• Ph.D. in Engineering and Computing Education, CIP 14.9999, Florida International University</li> <li>• Doctor of Athletic Training, CIP 51.0913, University of Florida</li> <li>• Ph.D. in Anatomical Sciences Education, CIP 26.0403, University of Florida</li> <li>• Ed.D. in Instructional Design and Technology, CIP 13.0501, University of West Florida</li> <li>• Articulation Coordinating Committee Credit-By-Exam Equivalencies</li> </ul> | <b>Governor Norman Tripp</b>   |
| 15. | <b>Budget and Finance Committee Report</b> <ul style="list-style-type: none"> <li>• Regulation 9.014 Collegiate License Plate Revenues</li> <li>• Performance-Based Funding Allocation</li> <li>• Board of Governors Regulation 9.012 Requiring Disclosure of Gifts from Foreign Governments and Persons</li> </ul>  | <b>Governor Syd Kitson</b>   |
| 16. | <b>Facilities Committee Report</b> <ul style="list-style-type: none"> <li>• University of Florida Educational Plant Survey</li> <li>• New College of Florida Educational Plant Survey</li> <li>• Florida International University Biscayne Bay Campus Pool Repairs</li> </ul>  | <b>Governor H. Wayne Huizenga, Jr.</b>   |
| 17. | <b>Audit and Compliance Committee Report</b> <ul style="list-style-type: none"> <li>• SUS Office of Inspector General and Director of Compliance 2019-2020 Work Plan</li> </ul>  | <b>Governor Tim Cerio</b>  |
| 18. | <b>Innovation and Online Committee Report</b> <ul style="list-style-type: none"> <li>• SUS 2018 Annual Report for Online Education</li> </ul>  | <b>Governor Ed Morton</b>  |
| 19. | <b>Nomination and Governance Committee Report</b>  | <b>Chair Lautenbach</b>  |
| 20. | <b>Concluding Remarks and Adjournment</b>  | <b>Chair Lautenbach</b>  |

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.)



I pledge allegiance  
to the flag  
of the **United States** of America  
and to the Republic  
for which it stands,  
one Nation under God,  
indivisible,  
with liberty and justice for all.

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

June 13, 2019

**SUBJECT:** Chair's Report

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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.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Chair Ned Lautenbach

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

June 13, 2019

**SUBJECT:** Minutes of Board of Governors Meeting held March 28, 2019

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**PROPOSED BOARD ACTION**

Approval of minutes of the Board of Governors meeting held on March 28, 2019 at Florida Agricultural and Mechanical University.

**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 March 28, 2019 at Florida Agricultural and Mechanical University.

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**Supporting Documentation Included:** Minutes: March 28, 2019

**Facilitators/Presenters:** Chair Ned Lautenbach

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FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY  
1780 S. MARTIN LUTHER KING, JR. BOULEVARD  
TALLAHASSEE, FLORIDA 32307  
MARCH 28, 2019

*Video or audio archives of the meetings of the Board of Governors  
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1. Call to Order and Pledge of Allegiance

On March 28, 2019, Chair Ned C. Lautenbach convened the meeting at 1:02 p.m. with the following members present and answering roll call: Vice Chair Syd Kitson; Tim Cerio; Dr. Shawn Felton; H. Wayne Huizenga, Jr.; Darlene Jordan; Alan Levine; Jay S. Patel; Norm Tripp, Dr. Fernando Valverde; and Jalisa White. Ms. Frost, Mr. Morton and Dr. Zachariah attended the meeting by telephone. Members stood for the Pledge of Allegiance.

Chair Lautenbach thanked Chair Kelvin Lawson, President Robinson, and Florida Agricultural & Mechanical University for hosting the meeting. Chair Lawson said they appreciated the opportunity to host the Board and hoped the meeting was both enjoyable and productive. Chair Lautenbach next congratulated President Judy Genshaft for being selected as a 2019 Living Legend by the National Collegiate Athletic Association. He noted this is but one of President Genshaft's many achievements and he looks forward to a more robust recognition of her accomplishments at the June Board meeting.

2. Consideration of Confirmation of President for University of South Florida

Chair Lautenbach recognized Mr. Brian Lamb, Chair of the University of South Florida Board of Trustees, to provide an overview of the search process and present Dr. Steven Currall for confirmation. Chair Lamb said he was proud to present Dr. Steven Currall to the Board for confirmation. He reminded members of the university's commitment to find a leader with a proven track record at Association of American University (AAU) institutions in light of USF's aspirational goal to become an AAU institution.

Chair Lamb described the search process, starting with the establishment of a diverse search committee that was representative of their stakeholders; the pivotal role played by Greenwood Asher in recruiting a highly talented candidate pool; and the actions taken to enhance feedback from their stakeholders on campus and in the community

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such as the listening tours. As a result of these efforts, the search committee narrowed the pool to four candidates and on March 22, 2019, the University of South Florida Board of Trustees unanimously selected Dr. Currall to serve as the next president of USF. He thanked the Board, and in particular Ms. Jordan who played an integral role as a member of the search committee, and Chancellor Criser who served as a trusted advisor. Chair Lamb also thanked University of South Florida Board of Trustees Vice Chair Jordan Zimmerman for his leadership and Mr. Les Muma who served as the chair of the search committee.

Chair Lamb next described Dr. Currall's extensive academic and leadership background at AAU institutions. As the Provost at Southern Methodist University (SMU), Dr. Currall is responsible for oversight of all of the academic activities and for managing the university. At the University of California, Davis, Dr. Currall was the Senior Advisor for Strategic Projects and played a key leadership role as a Dean. In addition, he gained significant leadership experience at Rice University, University of Chicago and Cornell University, and through his body of work has developed impeccable credentials in research and fund-raising. In addition, Dr. Currall is a Fellow of the American Association for the Advancement of Science. Chair Lamb characterized Dr. Currall as being the right person to help the university achieve its aspirational goal of becoming an AAU institution.

Chair Lautenbach asked Ms. Jordan for her thoughts on the search. Ms. Jordan said she would echo Chair Lamb's comments about Dr. Currall being a perfect fit for USF. At the outset, she recognized USF had to find someone who could not only continue USF on its preeminent path, but take it to even greater heights. What impressed her most is Dr. Currall's ability to bring organizations and people together, which she believes is essential given the current consolidation efforts at USF. Ms. Jordan wholeheartedly endorsed Dr. Currall's candidacy, indicating he will be an invaluable resource to USF, the Board of Governors, and the State University System as a whole.

Chair Lautenbach recognized Dr. Currall to address the Board. Dr. Currall expressed excitement about becoming a part of the State University System, if confirmed, and he thanked Chair Lautenbach, Vice Chair Kitson, and Chancellor Criser for their support. He thanked the members of the USF Board of Trustees and said he was humbled by the prospect of continuing the extraordinary momentum led by President Genshaft and pledged his commitment to increasing the slope of that trajectory. He also thanked the Board of Governors for their leadership, saying he was encouraged by the Board's dialogue the previous day that focused on academic success, research, visibility, and impact. He feels fortunate to be in such an ecosystem and believes higher education institutions are pivotal to upward economic growth and prosperity.

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Dr. Currall described USF as an amazing institution very much aligned with performance-based funding, which is something he embraces as a metrics-oriented person. He also believes his background and experience at both public and private national and international institutions will contribute to USF becoming an even stronger source of education, research, and innovation.

Members inquired about several different topics. Mr. Cerio asked about his fund-raising and development experience. Dr. Currall said his first job out of college was as a university fund-raiser so he's been doing it a long time and looks forward to the opportunity to spend more time on fund-raising at USF. Over his career, he has played a significant leadership role in raising philanthropic gifts exceeding \$56 million – the largest being a \$40 million gift at the University of California, Davis. He has also raised other gifts at the \$5 and \$6.5 million levels so he understands the cultivation, solicitation and stewardship aspect of those relationships, and in particular will focus on cultivating stronger relationships with donors in the Tampa Bay region. In addition, he generated over \$21 million in grant funding from the National Science Foundation (NSF) and the National Institutes of Health (NIH) and will be looking to all sources of external funding for the university.

Mr. Huizenga asked for his thoughts on how to balance the need for new facilities against the need to maintain existing facilities, especially given the lack of Public Education Capital Outlay funds that are available. Dr. Currall explained he will be a very keen advocate for state support and will draw upon his prior experience. Currently, SMU does not build a building until they have raised 80% of the cost, so he's used to working with donors. He also has experience with wildly inflated construction costs and recognizes the importance of having facilities that promote learning and research for students and faculty.

Mr. Levine asked for his ideas on how to help the Board enhance the System's research profile. Dr. Currall responded he would echo the comments made yesterday (during the Academic and Research Excellence Committee meeting) about encouraging interdisciplinary team-based research. In his experience, he has seen both intra-institutional and multi-institutional research collaborations work very well. He received a \$437,000 grant from NSF to study the management and organization of NSF funded research centers, which resulted in a book he authored. The thesis of the book is about collaboration across multiple institutions, universities, businesses, and government, and the dynamics of managing research projects across interdisciplinary boundaries and working with business partners. He stressed the importance of securing the commitment of the business community in order to advance the research agenda of regional universities.

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Mr. Kitson complimented Dr. Currall on his plan to further enhance the ongoing collaboration with the Tampa Bay business community to drive economic development. He then asked for his thoughts on how the Board could build on the performance-based funding model. Dr. Currall said he was aware of Florida's model before but had the opportunity to study it in depth in the materials USF provided to him. He believes the metrics are the right metrics for student success, research, and tech transfer, which he has embraced his entire career. He is also pleased that there is broad institutional commitment and clarity around the metrics, which in his experience hasn't always been the case at other institutions. He pledged his commitment to be accountable and transparent in achieving those metrics.

Ms. Jordan asked Dr. Currall to explain how he sees his experience working with a ten campus entity being a value added to the ongoing consolidation process at USF. Dr. Currall explained Ms. Jordan was referring to his role as vice chair of the board of the University of California Global Health Institute which spanned all 10 campuses of the university, had a \$36 billion operating budget, 240,000 students, and 61 Nobel Prize winners. That experience provided a great education on how to work across boundaries and learn each other's languages. If confirmed, he noted this will be the third time he's been involved with institutions with three campuses – SMU and University of California, Davis, each have three campuses. He will strive to listen and understand the circumstances of each campus and work to coalesce around a unitary vision that allows the St. Petersburg and Sarasota campuses to contribute to that effort while maintaining their identities and unique contributions. Ms. Jordan remarked his answer demonstrates why he is the perfect fit for USF at this time.

Chair Lautenbach said the Board has spent much time focused on financial accountability and inquired how he sees his role in sustaining and protecting taxpayer money. Dr. Currall responded there is great power in transparency and when everyone shares the same information, it is easier to coalesce around a shared understanding and common vision. He committed to working closely with the USF team and the Board of Governors to ensure funds will be used in the manner in which they are intended, and with complete transparency and full accountability on his part to the Board and to the USF Board of Trustees.

Chair Lautenbach called for a motion to confirm Dr. Currall as the seventh president of the University of South Florida. Ms. Jordan made the motion, which was seconded by Mr. Kitson, and the members concurred unanimously.

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3. Consideration of Confirmation of Reappointment of President for Florida Atlantic University

Chair Lautenbach recognized Mr. Anthony Barbar, Chair of the Florida Atlantic University Board of Trustees, to present Dr. Kelly for confirmation of his reappointment as President. Chair Barbar said he appreciated the opportunity to appear before the Board to present Dr. Kelly for confirmation. He reminded the Board that Dr. Kelly became president at a precipitous time at FAU. FAU had not fared well on the performance funding model, but Dr. Kelly embraced the concept, challenging the university to meet the deficiencies head on. He oversaw the development and implementation of multiple strategies which included hiring 26 new advisors, expanding the availability of advisors, introducing a summer enhancement program for freshman, and launching a campaign for students to declare their majors earlier. In just two years, FAU scored at the top of the performance funding model. Chair Barbar then provided a statistical overview of improvements by the university on the metrics, including a 76% increase in FAU's 4 year graduation rate. In addition, the university's total research expenditures and total philanthropic activity increased by more than 100%. Dr. Kelly set a goal for FAU to become the fast-improving university in America and Chair Barbar is delighted Dr. Kelly wants to continue his transformational work at FAU. On behalf of the FAU Board of Trustees, Chair Barbar requested the Board of Governors to approve Dr. Kelly's contract extension.

Chair Lautenbach asked Dr. Kelly if he would like to say a few words. Dr. Kelly thanked Chair Barbar, the Board of Governors, and the Board of Trustees for the opportunity to lead the university. He stated they were now four years into their strategic plan called "Race to Excellence." He explained they track their performance on a daily basis and that faculty, staff and students have all embraced the goal of being the fastest-improving institution in the country. Dr. Kelly complimented faculty on engaging with the community and working toward FAU being designated as a Carnegie-engaged institution, which he anticipates will happen this year. He noted that they set a record in research expenditures, growing from \$22 million to \$62 million in the last four years. He further noted that FAU has not had a capital campaign in over 20 years and he is meeting with donors in the community to better understand how FAU can compete with other universities in attracting philanthropic gifts. He thanked the Board of Governors and his board of trustees for the opportunity to serve as FAU's president.

Chair Lautenbach called for a motion to confirm Dr. Kelly. Mr. Huizenga made the motion, which was seconded by Mr. Kitson and the members concurred unanimously.

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4. Consideration of Confirmation of Appointment of Interim President for University of Central Florida

Chair Lautenbach recognized Mr. Robert Garvy, Chair of the University of Central Florida Board of Trustees, to present Dr. Thad Seymour for confirmation as Interim President. Chair Garvy noted the University of Central Florida has been through a challenging time, but Dr. Seymour has been a bright spot during this period. The University of Central Florida Board of Trustees unanimously selected Dr. Seymour because of his exceptional background in business and academia. Since 2015, he has been instrumental in creating UCF's collective impact strategic plan, building a shared campus with Valencia College in downtown Orlando, and forming a new division devoted to partnerships and innovation. Prior to coming to UCF, Dr. Seymour had a successful career in business, most notably as one of the visionaries of Lake Nona Medical City and helped bring more than \$3 billion in health and life sciences investment to the area. Chair Garvy explained that since the time he was initially appointed by the UCF Board of Trustees to serve in a presidential capacity, Dr. Seymour has been actively engaged in strengthening UCF's operations and accountability measures.

Chair Lautenbach recognized Dr. Seymour for his remarks. Dr. Seymour said he is humbled by the confidence placed in him and the opportunity to serve as the interim president. He recognizes UCF has hard work ahead but is confident they can use this challenge to be stronger and more effective than before. He committed to the university strengthening its operations, rebuilding trust, and getting back to the business of producing the talent and ideas that will define the state's future. He said he looks forward to working with the Board of Governors on this critical mission and is excited about what lies ahead.

Chair Lautenbach asked members if they had any questions. Mr. Kitson stated he knows Dr. Seymour and is pleased he has been selected to take on this responsibility. Chair Lautenbach echoed those comments and then called for a motion to confirm Dr. Seymour as the Interim President of the University of Central Florida. Ms. Jordan made the motion, which was seconded by Mr. Tripp, and the members concurred unanimously.

5. Minutes of Board of Governors Meeting

## A. Board of Governors Meeting held January 31, 2019

Mr. Kitson moved approval of the Minutes of the meeting held January 31, 2019, as presented. Ms. Jordan seconded the motion, and the members concurred unanimously.

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6. Drugs, Alcohol and Mental Health Task Force Report

Chair Lautenbach recognized Dr. Valverde for the Drugs, Alcohol and Mental Health Task Force Report. Dr. Valverde reported the Committee received an update on the Dashboard Project, which will be used to assess the progress on reducing student drug and alcohol use and improving student mental health. The Committee also heard a presentation on strategies to address critical issues regarding drugs, alcohol and mental health and received an update on initiatives related to student wellness.

7. Strategic Planning Committee Report

Chair Lautenbach called on Ms. Jordan for the Strategic Planning Committee Report. Ms. Jordan stated the Committee received an overview of the University of South Florida's Consolidation Implementation Plan and continued its discussion on the mid-course correction of the Board's 2025 Strategic Plan. The Committee also heard a presentation on an enrollment planning framework that will serve as an excellent starting point for the Committee's review of the university accountability plans in June.

8. Academic and Research Excellence Committee Report

Chair Lautenbach recognized Mr. Levine for the Academic and Research Excellence Committee Report. Mr. Levine reported the Committee heard a presentation on the Research and Innovation Dashboard, which is in its second year and is showing gains across most of the metrics. The Committee also received information from a research team at the Florida-California Cancer Research, Education and Engagement Health Equity Center, which is a collaboration between Florida Agricultural and Mechanical University, the University of Florida, and the University of Southern California.

9. Facilities Committee Report

Chair Lautenbach recognized Mr. Huizenga for the Facilities Committee report. Mr. Huizenga stated the Committee had five items for approval by the Board.

## A. 2020-2021 Fixed Capital Outlay Legislative Budget Request Guidelines

Mr. Huizenga moved approval of the 2020-2021 Fixed Capital Outlay Legislative Budget Request Guidelines. Mr. Kitson seconded the motion, and the members concurred unanimously.

## B. Florida International University Public Private Partnership Hotel Project

Mr. Huizenga moved approval of a resolution authorizing the Florida International University Board of Trustees to enter into a sublease and operating agreement with

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Concord Benchmark, LLC for the construction, financing, and operation of a 150 bed hotel and conference center and for the construction of an alumni center on the Modesto Maidique Campus. Ms. Jordan seconded the motion and the members concurred unanimously.

C. Public Private Partnership Guidelines Amendment

Mr. Huizenga moved approval of the amendments to the Public Private Partnership Guidelines. Mr. Kitson seconded the motion and the members concurred unanimously.

D. Florida Atlantic University Housing – Bond Authorization

Mr. Huizenga moved approval of a resolution authorizing the issuance of fixed rate, tax-exempt revenue bonds by the FAU Financing Corporation on behalf of Florida Atlantic University, in the principal amount not to exceed \$78,500,000 for the purpose of financing the construction of two new student housing facilities on the Boca Raton and Jupiter campuses. Ms. Jordan seconded the motion and the members concurred unanimously.

E. Amendment to the 2019-2020 Fixed Capital Outlay Legislative Budget Request

Mr. Huizenga moved approval on the amendments to 2019-2020 Fixed Capital Outlay Legislative Budget Request to add additional projects to the carryforward list for the University of Florida. Mr. Kitson seconded the motion and the members concurred unanimously.

Finally, Mr. Huizenga advised the Board he had requested Mr. Chris Kinsley to work with Mr. Morton, Mr. Ben Watkins, and the university Chief Financial Officers on recommendations to enhance university credit ratings.

10. Academic and Student Affairs Committee Report

Chair Lautenbach recognized Mr. Tripp to report on the Academic and Student Affairs Committee. Mr. Tripp reported the Committee heard from Ms. Kathy Hebda, the new Chancellor for the Florida College System and received separate updates on the statewide mathematics re-design effort and the ongoing review of university engineering programs. In addition, the Committee saw a preview of the new online Common Prerequisite Manual designed by the Florida Virtual Campus. There were also three action items for approval by the Board.

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- A.      Reclassification of the University of Florida, Research and Academic Center at Lake Nona Campus

Mr. Tripp moved approval of the reclassification of the University of Florida, Research and Academic Center at Lake Nona as a Type III Campus, to become effective summer 2019. Dr. Valverde seconded the motion and the members concurred unanimously.

- B.      Public Notice to Approve Creation of Board of Governors Regulation 6.021 Hazing Prohibited

Mr. Tripp moved approval of the creation of Board of Governors Regulation 6.021 Hazing Prohibited. Ms. Jordan seconded the motion and the members concurred unanimously.

- C.      Minutes of the Two + Two Articulation Committee Meeting held January 30, 2019

As a result of the Two + Two Articulation Committee responsibilities being merged into the Academic and Student Affairs Committee, Mr. Tripp moved approval of the minutes of the Two + Two Articulation Committee meeting held on January 30, 2019. Ms. White seconded the motion and the members concurred unanimously.

11.    Revision to Board of Governors Operating Procedures

Ms. Shirley explained the proposed amendment to the Board of Governors Operating Procedures to merge the duties and responsibilities of the Two + Two Articulation Committee into the Academic and Student Affairs Committee. Mr. Kitson moved approval, which was seconded by Mr. Levine, and the members concurred unanimously.

12.    Remarks by the Honorable Governor Ron DeSantis

Chair Lautenbach welcomed Governor Ron DeSantis and made two announcements he had planned to make during the State of the System address. First, the State University System has seen a remarkable 9.5% improvement in 4-year graduation rates over the past five years. Second, the State University System is gaining ground in the area of affordability. From 2016-17 to the present, the cost to the student decreased from \$13,760 to \$9,430, which represents a 31% change. Taken together, these two statistics show it is possible to offer high quality at a low cost to the student. Chair Lautenbach said he is excited about Governor DeSantis' leadership and looks forward to working with him to continue the State University System's upward momentum.

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Governor DeSantis thanked Chair Lautenbach and said he was especially happy to be here since the State University System is ranked #1 in the nation by U.S. News and World Report. He indicated he recently met with some individuals on Wall Street and also spoken with other businesses around the country and sees the chance to drive a lot of investment to Florida. He explained that while part of it has to do with the tax and regulatory climate and quality of life, the number one thing that will fuel Florida's economy is human capital – and the universities are a huge component of that. When Governor DeSantis tells business leaders in other states about the great work being done by the state universities, it helps with convincing people to invest in Florida.

He is working with Commissioner Richard Corcoran on a program to help people finish their college degrees called the “Last Mile” which provides financial incentives for people to complete the degree they started but didn't finish. He's also working on an initiative for people to get their associate's degrees by having the universities credential backwards so for people who do not finish a four-year degree, they can be credentialed with an associate's degree to help them with their future.

Governor DeSantis commented that the Board's work with performance-based funding makes it easier for him to support the State University System because results are measured and there is a vision behind it. He also announced that he is appointing Mr. Brian Lamb to the Board of Governors. He congratulated Mr. Lamb on his leadership at the University of South Florida and congratulated Dr. Currall on his confirmation as the next president of the university.

Governor DeSantis expressed excitement for Florida, noting people from out of state are talking about all the good things Florida is doing, including with education. He discussed his goal to make Florida #1 in workforce and career education by 2030. This will involve curriculum changes and apprenticeships, some of which are being implemented now. If Florida is ranked #1 in workforce education and has the #1 ranked university system in the country, Florida will be known as the place to come for talent.

Governor DeSantis expressed optimism about the culmination of the legislative session, stating most of what he's asking for is on track and has good support for things that really matter to Floridians. He stressed the importance of metrics and accountability because ultimately that's what benefits the students and the state. He cautioned the Board about activities that are happening on other campuses outside the state. He believes the universities' mission should be focused on academic success and promoting high achievement in an environment that exposes students to competing views, not just orthodoxy. He encouraged everyone to stay the course and expressed his support for the State University System.

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13. Chair's Report and Remarks on the State of the System

Chair Lautenbach delivered the State of the System address. A copy of the address is attached to the minutes.

14. Audit and Compliance Committee Report

Chair Lautenbach recognized Mr. Cerio for the Audit and Compliance Committee report. Mr. Cerio reported the Committee took up one action item and heard several informational items. The informational items included a report on each university's performance-based funding data integrity audit and certification; an update on the continuing investigation into UCF's misuse of education and general funds for construction; and a detailed summary of the Florida House of Representatives' Public Integrity and Ethics Committee report that was focused on UCF's misuse of funds. With respect to that report, Mr. Cerio called the Board's attention to the need to ensure the Board's Inspector General has adequate resources to conduct investigations into significant complaints involving fraud, waste and abuse as outlined in the report. Further, he pointed out the report notes the Board of Governors does not possess subpoena power and may want to consider seeking legislative authorization to amend section 20.155, Florida Statutes, to provide that authority. Mr. Cerio stated given the responsibilities outlined for the Board in the report, legislative authority for subpoena power was something the Board should consider. Mr. Kitson agreed and directed Chancellor Criser to move forward with exploring the possibility of amending section 20.155 with the Legislature.

A. Approval of the State University System of Florida Board of Governors Compliance Program

Mr. Cerio moved approval of the Board of Governors Compliance Program, stating it is similar to the compliance program required for universities in Board Regulation 4.003. Mr. Patel seconded the motion and the members concurred unanimously.

15. Budget and Finance Committee Report

Mr. Kitson reported on several action items considered by the Budget and Finance Committee Report.

A. Florida Agricultural & Mechanical University and University of Central Florida Carryforward Plan Updates

Mr. Kitson asked for a motion to approve Florida Agricultural & Mechanical University's carryforward plan update. Mr. Cerio made the motion, which was seconded by Mr. Huizenga and the members concurred unanimously.

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Mr. Kitson asked for a motion to approve the University of Central Florida's carryforward update. Mr. Huizenga made the motion, which was seconded by Mr. Cerio and the members concurred unanimously.

B. Auxiliary Facilities that have Bond Covenants Requiring Approval of Estimated 2019-2020 Operating Budgets

Mr. Kitson asked for a motion to approve the estimated 2019-2020 operating budgets for auxiliary facilities that have bond covenants requiring Board approval. Ms. White made the motion, which was seconded by Mr. Cerio and the members concurred unanimously.

C. 2020-2021 Legislative Budget Request Guidelines

Mr. Kitson asked for a motion to approve the 2020-2021 Legislative Budget Requests Guidelines. Ms. Frost made the motion, which was seconded by Mr. Felton and the members concurred unanimously.

D. Public Notice of Intent to Amend Board Regulation 9.014 Collegiate License Plate Revenues

Mr. Kitson asked for a motion to approve the public notice of intent to amend Board of Governors Regulation 9.014 Collegiate License Plate Revenues. Ms. Frost made the motion, which was seconded by Mr. Tripp and the members concurred unanimously.

16. Public Comment

Chair Lautenbach asked Ms. Shirley if there were any requests for public comment for items on the Board's agenda. Ms. Shirley stated there were five requests for public comment. Mr. Tirrell Hamilton, a graduate of the Florida Agricultural & Mechanical University - Florida State University College of Engineering, spoke in favor of the additional credit hours required for receiving an engineering degree. When he attend the college in the 1990s, his degree program consisted of more than 120 credit hours and those additional hours were required in order for him to be successful. Mr. Hamilton also said the longer curriculum has served him well as a mechanical engineer.

Dr. Carolyn Collins spoke in favor of academic research and in support of Florida Agricultural & Mechanical University. She requested the Board's assistance to help FAMU compete favorably against North Carolina's historically black colleges and universities. She also praised the Board for its commitment to improving student mental health and advised that FAMU alumni were working to support the students

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and their families in the aftermath of the shooting at Marjory Stoneman Douglas High School.

Mr. Justin Hemlepp, an attorney representing Knight News, spoke on the presidential search at the University of Central Florida. He believes the search was not transparent and that the university employed tactics to circumvent open government laws, in particular the use of a third-party search consultant firm. With regard to the UCF search, he asserted trustees communicated outside of the Sunshine law and that the search firm took the position it was not subject to the Sunshine law. He also claimed the search firm operated a secret website accessible only to trustees and insiders. Mr. Hemlepp asked the Board to consider these transparency issues as UCF prepares to move forward with a new presidential search.

Ms. Krystal Williams, representing the United Faculty of Florida Graduate Assistants United, stated she is a graduate assistant at FAMU and asked the Board for its support in reducing graduate assistant fees. She said these fees consume a large percentage of a graduate assistant's income and make it more difficult as they struggle to meet basic needs. She said domestic students pay \$700 per semester, which includes fees associated with their work in the classroom and for technology.

Ms. Andrea Jenkins, also representing the United Faculty of Florida Graduate Assistants United, stated she is a graduate assistant at FAMU and echoed Ms. William's request for support to reduce graduate assistant fees.

#### 17. Chancellor's Report

Chancellor Criser recognized the student interns who work in the Board of Governors' office and also Lori Clark who is responsible for leading the development of the program. He noted Dr. Nancy McKee has rejoined the office and Jon Rogers will continue to work with the office on a resiliency project. He explained President Genshaft had asked him to announce that the University of South Florida recently received the American Council on Education Award for Institutional Transformation. President Genshaft said the American Council on Education is the largest organization in the United States that represents higher education at all levels, both public and private. And each year, they select one institution that is recognized for being the most transformational institution in the United States. This year it was USF, which was a tremendous honor for the university.

#### 18. Recognition of State University System Business Champion

Chair Lautenbach presented the State University System Business Champion award to Northrop Grumman in recognition of its partnership with the FAMU/FSU College of Engineering and its philanthropic gifts approaching \$500,000 over the past five years.

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In addition, the company donated \$400,000 to the National Society of Black Engineers, which has been used to support 24 deserving engineering students at the college over the last three years.

Mr. Bryan Mahoney, the Vice President and leader of the St. Augustine Aircraft Integration Center of Excellence, accepted the award on behalf of the company. Mr. Mahoney thanked Chair Lautenbach and the Board for the partnership. He said this award is a reflection of the dedication and commitment of the Northrop Grumman employees who are focused on the next generation workforce that is critical to industry and the competitiveness of the United States.

19. Recognition of Former Commissioner Pam Stewart

Chair Lautenbach explained at the last meeting the Board adopted a resolution recognizing the dedicated service of former Commissioner Pam Stewart. Ms. Stewart wasn't able to attend the last meeting, so he wanted to take the opportunity while meeting in Tallahassee to thank Ms. Stewart for her unwavering commitment to improving student outcomes for all of Florida's students, from pre-kindergarten through the graduate and professional levels. He then presented Ms. Stewart with a small token of the Board's appreciation. Ms. Stewart thanked the Board.

20. Concluding Remarks and Adjournment

Chair Lautenbach announced the next in-person meeting of the Board will be June 11-13, 2019 at the University of South Florida. Having no further business, the meeting was adjourned at 3:02 p.m. on March 28, 2019.

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Ned C. Lautenbach, Chair

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Vikki Shirley,  
Corporate Secretary

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

June 13, 2019

**SUBJECT:** Chancellor's Report to the Board of Governors

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**PROPOSED BOARD ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Chancellor Marshall M. Criser III will report on activities affecting the Board staff and the Board of Governors since the last meeting of the Board.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Chancellor Marshall M. Criser III

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

June 13, 2019

**SUBJECT:** Discussion of Substantive Legislative Issues from the 2019 Session and  
Presentation of the 2019 Student Champion Award

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**PROPOSED BOARD ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Ms. Kristin Whitaker will discuss the substantive legislative issues affecting the State University System from the 2019 Session. Chair Ned Lautenbach will recognize Representative Silvers as the 2019 State University System Student Champion recipient by highlighting the legislation he supported during the 2019 Session.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Ms. Kristin Whitaker  
Chair Ned Lautenbach

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

June 13, 2019

**SUBJECT:** Recognition of Dr. Judy Genshaft, President, University of South Florida

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**PROPOSED BOARD ACTION**

For information.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Florida Constitution.

**BACKGROUND INFORMATION**

The Board will honor the achievements and exemplary service of Dr. Judy Genshaft, President of the University of South Florida during the course of her presidency from July 2000 until June 30, 2019.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Chair Ned C. Lautenbach  
Chair Jordan Zimmerman, University of South  
Florida

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

June 13, 2019

**SUBJECT:** Public Comment

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**PROPOSED BOARD ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Section 286.0114, Florida Statutes; Article V, Section H, Board of Governors Operating Procedures

**BACKGROUND INFORMATION**

Article V, Section H, of the Board of Governors Operating Procedures provides for public comment on propositions before the Board. The Board will reserve a maximum of fifteen minutes during the plenary meeting of the Board to take public comment.

Individuals, organizations, groups or factions who desire to appear before the Board to be heard on a proposition pending before the Board shall complete a public comment form specifying the matter on which they wish to be heard. Public comment forms will be available at each meeting and must be submitted prior to the plenary meeting.

Organizations, groups or factions wishing to address the Board on a proposition shall designate a representative to speak on its behalf to ensure the orderly presentation of information to the Board. Individuals and representatives of organizations, groups or factions shall be allotted three minutes to present information; however, this time limit may be extended or shortened depending upon the number of speakers at the discretion of the Chair.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Chair Ned Lautenbach

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

June 13, 2019

**SUBJECT:** Board of Governors Self-Evaluation Survey

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**PROPOSED BOARD ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Section 4 of the Southern Association of Colleges and Schools Commission on Colleges 2018 Principles of Accreditation requires governing boards to define and regularly evaluate their responsibilities and expectations as a Board. The Board's responsibilities are defined in Article IX, Section 7 of the Florida Constitution, the Board's Operating Procedures, Board regulations, and state law.

The inaugural Board of Governors' Self-Evaluation survey was administered electronically in February. The survey results being discussed today were distributed to members and the Chancellor prior to this meeting.

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**Supporting Documentation Included:** Biannual Self-Evaluation Survey Results

**Facilitators/Presenters:** Dr. Traki L. Taylor



# BOARD *of* GOVERNORS

## State University System of Florida

### Board of Governors Self-Evaluation Highlights

Dr. Traki L. Taylor  
Assistant Vice Chancellor for Academic Affairs

June 13, 2019

[www.flbog.edu](http://www.flbog.edu)



## Inaugural Self-Evaluation

- The Board of Governors completed its first self-evaluation per SACSCOC (Principles of Accreditation, Section 4)
- Self-evaluation announced during January 2019 Board of Governors meeting
- Evaluation sent electronically to members February 1, 2019



## Strengths

All respondents agreed or strongly agreed that the Board:

- Has clear responsibilities for its members
- Adheres to a code of ethics
- Avoids conflicts of interest and the perception of conflicts of interest
- Advocates SUS interests to state agencies and legislators
- Is knowledgeable about state and regional higher education needs



## Strengths - continued

All respondents agreed or strongly agreed that the Board:

- Is knowledgeable about the mission and purposes of each SUS institution
- Monitors the effectiveness of how each institution fulfills their mission through the accountability and strategic plans
- Promotes an environment where members feel engaged, respected, and empowered to raise issues for discussion



## Areas for Improvement

- Increase understanding of the fiscal conditions of the SUS institutions with increased oversight of institutional spending
- Increase authority of and interactions with the Chancellor
- More discussions of policies, strategies and other pertinent issues



## What should the Board accomplish in the next two years?

- Increase understanding of each SUS institution's uniqueness and specific needs
- Enhance training experiences for and engagement of Board of Governors and Board of Trustee members
- Continue to meet the workforce needs of the state and nation
- Increase interactions with Board of Trustee members
- Continue to improve graduation rates



# BOARD *of* GOVERNORS

## State University System of Florida

[www.flbog.edu](http://www.flbog.edu)

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

June 13, 2019

**SUBJECT:** Confirmation of Reappointment of the President for Florida Polytechnic University

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**PROPOSED BOARD ACTION**

Confirm the reappointment of Dr. Randy Avent as the president of Florida Polytechnic University.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Board Regulation 1.001(5)(c); Section 1001.706, Florida Statutes.

**BACKGROUND INFORMATION**

Board Regulation 1.001(5)(c) requires renewals of presidential employment agreements to be confirmed by the Board of Governors.

On March 13, 2019, the Board of Trustees of Florida Polytechnic University approved an amendment to Dr. Avent's employment contract, unanimously reappointing Dr. Avent to serve as the president of Florida Polytechnic University. The reappointment extends the term of Dr. Avent's contract through July 6, 2020. Chair Don Wilson is requesting confirmation of Dr. Avent's reappointment by the Board of Governors.

Highlights of Dr. Avent's leadership of Florida Polytechnic University are included in the Board materials.

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**Supporting Documentation Included:**

1. Letter from the Florida Polytechnic University Board of Trustees Chair
2. Leadership Highlights/ Contract Terms

**Facilitators/Presenters:**

Ned Lautenbach, Chair, Board of Governors  
Don Wilson, Chair, Florida Polytechnic University Board of Trustees



May 1, 2019  
Mr. Ned C. Lautenbach, Chair  
Florida Board of Governors  
State University System of Florida  
325 W. Gaines Street, Suite 1614  
Tallahassee, FL 32399-0400

Re: Florida Polytechnic University President, Dr. Randy K. Avent

Dear Chair Lautenbach,

Dr. Randy K. Avent is the inaugural President of Florida Polytechnic University and has served as such since July 7, 2014. Dr. Avent's current term of employment expires on July 6, 2019.

Dr. Avent's performance and dedication to the University is unmatched by any other. At its meeting on March 13, 2019, the University's Board of Trustees approved the attached "Amendment #2 to the President's Employment Agreement", providing for renewal of Dr. Avent's employment agreement for one year ending on July 7, 2020.

Pursuant to Section 1001.706(6)(a), Florida Statutes, the effectiveness of the Agreement is subject to confirmation by the Board of Governors of President Avent's reappointment. Accordingly, on behalf of the University's Board of Trustees, I respectfully request that the Board of Governors confirm President Avent's reappointment.

Please do not hesitate to contact me or the University's Office of the General Counsel if you have any questions or would like more information concerning this matter.

Sincerely,

A handwritten signature in blue ink that reads "Don Wilson".

Don Wilson, Chair  
Florida Polytechnic University Board of Trustees

cc: Dr. Randy K. Avent

**PRESIDENT'S ACCOMPLISHMENTS 2014-19**  
**FLORIDA POLYTECHNIC UNIVERSITY**

**Randy K. Avent**  
**May 2019**

**Report to the**  
**Board of Governors**

## FINANCIAL METRICS

### Academic Reputation

- We expect placement in US News & World Reports' College and University National Rankings this September in the Carnegie Classification, Baccalaureate College- Diverse Fields, and US News World & Report category, Regional College – South.
- I serve on the Orlando Economic Partnership Board and am a member of the Florida High Tech Corridor. I also represent Florida Poly at six professional organizations.
- SACSCOC awarded us institutional accreditation in July 2017, just three years after beginning the process with no institutional history.
- We recently executed four ABET readiness reviews in Mechanical, Electrical and Computer Engineering and Computer Science. ABET final decision is expected summer of 2019.

### Academic Productivity

- We implemented several programs around intrusive counseling and academic success to increase our retention and graduation rates. Being 100% STEM makes these metrics difficult since there are no retreat majors.
- We continue to do a better job admitting students that can be successful and giving them the tools they need to thrive while at Poly. Retention this past year was 78% as compared to our peers (81%) and aspirational peers (93%). Our peers are mostly not 100% STEM.
- Our current four-year graduation rate is for the inaugural class, where many students applied not knowing exactly what to expect. At 37%, it is much lower than we would like but consistent with our peers (32%) and below our aspirational peers (60%). Like retention, we are working hard to increase this number but recognize that it may take several years since our first three classes were built to meet the legislatively mandated student numbers.
- We graduated 72 transfer and graduate students from the University prior to our inaugural class graduation in Spring, 2018. We had an additional 269 students graduate in Spring, 2018, and we expect an additional 187 this Spring, 2019 with an additional 36 in the Fall, 2019 for a total of 564 graduates.

### Financial Resources

- We were awarded \$3M in nonrecurring operational funding (Entrepreneurship & Advanced Mobility Institute) and \$3M in nonrecurring operational funding to build an Anti-hazing program for the State University System.
- We were awarded \$4.8M in recurring funding for expanding our faculty through excellence in hiring.
- We received \$7M in PECO (Capital) funding to build a new 85,000 square foot Applied Research Center that will provide specialized labs and research facilities for our faculty and students. The total project cost is \$38.7M, and we have committed \$20.9M from the University's carry forward fund. Construction is slated to begin in Fall 2019 with a completion date of August 2021
- Our Foundation has raised a total of \$17.564M with \$6.405M of that being unrestricted funds.

### Academic Expenditures

- The Florida State University System has the next to the lowest tuition and fees in the nation, and Florida Polytechnic has the lowest tuition and fees within the system.
- While maintaining our low tuition and fees, our programs are the most expensive in the state. The Delta Cost Project at the American Institutes for Research found in 2009 that the full

attribution cost of engineering programs at four-year public universities approached \$100k per student, which was nearly twice that of business programs and even 50% more than clinical programs.

#### Graduate Demand

- One hundred percent of both our undergraduate and graduate degrees are in strategic areas and our strategic planning process this past year affirmed that we would remain a 100% STEM University.
- The BOG calculates the percentage of graduates with jobs and their starting salaries one year after graduation, so our official numbers are not yet available.
- Current senior graduation applications predict that the majority of starting salaries for our graduates entering the workforce are \$50-\$70k, in comparison to an average starting salary of \$40k across the State University System. At the time of graduation, 72% of graduates that responded to our survey were employed, were under consideration for employment or were going to graduate school.

### **STAKEHOLDER METRICS**

#### Sense of Place

- We developed a strong versatile brand identity through successful initiatives that created an official University mascot through a student-centered process, a presidential seal and a new logo for the University.
- We established a fully functional Student Government Association (SGA), with executive, legislative, and judicial branches. With help from the University, the SGA has developed and established 40 Registered Student Organizations (RSOs).
- We established four student chapters of professional organizations: American Society of Mechanical Engineers (ASME), the Institute of Electrical and Electronics Engineers (IEEE), the Society of Women Engineers (SWE) and Rotaract.
- We created a chapter of the National Society of Black Engineers (NSBE) that promotes local events to support underrepresented groups in STEM and participates in regional and national events.
- We created several successful Women in STEM events that promoted increasing the number of women in STEM fields. These events provided networking opportunities for our female students and included female high school students that were interested in STEM fields.
- We also established THRIVE in 2017, a group that helps female students develop a sense of belonging by providing collaborative opportunities.
- We created a Presidential Ambassador program in the Office of the President. Ambassadors serve the University as official and formal hosts at designated events and give tours to legislative dignitaries, industry partners and potential donors.
- We created a student food and supply pantry where struggling students have access to food and hygiene products. Staff, Faculty and other students contribute to the pantry through drives twice a year. We are in final negotiations for an endowment that will provide all needed supplies for incoming low-income students.
- We installed banners across the campus to celebrate the mission and students of the University.

#### Graduate Strength

- All students are required to complete an internship. Last year, 83% of our interns completed an external internship in industry.
- Students must also complete a senior capstone project, preferably motivated by an industry partner. Last year, 21 companies provided 35 projects for the 36 senior capstone projects. Many of our students additionally participated in undergraduate research.
- To provide opportunities for our students, the University has 301 active industry partners. Of these 301 partners, 234 of them are career collaborators, meaning they have hired a Florida Poly intern or graduate, have attended a career recruitment event on campus, and/or have sponsored a senior capstone project.

#### Economic Impact

- To honor our commitment to serve industry, the University worked with two prominent Professor Emeriti from the Harvard Business School to develop and offer an intensive resident course around Leadership Development taught by them and our Florida Poly faculty.
- We worked with the former Vice President of Economic Development and Technology Ventures at Georgia Tech and a local advisory board to help us develop a co-curricular entrepreneurship program.
- Faculty and a full-time coordinator now lead our entrepreneurship effort. We have facilitated 135 student projects and startups through the “Phoenix Nest”, which was designed to streamline the process of assisting student entrepreneurial projects across the University.
- Florida Poly has placed in the top 3 in 8 out of 10 entrepreneurial competitions. Florida Poly students have beaten every major university in Florida in at least one entrepreneurial competition. Our student entrepreneurs won a total of \$33,500 in 2017 and 2018.
- We hosted several industry summits with nationally known speakers and created industry advisory boards for our programs. In 2018, we hosted an Economic Development Symposium where dozens of leaders from the business, government and education sectors began collaborating on growing the Polk County economy.

#### Strong ROI

- The national average for tuition and fees was \$35,676 at private schools and \$9,716 at public universities. We predict the average cost to our students for their BS degree (120 hours) is \$9,500.
- Nationally, 68% of students graduating with a BS degree had an average debt of \$37,172. At Florida Poly, 11% of our students graduated with an average debt of only \$7,713.
- Since opening, the University has provided over \$17.2M in scholarships and waivers and over 96% of our degrees have been awarded without excess hours.

### **PROCESS METRICS**

#### Academic Brand

- Florida Poly established study abroad MOUs with UNIFEFE in Brazil, the American University in Morocco and Panjab University in India.
- We hosted three Fulbright Scholars from Germany and have signed MOUs with Canada, Belgium, Luxemburg and Australia for more opportunities. We also have an informal agreement with Ireland to promote Florida Poly to Irish scholars.
- We hosted a Fulbright Visiting Chair in Electrical Engineering from Canada.

- We created a Global Scholar Initiative that secured grants to establish strategic alliances with international research centers and industries. This program attracts high-caliber graduate students and promotes the Florida Poly brand internationally. To date, we have had eight faculty awards.

#### Programs of Distinction

- We created a flat academic organizational structure with the Provost and six Department Chairs and a Division Director, supported by a central administration. Administration gave the Department Chairs a more powerful voice by having them deeply involved in scheduling, oversight of technicians and the student support budget, and stronger ownership of the curriculum, degrees and course quality.
- We realigned our programs with national ABET standards and reconfigured the curriculum to better prepare for ABET accreditation. We converted these programs before our first class graduated to ensure our students could graduate with an ABET accredited degree.
- We made major improvements in the lower class experience to improve quality, retention and graduation rates. These improvements include a common first year experience, academic success coaches, common exams and a major redesign of the Registrar's Office to offer demand-driven courses that help students better plan their academic career.
- We conducted several market studies to assess graduate demand for potential new programs. With this, we added three new majors: Engineering Physics, Engineering Math and Environmental Engineering. We also refreshed our concentrations in each major to make them more applicable to existing and emerging technology needs in Central Florida.
- We continue to grow the number of faculty as we fully populate each program and continue to expand the number of programs we offer. To date, we have hired and retained 89 faculty members.

#### User Experience

- We built, and continuously improved, a robust Student Services program that comprises Academic Advising, Career Development, Student Life, Disability Services, Libraries and Campus Health. Together, these programs support the whole student's growth and progression at the University.
- We created a strong Academic Advising office that begins with an Academic and Professional Skills course required for all students in their first semester. This course connects students with the tools in personal and academic project planning and well-being strategies they need to be successful at Poly.
- We created a unique advising model that is a shared responsibility between the Registrar's Office, the Academic Success Center (ASC) and Faculty – the Registrar's Office handles transactions associated with student records; the ASC proactively works with students on their schedules and academic progress; and faculty mentor students by providing subject matter expertise on academic issues and professional development.
- The Academic Success Center (ASC) assists students with academic concerns. Struggling students are given academic success plans to help them develop goals and a personal strategy for success at the University, with the support of a Success Coach. The ASC also offers free tutoring to students in a variety of "troublesome" courses.
- We built a Career Development Center that supports students in securing internships and jobs by linking them to companies and helping with resume preparation, interviewing skills and professional development. A Student Advisory Board supports Career Services.

- Over 2,300 companies are engaged in “Handshake”, an employer-connection website that helps students find internships and jobs that are a good fit for their individual talents, skill sets, and interests.
- We joined the Florida Career Centers Consortium this past year, which includes access to and participation in the statewide Career Fair.
- Since 2016, the University has held Career and Internship Fairs. In 2016, 13 companies attended and that number has increased each year to 26 in 2017, 50 in 2018 and 55 in 2019. More than 436 students attended this last fair.
- We developed a Professional Internship Experience course that all students must take before starting their internship, and we developed several Career Opportunities Developing Evolutionary Success (CODES) workshops on career development skills, including dressing professionally, marketing, personal branding and networking.
- We created a partnership with JC Penny and Men’s Warehouse to offer business clothing for our students at a substantially reduced price. We also held an internal business clothing as part of our “Tech-Styled” initiative.
- We formed partnerships with local providers to deliver comprehensive health care services (medical and mental health) to our students.
- In 2018, the University revised its mental health program to incorporate a Care Manager approach that facilitates student mental health needs with BayCare.
- By partnering with BayCare, students now have access to a range of mental health counselors both on and off-campus as well as a 24-hour telephone hotline for emergent needs. Thus far, all students that requested services were seen within two days depending on urgency.
- We created a robust student life program that consists of 15 different fitness classes, eight different intramural sports programs and a new gym with state-of-the-art exercise equipment. We also created an event program for students around wellness and community volunteering that just this last year, held 21 different events.
- Since Florida Poly qualified for federal financial aid, over 860 students received \$8.5M in federal aid. Federal aid gives students who fall below the minimum GPA requirement for Florida Poly scholarship funds a second chance to continue their education.
- Two students were awarded the prestigious Killam Scholarship and studied abroad in Canada.

#### Technology & Pedagogy

- We created six unique curriculums in the undergraduate engineering sciences and two generalized M.S. programs that focused on meeting industry needs and creating new opportunities for Florida. All programs featured hands-on problem solving and a desire to get students working in their discipline as early as possible.
- We created a high-touch model of education that provided students with easy access to faculty and a majority of instruction from full-time faculty (88%) in small settings (18:1 student faculty ratio).
- We created one of the first fully digital libraries that provided access to over 140,000 books and 60 databases the first day of classes. Our library continues to expand and has been covered by the news in over 24 different foreign countries.

#### Graduate & Research Programs

- We completed the first major overhaul of the graduate program, which started as general degrees in engineering and technology. These new graduate programs are narrower in scope

- and better align with our faculty expertise and undergraduate programs. Efforts are now in place to grow our graduate program in both numbers and quality over the next five years.
- Florida Poly created and funded an internal research seed-funding program that started in late 2015 with 13 funded projects. This program served as a way of managing startup costs and helping faculty grow their external research activities.
  - We established a Sponsored Research Office to help faculty with proposals and administer sponsored awards. Since 2014, 101 research proposals have been submitted by faculty to organizations like NSF, (DoD) SERDP, DOE, NATO, NASA, FDOT and others. Of those proposals, 36 awards were received for a total of \$3,757,308.
  - The Florida Industrial and Phosphate Research Institute (FIPR Institute) continues to expand its internationally recognized research entity in phosphate-related issues and industrial applied science and engineering. The Institute has also broadened its research program into non-phosphate topics such as energy and the mining and processing of minerals other than phosphate.
  - We established the Advanced Mobility Institute (AMI) as a university research center focused on the development and testing of autonomous vehicle (AV) related technology. SunTrax is Florida's Turnpike Enterprise (FTE) initiative to build a state-of-the-art testing track for autonomous vehicles adjacent to the University. Florida Poly and FTE have an MOU in place that defines our partnership.
  - An anonymous donor funded the Institute for Health Informatics to conduct research in health engineering. A Director was hired and we provided seed funding to a number of faculty for their research. This program continues to mature through both educational and research thrusts.

#### Co-curricular Campus

- With soft skill development in high demand from industry, our staff and faculty members have worked hard to create a curriculum that not only produces technology-savvy professionals but also teaches students how to communicate with upper level administrators, lead work teams, write reports and present papers to peers and managers.
- Beginning in 2018, the junior capstone project was moved to the senior year to be more consistent with the ABET-mandated culminating experience. At this same time, more emphasis was placed on having our capstone projects be sponsored by industry.
- We appointed a faculty member in Mechanical Engineering to lead our capstone projects and in 2018, 80% of the senior capstone projects were industry motivated. In 2019, we improved our management of these projects and their space while increasing the percentage of projects motivated by industry to over 97%.

#### Enrollment Management

- We built a robust enrollment management and admissions department that helped achieve our legislatively mandated goal of 1244 FTE by December 2016. Since then, we focused on increasing the academic quality, match and diversity of our incoming students. Overall, we have enrolled more than 2500 students since opening our doors in 2014.
- We contracted with an analytics company to develop a merit-based scholarship model that increased our student quality while simultaneously addressing need.
- The average ACT increased from 25 in 2014 to 29 in 2018. The average SAT increased from 1196 in 2014 to 1287 in 2018. The average HS GPA has increased from 3.80 in 2014 to 4.01 in 2018. We also increased the percentage of students graduating in the top 10% of their high school each year to 25% in 2018, surpassing our goal of 17%.

- We created the Presidential Scholar program to attract high-achieving high school seniors. Twenty-six students, with SATs well above 1400, have received the distinguished honor of being named a Presidential Scholar, with an average scholarship of \$34,838 over their college career. We developed a complimentary Provost Scholars program where student's earn at least \$12,000 and have average SATs of approximately 1350.
- The number of female students has increased from 72 in 2014 to 192 in 2018. Our current projection is that the 2019 class will be 18% female, up from a high of 14% in past classes.
- Undergraduate applications from Black/African Americans for 2019 have increased 29% in comparison to this time last year, and the overall percentage has remained flat at approximately 5.9%, twice the average as our STEM aspirational peers.
- We now have an articulation agreement with South Florida State College and are continuing discussions with Polk State College. Next, our plans are to work with Hillsborough Community College and Miami-Dade since they both represent strong sources of potential transfer students for us.
- We grew our international recruiting efforts and now have student representation from over 20 countries and 5 continents. As we increase our global depth and reach, we recently contracted with an international partner to recruit high caliber undergraduate and graduate students. At this point, we already have 100 inquiries and 47 applications that were started for Fall 2019.
- We made these significant improvements in quality and diversity while decreasing our average discount rate from 125% in 2014 to 65% in 2018. Our acceptance rate has also dramatically improved from 72% in 2014 to 51% in 2018. The projected acceptance rate in 2019 is 44%.
- Even with the decrease in scholarships, the University's average student debt is under \$8000, compared to the national average of \$37,100. The percentage of Poly students graduating with student debt is only 11%, well below the national average of 69% and our peer's average of 49%.
- Florida Poly Bright Future awards increased from \$505,929 in 2014 to \$2,564,697 in 2018 – a 400% increase over five years. 72% of the Fall 2018 class were Bright Futures award winners.
- In the 2014, the Florida Department of Education approved Florida Poly to disburse Bright Futures awards. In 2016, the Florida Department of Finance approved Florida Poly to use Florida Pre Paid. Also in 2016, we earned formal federal approval to provide Federal Student Loans including subsidized, unsubsidized and parent plus. In 2016, the US Department of Education approved us to offer Pell Grants and allowed applicants to complete FAFSA forms. In 2018, the US Department of Education approved Florida Poly to offer Federal Work Study.
- To create a pipeline for students, the University established an outreach team that integrates both Florida Poly and FIPRI efforts in educational outreach initiatives to high-achieving K-12 students and underrepresented students.

#### Facilities & Infrastructure

- We created a Facilities & Safety Services Department that oversees the construction and maintenance of our campus. Since inception, the department has managed the planning, design and construction of over \$30M in capital improvements to our campus.
- Using quantitative models, we developed a construction roadmap that identified three new buildings (Applied Research Center, Student Achievement Center and an Administration Building) and planned upgrades to existing buildings to support growth over ten years.

- To coordinate these capital improvements, a Master Plan was completed that aligned to the University's strategic plan and the BOG's Educational Plant Survey. We successfully negotiated a Campus Development Agreement between the University and City of Lakeland.
- Under this Master Campus Plan and Campus Development Agreement, we added two dorms using P3 agreements, an expansion of our Wellness Center, a Student Development Center, a pool/pavilion and a multi-purpose field with basketball, volleyball and tennis courts.
- We renovated the existing Wellness Center to add a small food court with an Einstein Bagel and Tu Taco. We added two new parking lots and made an important addition to our cooling towers. We increased I-4 signage for the University and installed wayfinding signage on campus. We are now in the process of adding a redundant water supply line.
- In addition to these new additions, we also made multiple enhancements to existing campus facilities that make them more useful for our mission. For instance, we renovated the innovation labs to better support our academic growth, we improved the existing shop space, created an Academic Support Center in the dorms, upgraded the classroom technology to make it more useful and added new furniture to increase classroom capacity.
- In an effort to comply with state regulations, align with accreditation initiatives, support the ongoing growth of the campus and maintain best practices, construction/operational procedures were developed and deployed for all projects.
- Facility Services has grown to support the ongoing mission of Florida Polytechnic University by managing a maintenance program that ensures all facilities are operational 365 days a year. Each year, we deploy over \$2M of resources for campus maintenance, grounds keeping, custodial services and utilities. Additionally, facilities works closely with Safety Services to ensure all capital assets comply with safety standards and governing authorities.
- We expanded Safety Services to support the needs associated with Environmental Health and Safety, Building Code Enforcement/Permitting and Safety Training. Safety services provides over 15 programs to support safe operation campus wide, in addition to providing plans review and inspections for all new construction initiatives. Safety Services also assists in evaluating University request that impact the safety of the campus, or safe operations of the University.
- We built a robust Technology Services infrastructure that includes both wired and wireless services. We designed and developed an advanced high-speed computing and network infrastructure with campus Internet services, an open Bring Your Own Device (BYOD) ecosystem, open-use computer labs, a genius bar-style helpdesk and VPN access to the Poly Cloud from anywhere.
- We also purchased and installed a High Performance Computing (HPC) system that now supports 260 virtual servers (194 for general use and 66 dedicated to academics) and 24 terabytes of data inclusive of server operating systems and applications.

#### Control Overhead

- We created an organizational structure that is flat and operates as a federalist organization with thin membranes between Departments to control our overhead. This structure centralizes services and is more efficient for operations.
- Our current administration-to-instruction ratio is 0.69 while our peers are much lower at 0.49 (public) and 0.64 (private). We believe this ratio will improve as we continue growing our faculty to the appropriate size and move from a start-up to an operational mode.

#### Extended Campus

- We developed a vision for an adjacent Polk County Innovation Park based on other successful research parks across the nation.
- Discussions continue with the community, developers and commissioners on building a research park adjacent to Poly that brings together academia, industry and government in a live-work-play business park. Several discussions have occurred between Poly, the surrounding landowners, developers and investors and these will likely continue until we can secure the future of the land.
- Poly is working with the city and county to make sure we have the correct land use policies in place so as not to preclude a local research park. This becomes important to the growth of Polk County because while the average 3-year GDP growth rate of rural counties across the US is 7.35%, if that county has a technical research university in it the average rate is 25%.
- The vision we showed last year for an adjacent Polk County Research Park is the mechanism for growing the Polk County economy – and we have our first anchor tenant in this park with SunTrax – which is a specialized asset in what is predicted to be an \$87B industry.

#### Internal Services

- We started a Lean Six Sigma training program for all faculty and staff that incentivizes them to reduce bureaucracy and costs by improving their most time-consuming processes.
- Since inception, we created and developed 23 unique Departments across five Divisions with over 250 full-time staff to support the growing needs of our University community. We hired a balance of early, mid and late career staffers to build maturity and continuity into a lasting organization.
- In 2017, the University reorganized the management structure around Department Heads (Staff) and Department Chairs (Faculty). We made appointments at each level with a goal of maintaining a flat organizational structure and improving internal services.
- In 2012, the University was fully reliant on a shared services agreement with the University of Florida (UF) to handle all business processes, including financial and human resource functions. In 2016, the University launched a robust Workday ERP system. We hired an implementation partner and completed installation under a very aggressive implementation timeline, which included defining and re-engineering over 432 business processes.
- We built a University Police Department, which is currently seeking accreditation through the Commission for Florida Law Enforcement (CFLA) and preparing for an on-site visit by the commission later this year.

#### Advancement

- We continue to build a strong Advancement Department by growing the number of Development Officers and increasing support staff that help research potential donors and provide stewardship services. We conducted an external review of our efforts and are working with a contractor to rebuild our Development Department and address identified gaps.
- We also continue to grow the Foundation Board in both numbers and geography – adding new members from Tampa, Orlando and Miami. We increased the number of donors to the University, but unfortunately have not been able to increase gift sizes.
- We created several events (PIVOT, EXCELERATE, Founder's Day, ...) that celebrate the University successes and its donor's giving. These events will continue to evolve as the University and Foundation grow.

- With neither alumni nor intercollegiate sports programs, we raised over \$17.5 M since 2014 to support scholarships, advocacy and salaries to grow the University to meet the legislative mandates imposed on it by the legislature. These funds include three major gifts (\$5M, \$3M and \$1M) as well as the creation of a nearly \$800K endowment. We provided more than an average 100% discount rate for our first three classes.
- We formed an Alumni Association to create a culture of philanthropy amongst the student body even prior to graduation. To date, 74% of our alumni have given to the University.

## **FOUNDATIONAL METRICS**

### Data-driven Decisions

- In 2018, a new Strategic Plan for 2018-2023 was developed, written and launched. This plan focused on four pillars that align with emerging trends and concerns in higher education.
- We also created a Balanced Scorecard approach to managing University performance, and the metrics and data that support that approach are currently being created. The scorecard consists of four “views” of the organization that provide more detail into where we need to focus our development and resources in the future. The scorecard will also allow for more robust and transparent strategic discussions with our Trustees on yearly goals and accomplishments.

### Minimize Barriers

- To provide our faculty and staff leaders with the tools they need to manage effectively, the University began leadership and management training programs. A leadership consultant delivered the leadership program, which included team building, discussions about leadership and a 360-degree evaluation with individual consultations.
- The University developed a management-training program to address the mechanics of leading a department. Training topics included budget development, compliance and audit, contract management, procurement methodologies, recruiting for hiring managers, and performance appraisals just to name a few.

### Responsible Organization

- We hired a Compliance and Audit Director that is in the Office of the President and reports to the Chair of the BOT Audit Committee. We also hired a Title IX and ADA Director that reports directly to the President. We implemented programs in both offices to make sure we are being responsible in the operations of the University.
- We had six financial audits that resulted in no exceptions or internal control weaknesses. We had two operational audits that resulted in 17 findings, most of which were associated with the transition from the UF Shared Services agreement to our Workday implementation. We had one finding in our Information Technology Operational Audit. We had five financial audits of our Foundation with the results being our financial statements were all fairly stated and our financial aid audit was found to have no deficiencies.
- We created a mandatory training program for all faculty, staff and students on topics like harassment, IT security, and others that addresses state and federal requirements.
- We created the Office of the Ombuds, which is a confidential, impartial, independent and informal resource for students who have encountered university-related issues and concerns. The Ombuds Office's mission is to facilitate fair and equitable resolution processes that promote student success.

- In 2019, the University announced that its administration and the United Faculty of Florida (UFF) Florida Poly chapter signed a collective bargaining agreement. This is the first formal agreement between the University and the faculty union, and it was approved unanimously. The agreement formalizes employment rights, responsibilities and overall management for the faculty members.
- Noting variances in pay across both faculty and staff, we hired an outside firm to conduct a compensation study and define pay grades across the different levels and functions at the University. This classification study created a more formalized structure that was market based.
- We provided pay adjustments to all staff and faculty below their identified pay bands as a first step towards a merit-based pay structure. In the second step, we accounted for the years of experience employees had in their current positions and in the third step, we began providing merit increases for performance excellence.
- The University developed a robust crisis communications plan, and we test the plan twice per year with key staff. This plan is in alignment with the University's Continuity of Operations Plan (COOP) and the Comprehensive Emergency Management Plan (CEMP).

#### Build Meritocracy

- We created a performance management approach to yearly staff reviews that primarily rewards merit. The approach is loosely based on a ladder within each Division. Faculty are reviewed under the UFF contract through a peer process that holds them accountable to defined standards in a reappointment and promotion process that replaces tenure with long-term contracts.
- Florida Poly's iconic Innovation, Science and Technology (IST) building has garnered 23 regional, national, and international awards including The Chicago Athenaeum: Museum of Architecture and Design and The European Centre for Architecture's "International Architecture Award for 2015" and Engineering News Record's "Global Best Project 2014". In 2016, the IST building was ranked as one of the 16 "most breathtaking" buildings in the world, according to a survey of architects, placing it alongside iconic structures such as the Parthenon in Greece, the Empire State Building and Frank Lloyd Wright's "Fallingwater" residence.
- Florida Poly was awarded the prestigious 23rd Annual Achievement of Excellence in Procurement® (AEP) from the National Procurement Institute, Inc. (NPI). Florida Poly was one of 27 institutions of higher education in the United States and Canada to receive this award.
- We also won a national EH&S award: Innovation Award of Commendation from the Campus Safety, Health and Environmental Management Association (CSHEMA) as well as a prestigious national health and safety award for developing a campus program that improves sustainability and recycling in its chemistry labs. The project won first place and was granted the Innovation Award of Commendation by the Campus Safety, Health, and Environmental Management Association (CSHEMA).

#### Promote Positive Culture

- We hired a consultant that helped us define and build a program around creating a positive culture at the University. The program resulted in 27 "fundamentals" that define the culture we hope to create at the University.
- To support staff retention efforts, the University developed several initiatives including formal on-boarding and culture building programs. In 2018, Florida Poly held its first annual faculty and staff awards dinner called ABLAZE. Staff also created an Employee Activities Committee that sponsors events for all employees across the year.

**FINANCIAL METRICS**

Academic Productivity:	
Through Spring 2018	341 (UG:287, GR:54)
Expected 2019	187 (UG/G)
Retention	78% (peers average=81%)
4-year Graduation Rate	37% (peers average=32%)
6-year Graduation Rate	TBD (peers average=62%)

Degree Alignment:	
UG degrees in strategic areas	100%
GR degrees in strategic areas	100%

*Funding per student:* *TBD*

Student Employment*:	
BS Graduates Employed	50%
Median Wages for BS Graduates	\$50k-\$70k

Operating Funds:	
Nonrecurring(requested)	\$6M
Recurring	\$4.8M
Capital Funds:	\$7M
Development:	
Total	\$17.564M
Unrestricted	\$6.405M

\*Those responding to graduation survey, state numbers released year after graduation

**STAKEHOLDER METRICS**

Student Spending (2019):	
Students Graduating with Debt	11% (National Average = 68%)
Total Amount of Debt	\$7,713 (National Average = \$37,172)
Average Cost to Student (120 hours)	\$9,500
Graduates Without Excess Hours	96%

Total Scholarships & Waivers: \$17.2M

Number Industry Partners (2019):	301 (200+ hire interns)
External Internships (2019):	83%
Number Industry Capstone projects (2019):	35 (of 36 total)

Economic Impact*:	
<i>Total Yearly Budget (2018)</i>	<i>\$61m (~\$46m stayed in Polk County)</i>
<i>Total Vendor Spending:</i>	<i>\$186m (3,100 vendors)</i>

## Entrepreneurship:

Number Projects/Startups Facilitated	135
Number County/State Competitions	10
Number Placements in Top 3	8

\*Real Economic Impact will be calculated this year

**PROCESS METRICS**

## Student Body (Fall 2018):

Number Undergraduate Students	1390
Number Graduate Students	33

## Entering Class (Fall 2018):

FTIC	313
Transfer	51
Graduate	23
% White Students	63.2
% Female	13
Average SAT (enrolled)	1287
Average ACT (enrolled)	28.7

Student-to-Faculty Ratio: 18:1

% Hours Taught by Adjuncts: 12%

Administration/Instruction ratio: 0.69 (public=0.49, private=0.64)

## Mental Health (Fall 2018):

Number Students Contacted	113
Number Students Counseled	76
Maximum Wait Time	2 days depending on severity

## Academic Mentoring/Advising:

Students Served (Fall 2018)	988
Students Served (Spring 2019)	305

## Career Counseling:

Professional Internship Experience	Required
CODES workshops (Spring 2019)	7
CODES Student Participation	200

## Student Life (Fall 2018):

Fitness Classes	15 (391 participants)
Intramural Sports	8 (681 participants)
Gym	7294 participants

Student Development (Fall 2018): 21 events, 6 community volunteer events

## Student Government Association (Fall 2018):

Registered Student Organizations	40
Number of Events	80

## Research Metrics (2018):

Number Grant Proposals Submitted	15
Number Proposals Won	1
Research Expenditures	\$1.33M

## University Advancement (Total):

Total Funds Raised	\$17.564M
Unrestricted Funds Raised	\$6.405M
Scholarships Awarded	\$11.271M
Endowment	\$800K
Alumni Giving	74%

**FOUNDATIONAL METRICS**

## Audit Findings:

Operational (2018)	9
Financial (2018)	0
IT Operational (2018)	1
Foundation	0
Financial Aid	0

## Lean Six-Sigma classes:

32 program attendees  
11 achieved Lean Yellow Belt certification

*Internal training seminars:**TBD**% completed required training:**TBD*

### Summary of Amendment #2 to The President's Employment Agreement

1. Renews the term of Dr. Avent's employment agreement until July 6, 2020.
2. Revises addresses for notice.
3. Revises subsection 6.2 of the Agreement to allow for that portion of the President's compensation that exceeds the limits set forth in Florida Statutes §1012.975 to be paid by the Foundation and/or out of the University's Auxiliary Funds.

## **AMENDMENT #2 TO THE PRESIDENT’S EMPLOYMENT AGREEMENT**

**THIS AMENDMENT #2 to the President’s Employment** Agreement (“Amendment”) is made and entered into on this \_\_\_\_ day of \_\_\_\_ 2019 by and between The Florida Polytechnic University Board of Trustees (the “University”), and Randy K. Avent (the “President”).

**WHEREAS**, the University and the President entered into the President’s Employment Agreement on July 7, 2014 (“Agreement”);

**WHEREAS**, the parties entered into Amendment #1 to the President’s Employment Agreement on June 18, 2015, and

**WHEREAS**, it is the desire of the parties to further amend the Agreement.

**NOW, THEREFORE**, in consideration of the mutual promises of their parties hereto, the University and the President hereby amend the Agreement as follows:

1. Subsection 3.1 of the Agreement is hereby amended to add the following sentence to the end of the paragraph: *“The Agreement is renewed for an additional year with the term ending July 7, 2020.”*
2. Subsection 6.2 is stricken in its entirety and replaced with the following:

*During the term of this Agreement and contingent upon the availability of funds, the Board shall not be responsible for, but authorizes this compensation arrangement and shall use its best efforts to cause the Florida Polytechnic University Foundation, Inc. (“Foundation”) to contribute to the University the portions of all payments provided for in this Agreement that exceed the limits set forth in Florida Statutes Section 1012.975. The Board further authorizes the use of the University’s auxiliary funds to pay for the President’s compensation which exceeds the limits set forth in the statute.*

3. In subsection 17.1 the notice information for the Board and for the General Counsel is deleted in its entirety and replaced with the following:

***If to the Board:***

*Chairperson  
Florida Polytechnic University Board of Trustees  
4700 Research Way  
Lakeland, FL 33805*

***With a copy to:***

*General Counsel  
Florida Polytechnic University Board of Trustees  
4700 Research Way  
Lakeland, FL 33805*

## **AMENDMENT #2 TO THE PRESIDENT'S EMPLOYMENT AGREEMENT**

4. All other terms and conditions of the Agreement shall remain unchanged and in effect throughout the duration of this Amendment.

**IN WITNESS WHEREOF**, the parties hereto have executed this Amendment.

**The Florida Polytechnic University  
Board of Trustees**

By: \_\_\_\_\_  
Don Wilson  
Chairman, Board of Trustees

Date \_\_\_\_\_

**President**

By: \_\_\_\_\_  
Randy K. Avent

Date \_\_\_\_\_

DRAFT

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

June 13, 2019

**SUBJECT:** Confirmation of Reappointment of the President for New College of Florida

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**PROPOSED BOARD ACTION**

Confirm the reappointment of Dr. Donal O'Shea as the president of New College of Florida.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Board Regulation 1.001(5)(c); Section 1001.706, Florida Statutes.

**BACKGROUND INFORMATION**

Board Regulation 1.001(5)(c) requires renewals of presidential employment agreements to be confirmed by the Board of Governors.

On June 8, 2019, the Board of Trustees of New College of Florida approved an amendment to Dr. O'Shea's employment contract, unanimously reappointing Dr. O'Shea to serve as the president of New College of Florida. The reappointment extends the term of Dr. O'Shea's contract through June 30, 2020. Chair Felice Schulaner is requesting confirmation of Dr. O'Shea's reappointment by the Board of Governors.

Highlights of Dr. O'Shea's leadership of New College of Florida are included in the Board materials.

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**Supporting Documentation Included:**

1. Letter from the New College of Florida Board of Trustees Chair
2. Leadership Highlights/ Contract Terms

**Facilitators/Presenters:**

Ned Lautenbach, Chair, Board of Governors  
Felice Schulaner, Chair, New College of Florida Board of Trustees



*Board of Trustees*

June 8, 2019

Mr. Ned C. Lautenbach, Chair  
Florida Board of Governors  
State University System of Florida  
325 W. Gaines Street, Suite 1614  
Tallahassee, FL 32399-0400

Re New College of Florida President, Dr. Donal O'Shea

Dear Chair Lautenbach:

Dr. Donal O'Shea has served as President of New College of Florida (the "College") since July 1, 2012. The Florida Board of Governors ratified his four earlier appointments as president. His fourth term of employment expires on June 30, 2019.

In its recent annual evaluation of Dr. O'Shea, the New College of Florida Board of Trustees was universal in recognizing that President O'Shea is deeply committed to the College and to achieving the objectives of the Strategic and Growth Plans. We see him as a champion for liberal arts education in general and for New College within the region and the state. At its meeting on Saturday, June 8, 2019, the College's Board of Trustees unanimously approved the attached "Employment Agreement (Fifth Amended) (the "Agreement")", providing for his reappointment for a one-year period commencing on July 1, 2019 and ending on June 30, 2020, on the terms and conditions described therein.

Pursuant to Section 1001.706(6)(a), Florida Statutes, the effectiveness of the Agreement is subject to confirmation by the Board of Governors of President O'Shea's reappointment. Accordingly, on behalf of the College's Board of Trustees, I respectfully request that the Board of Governors confirm President O'Shea's reappointment. A summary of the highlights of the year since his most recent reappointment on July 1, 2018, has been provided under separate cover.

Please do not hesitate to contact me or General Counsel and Board Liason, David A. Fugett, if you have any questions or desire further information concerning this matter.

Sincerely,

A handwritten signature in blue ink, reading "F. Schulaner".

Felice Schulaner, Chair, New College of Florida Board of Trustees  
cc: Dr. Donal O'Shea

Encl.

## **Report on President's and Related Campus Activities during AY Year 2018-19**

### **As of March 1, 2019**

#### **Introduction**

Just under two years ago, on July 1, 2017, the legislature appropriated \$5.4M as the first of three installments to supply the recurring funding needed to increase the size of New College to 1200 students by 2023-24 and to increase our four-year graduation to 80% by 2027-28. One year later, on July 1, 2018, we received our second appropriation of recurring money (\$3.6M) and, as I write, we anxiously await word on what is promising to be a very tumultuous legislative session of our third and final recurring installment of \$1.6M. We also await word on funding for the new multipurpose building that we will need to house that growth.

In the twenty months since the first appropriation, we have accomplished an enormous amount. We engaged in a strategic planning process to determine how we could meet the enrollment and graduation rate goals we had laid out in the growth plan that we had presented to the State in early 2017, ultimately leading to the “New College Strategic Plan, 2018 – 2028; Cultivating Curiosity, Unleashing Potential” which was approved by the Florida Board of Governors on November 8, 2018. We have increased the size of our faculty over 30%, increased the size of our student affairs team more than 25% and built out other key infrastructure operations such as enrollment management. Those joining us have brought wonderful new expertise. Never had we had such human capital. Our finances, never flush, are no longer precarious, and we can afford to make some modest strategic bets. That is the good news.

#### **The Challenge**

The bad news is that our student enrolments are not increasing – they have fallen slightly, and threaten to fall further. Retention is down (we are losing a larger proportion of enrolled students than anticipated) and we have not been able to attract as many admitted students as hoped. This is not an admissions problem, or a student affairs problem, or an academic problem. It concerns all of us, and addressing it will require all hands on deck.

At the town hall meeting on Wednesday, February 27 the VPs and Deans who report to me outlined what they were doing in their areas, and sketched a number of tactical and strategic initiatives. We begin with the tactical, because they are shorter term.

Fuller consideration of longer term strategic initiatives must await the conclusions of some research we've commissioned, and must acknowledge that some of our challenges reflect the larger national discourse and admission trends that favor larger urban institutions, well-known brands, and narrowly pre-professional and technical education. Except for a small number of

nationally known medallion institutions, smaller liberal arts and undergraduate institutions are struggling.

### **Tactical responses**

1. *(Outreach to prospective students)* I asked for faculty volunteers to call admitted applicants. Admissions will provide training. I will contact national merit finalists. Psychology Professor Michele Barton is currently working with Admissions half time. We also seek an additional faculty member to work half-time with admissions. High school students respond very well to faculty members.
2. *(New scholarship programs)* The Foundation has raised money for three new high profile, high prestige scholarship programs. These will be implemented to attract students applying for admission this fall. The provost and I will be approaching a few faculty members to serve as judges.
3. *(First year courses)* The Ad Hoc Committee for the QEP is working to craft a program to address retention. That committee will take some time to craft its recommendations and build buy-in. To help their work, I've asked the Provost's Office to offer an incentive program to have up to 10 faculty members offer a course aimed primarily at first-years. The courses could be team-taught, reworked existing courses, or new. In addition to academic goals, they should: a) have some learning outcomes linked to retention; b) afford opportunities for students to build resilience; c) help students learn to navigate the college; and d) connect students with professionals in other parts of the college. A full report to the Ad Hoc Committee would be due after the completion of the course.
4. *(Catalog)* We will produce a printed catalog of the courses that we currently offer and that we plan to offer next year that could be used by faculty, and as a leave-behind for guidance counselor offices.
5. *(Creating community)* The provost's office will offer a small grant program to faculty and AOCs that want to work with each other or student affairs to offer peer mentoring programs or other programs that build community among students in the same course. The Dean of Student Affairs will establish a similar program for clubs and residential advising.
6. *(Helping students plan for the next semester)* Academic and student affairs will assure that continuing students have plans for the next academic year before leaving campus in May. This includes some plans for courses. We will have clubs and athletic programs name persons involved and report on their expected fall enrollment before students leave for the summer.
7. *(Policy Committee)* I've directed the provost and my chief of staff Brad Thiessen to convene a small policy committee of faculty and staff that will 1) review changes in federal and state policy that affect us, and work to have them mesh with our unique academic program, and, as crucially, 2) identify and recommend changes to policies that work against retention.

8. *(Career counseling and internships)* Effective immediately, the Center for Engagement and Opportunity will report to the new Dean for Outreach and Engagement and will work with Student and Academic Affairs to implement more vocational and professional development and internships. We will create a team for each entering student.

9. *(Data Collection and Analysis)* We will become more data-driven and we need more lead indicators. I have asked Brad Thiessen to convene a small committee that will include Hui-Min Wen and others and that will work with our Data Science program to 1) mine the data we have and 2) capture data about our own students that other schools have found predictive about retention. Examples of mining: look at retention rates by first-year courses, first-year contracts, first-year advisor, first-year dorm, admission rating, high school, and first-year evaluations. Examples of data that other colleges have found relevant to predicting retention include: student plans at end of the first semester and the end of the first year, participation in high impact practices, and community engagement.

10. *(Electronic social life)* Dean Williamson will convene groups of students to discuss and come up for recommendations about student social issues and the use of electronic and social media to drive them.

In addition, to these initiatives, we have engaged a number of external consulting firms to provide tactical support to help both Admissions and Communications and Marketing to redirect many admissions and communications functions. Portara will provide parent communication; Paskill, Stapleton & Lord is doing competitor analysis and creating a distinct position to differentiate New College from the competition, redirecting directing the communications flow to prospective students and their families; and Way Better is assisting in the purchase of names of high-achieving students and handling the numerous aspects of the search process.

### **Strategic Initiatives**

In order to make New College a more welcoming community to individuals from all backgrounds, we created a new cabinet level position: Dean for Outreach and Engagement; and Chief Diversity and Inclusion Officer. We were fortunate to be able to hire Dr. Bill Woodson to fill the position. He will spearhead community relations and serve as the college's chief diversity officer. Bill brings to this role a strong track record of leadership on diversity and inclusion initiatives in both the corporate world and higher education. Born in Sarasota, he will increase and formalize our students' civic and community engagement, working with both the faculty and outside organizations to meet their expressed needs. The CEO will report to him. Collaborative projects are Dr. Woodson's specialty, particularly those involving diverse populations. Before Bill began his career in higher education (he served previously as Assistant Dean at the Opus College of Business at the University of St. Thomas in St. Paul, Minnesota, where he oversaw admissions, career services, and student life programs for four MBA programs, and led the college's community engagement and corporate outreach efforts), he held leadership positions in product management and development at Johnson & Johnson,

Compaq, and Hewlett-Packard. He earned a Ph.D. in Organizational Leadership, Policy and Development at the University of Minnesota, an MBA from the University of Michigan, a master's degree in city and regional planning from Harvard University, and a bachelor's degree from Brown University.

At the end of last year academic year, we hired an outside research firm, Art & Science Group, to help us. In the course of laying out the strategic plan, we wanted to investigate how we could improve the New College experience to attract, recruit, and enroll a larger number of new students; retain a higher proportion of our current students, and ensure the vast majority of our students graduate in four years. We began asking why?

- Why are students attracted to NCF? Why are some students not attracted to NCF?
- Why do students choose to enroll (or not enroll) at NCF?
- Why do most students graduate in four years, while others take longer or just leave?

What we came to realize was that while we had lots of *hypotheses*, we had very little real evidence that would let us answer our “why” questions.

Confronted with this realization, and some early data indicating that last year's inquirer and admitted pools were behaving in ways that we did not understand, we sought an outside research group to help us study, analyze and understand at a high level what is happening with our student population, and to analyze a number of possible future scenarios to determine what impact any changes we made to New College would have in student recruitment, enrollment and retention. We wanted a firm that would work with faculty and staff to develop questionnaires that would give us insight into the experiences of prospective students, admitted students, enrolled students, and withdrawn students. We ultimately chose the Art & Science Group which had extensive experience with other liberal arts colleges. Moreover, their research methods matched what we were hoping to find to help us achieve our goals.

During the 2018-2019 academic year, the Art & Science Group has been conducting a combination of in-depth phone and on-line interviews with three sets of students: (1) admitted student applicants (including students who declined to enroll); (2) current and withdrawn students; and (3) potential students who inquired about New College. Sometime after April, we anticipate gaining an understanding of potential changes we could make to the New College experience and the impact those changes would have on student enrollment and retention.

So far, we have received preliminary reports on the first two sets of interviews. We learned that a lot that we already knew or suspected and got some new information. For example, students tend to love their professors, and value the academics that New College offers, even if they leave before graduating. Students who left and continued their education elsewhere did not cite narrative evaluations as a reason, but did note that they appreciated the structure of grades and the feeling of accountability it fostered. Even though they felt that they took advantage of the lack of grades while at New College, they reported enjoying that their peers who did not hand in work now were held accountable by grades. Although they rated social life as less important than the academics, difficulties encountered in the social realm

were what pushed them into leaving. Students who saw themselves fitting seamlessly into the New College culture on a campus visit, found after enrolling, a totally different culture of bullying and negativity (a lot of it online). A surprising number of students who left had decided to do so early in their first year, but did not depart until later. Early findings suggest that the academic side could play as important role in building community as the co-curricular side.

The most crucial part of the Art & Science study has yet to come. We have data about students who were willing to come to New College. But we need information from students who were interested enough to inquire, but chose not even to apply. Art & Science has begun interviewing a robust subset of inquirers to New College, including those who chose not to apply as well as those who did. The data from this group will be available in late April and the campus group will work with Art & Science to merge and understand conclusions emerging from the analysis of the different datasets and to make final recommendations, sometime in May or early June. We will present those conclusions and recommendations at another town hall meeting, and to trustees. The president and the provost will work with the Educational Policy Committee and others to allocate academic positions strategically to help attract and retain more students.

### **Other challenges**

Even as we work on increasing admission and retention, we are planning facilities to house more students and faculty in new buildings. Our BOT Ad Hoc Committee on Student Housing is exploring a number of options for student housing, including: partnering with USF-Sarasota/Manatee to rent space in their first residence hall on campus; housing students for the short term near the campus in rental units; and housing students in a residence hall to be built on 58<sup>th</sup> Street, where New College owns property, across from the new proposed multipurpose facility that will be built with state funds in place of most of the present Palmer Buildings, which are nearing the end of their useful lives.

We are working hard to secure state funding for the new multipurpose facility which will replace most of the Palmer Buildings (Palmer A, which houses Campus Computing; Palmer C, which houses Human Resources, faculty offices, and the Sarasota World Affairs Council; Palmer D, which houses the Registrar; Business Office, Communications and Marketing, Parking Services, and faculty offices; and Palmer E, which houses Data Science, faculty offices, and storage). This space will offer not only additional faculty offices and classrooms, student support and administrative services, but also space for student clubs and activities, recreational space, and a large gathering space for the campus community to get together, which we presently do not have. We understand that the needed funding for the multipurpose facility (\$47M) is unlikely to be allocated all at once, and will likely be appropriated in at least two or three phases.

## Successes

This year we have begun to see the pay-off from last year's hiring season. Recall that we searched in clusters (arts, global, sustainability/water, and human/artificial intelligence) instead of traditional disciplines. We hit the jackpot – the 15 new faculty members who arrived in August, 2018 are brilliant. They are doing cutting edge work in their fields. Perusing the courses that we are offering gives a dazzling glimpse of the intellectual richness of our community. Our students are benefitting greatly by having more faculty, adding to a wider variety of disciplines and cross-disciplines. We will finish this academic year with more and more students working in interdisciplinary fields, and completing their theses in areas such as Applied Mathematics & Computer Science, Biology/Music, Computer Science/Economics, Biochemistry, Biopsychology, International and Area Studies & Chinese Language and Culture, and Political Science & Environmental Studies. With the new faculty to spur them to new heights, we expect even greater things from them in the future.

Because of our slower than expected enrollment growth, and because of the delay in receiving facilities funding, we are currently searching for 7 (instead of 15) continuing faculty members in the fields of epidemiology and global public health, medical anthropology, constitutional law, and applied statistics for tenure-track faculty, and also for three-year visiting appointments in medical humanities, Russian language and literature, and creative writing, all starting in August 2020. As I mentioned above, we will not begin to decide on the remaining 18 positions until we have all the data from Art & Science.

Thanks to Brad Thiessen, our SACSCOC Liaison, the report for our decennial reaffirmation exercise in 2020 is well underway, and on schedule. Our new QEP will be focused on retention and hopefully will include a new first-year experience program, designed to strengthen our students' coping, foundational, and social skills, and to create positive ties among themselves and a sense of belonging to the College. In February, 2019 a QEP team attended the *Gardner First Year Experience Annual Conference* in Las Vegas.

Teams also attended the AAC&U conference in San Francisco on *Creating 21<sup>st</sup> Century General Education: Responding to Seismic Shift*, and *The Educating with Empathy Conference*, sponsored by the Learning and the Brain organization, also in February in San Francisco.

Our first graduate program in Data Science is going strong, and the third cohort will earn Master's degrees in May, 2019. The faculty are supplementing the undergraduate curriculum in STEM and STEAM courses, and working towards an undergraduate Data Science AOC and a combined or slash/AOC. Enrollments in Data Science and Computer Science have outpaced those in other fields. At the BOG Meeting at New College in September 2018, BOG Chair Ned Lautenbach presented Lexis-Nexis, a partner of the Data Science program, with a medal for excellence in program collaboration.

The recent National Science Foundation study of the Baccalaureate Origin of Science PhDs (awarded in 2013-2017) reported that 16.9% of New College of Florida graduates subsequently received PhDs in science and engineering disciplines, a staggering percentage placing us among the 10 top-producing undergraduate institutions in the country, and far higher than any SUS sister institution. The new wing of the Heiser Natural Sciences Complex received a LEEDS Gold Certification from the US Green Building Committee in 2018, a year after its dedication in October, 2017.

We are now in the third year of a grant from the Mellon Foundation. Under the able direction of professors Nova Myhill (English), April Flakne (Philosophy) and now Kim Anderson (Art), it has produced a truly outstanding outpouring of humanities and arts projects. Even though this year is a long way from ending, more than 55 Mellon-funded events have been scheduled and taken place so far, many open to the public. An emphasis on dance started the year with two former Martha Graham principal dancers offering a series of lectures, master classes, and conversations on how Martha Graham, the “Mother of American Modern Dance,” impacted classical ballet and their experiences with the company. They collaborated with the Sarasota Ballet to stage Graham’s ground-breaking *Appalachian Spring* while in town. The NOW Ensemble and Sarasota Contemporary Dance also provided workshops and programs, as did the very popular *Dance for Parkinson’s*, which was expanded from the previous year to include a spring course this year. The *Asian Film Series* continued, sponsored by Mellon, Ringling Museum, Ringling College of Art & Design, New College, and the Elling Eide Center, and included Japanese as well as Chinese films and discussions, open to the community, as most programs are. The grant also helped fund this month’s Black History Month efflorescence of truly inspiring academic, artistic, and activist programming. The scope and sustained excellence would have been remarkable at an institution ten times our size. Hats off to the committee of professors and students under the able direction of Sociology Professor Mecca Zabriskie who made it all happen. The new arts management certificate joint program with the Cross College Alliance holds terrific promise. Speaking of arts, this year marked the 20<sup>th</sup> anniversary of New College New Music, Steve Miles’s extraordinary program pairing community outreach with experimental music.

In a completely unexpected development, the Mellon Foundation has invited a second grant proposal to allow New College to partner with the external community to address issues identified by the community using the humanities and arts. The first Mellon Grant allowed us to deepen links among our neighboring Cross College Alliance institutions, to connect with arts organizations and to raise both our own profile and the profile of the arts and humanities. We envision that a second Mellon Grant will enable us and our CCA partners to better engage faculty, staff and students with the local community, local community organizations, and local employers. It could be transformative.

Our faculty members have won some significant, highly competitive external awards. To mention just three, in July, Chris Kottke was awarded a three-year grant by the National Science Foundation to pursue his work on geometric analysis of hyper-Kähler moduli spaces with collaborators from Leibniz Universität (Hanover, Germany), Stanford, MIT, University College London, and the University of Quebec at Montreal. This February, Erin Dean and a collaborator from Emory received a three-year senior research award from the NSF for ethnographic research on renewable forms of energy and their effect on the social, economic and political relationships in Tanzania. Also in February, Emily Saarinen received 2019's Outstanding Undergraduate Science Teacher by the Society for College Science Teachers. A more complete list is available at <https://www.ncf.edu/academics/research-at-new-college/orps/active-awards/>.

With four months to go in academic year 2018-19, the New College Foundation has exceeded our three-year fundraising target of \$11 million that we promised the State that we would raise as a match for growth plan funds. (In fact, we raised \$11.5 million six months ahead of target.) The Clambake event of November 1, raised a record \$350,000 for scholarships. Giving Tuesday on November 27, 2018 generated \$209,219 in a single 24-hour period. Several other major gifts were secured, including: the Isermann Foundation of \$1.2 million via bequest for scholarships; the Trustee Challenge put forth by Trustee Skestos (\$500,000) for scholarships; and a \$100,000 gift from Trustee Johnston (half for the Trustee scholarships and half as a challenge for the Giving Tuesday effort). We also secured a new scholarship for STEM students given by Andrew and Judith Economos (\$500,000). This will be launched in the fall for 2019 and is called the Archimedes Scholars Program. We also give our gratitude to Mr. and Mrs. Kupper who have included New College with a seven-figure gift in their estate plans.

Dr. Beverley Tatum, noted psychologist, author of *Why Are All The Black Kids Sitting Alone in the Cafeteria*, and former president of Spelman College for Women, will be the New College Commencement speaker and receive an honorary degree on May 17, 2019.

## Conclusion

I am 100% committed to achieving the goals of our strategic plan. We have it within ourselves to graduate not just 80%, but more than 90%, of the students who enter our institution, and to claim as a result our place among the top 20 liberal arts colleges in the nation.

For now, we are falling short of the enrollment and retention targets that were built into our growth and strategic plans, and it is urgent that we address those shortfalls. The Board of Governors and the State have invested in us and expect to see progress. The tactics outlined at the outset will help. I also hope that they will stimulate discussion. I have no doubt that there are great ideas that are not on that list. Please do not be shy about sharing.

With your help, we will emerge from these challenges stronger. With the insights obtained from working together with the Art & Science Group, New College will be in a good position to achieve our goals, to align ourselves to the needs of the 21<sup>st</sup> century, and to demonstrate to all that the State's investment in New College of Florida was a wise one. I look forward to the honor of serving as President of New College of Florida for the coming year.

Sincerely,  
Don

### **Postscript**

One way I try to keep the college in front of the local community and the larger higher education and disciplinary communities is by writing. Here is a list of publications that have appeared since this time last year, together with links to where you can read them. Argument, comments, and criticism very welcome.

#### ***Inside Higher Ed***

"The role Jill Conway played in shaping women's and others' education"

*August 24, 2018*

<https://www.insidehighered.com/views/2018/08/24/role-jill-conway-played-shaping-womens-and-others-education-opinion>

#### ***SRQ Daily Saturday Perspectives Edition***

"The Charm and Utility of Medieval Studies" *March 10, 2018*

<https://www.srqmagazine.com/srq-daily/2018-03-10/7960-The-Charm-and-Utility-of-Medieval-Studies>

"April and Seniors" *April 14, 2018*

<https://www.srqmagazine.com/srq-daily/2018-04-14/8194-April-and-Seniors>

"What do you tell a Graduate?" *May 12, 2018*

<https://www.srqmagazine.com/srq-daily/2018-05-12/8336-What-Do-You-Tell-a-Graduate>

"Vive la Différence" *June 9, 2018*

<https://www.srqmagazine.com/srq-daily/2018-06-09/8517-Vive-la-Difference>

"In Loco Parentis" *September 8, 2018*

<https://www.srqmagazine.com/srq-daily/2018-09-08/9102-In-Locho-Parentis>

"Books, Coffee, and Conversation" *October 13, 2018*

<https://www.srqmagazine.com/srq-daily/2018-10-13/9351-Books--Coffee-and-Conversation>

"Liberal and Conservative" *November 10, 2018*

<https://www.srqmagazine.com/srq-daily/2018-11-10/9547-Liberal-and-Conservative>

“Need blind admissions and Mr. Bloomberg” *December 8, 2018*

[https://www.srqmagazine.com/srq-daily/2018-12-08/9705\\_Need-Blind-Admissions-and-Mr-Bloomberg](https://www.srqmagazine.com/srq-daily/2018-12-08/9705_Need-Blind-Admissions-and-Mr-Bloomberg)

“Better than a resolution: January at New College” *January 12, 2018*

[https://www.srqmagazine.com/srq-daily/2019-01-12/9898\\_Better-Than-a-Resolution-January-at-New-College](https://www.srqmagazine.com/srq-daily/2019-01-12/9898_Better-Than-a-Resolution-January-at-New-College)

“ROI on a College Degree” *February 9, 2018*

[https://www.srqmagazine.com/srq-daily/2019-02-09/10066\\_ROI-on-a-College-Degree](https://www.srqmagazine.com/srq-daily/2019-02-09/10066_ROI-on-a-College-Degree)

### ***Sarasota Herald-Tribune***

“Activism, free speech and New College” *March 1, 2018*

<https://www.heraldtribune.com/news/20180301/activism-free-speech-and-new-college>

“Region has creativity to burn, so let’s help the world” *September 27, 2018*

<https://www.heraldtribune.com/news/20180927/higher-learning-region-has-creativity-to-burn-so-lets-help-world>

“In praise of the humanities” *October 25, 2018*

<https://www.heraldtribune.com/news/20181025/oshea-in-praise-of-humanities>

“The soul of a white nationalist” *November 23, 2018*

<https://www.heraldtribune.com/news/20181123/soul-of-white-nationalist>

“Beauty, truth and the university” *January 25, 2019*

<https://www.heraldtribune.com/news/20190124/higher-learning-beauty-truth-and-university>

“Through history, we face the future” *February 21, 2019*

<https://www.heraldtribune.com/news/20190221/oshea-through-history-we-face-future>

### **Mathematics**

“The Surprising Resolution of the Poincaré Conjecture,” Chapter 13, pp. 401-414 in Rowe, David E., Sauer, Tilman, Walter, Scott A., editors, *Beyond Einstein: Perspectives in Geometry, Gravitation, and Cosmology in the Twentieth Century*, Volume 14 of *Einstein Studies*, Birkhäuser, 2018, New York.

[https://link.springer.com/chapter/10.1007/978-1-4939-7708-6\\_13](https://link.springer.com/chapter/10.1007/978-1-4939-7708-6_13)

“Prime Numbers and the Riemann Hypothesis” Book Review, pp. 811-815, in *Notices of the American Mathematical Society*, Volume 65, Number 7, August 2018.

<https://www.ams.org/journals/notices/201807/rnoti-p811.pdf>

*Ideals, Varieties, Algorithms* (with David Cox and John Little), Fourth Edition, Corrected Publication, 646p, Springer: New York, Cham Heidelberg New York Dordrecht London. 2018.

**New College of Florida  
Ad Hoc 2019 Presidential Evaluation, Contract and Compensation Committee  
June 8, 2019**

**President O'Shea' Proposed Employment Agreement (Fifth Amended)  
Summary of Recommended Substantive Changes From Current Agreement (Fourth Amended)**

Contract Term: July 1, 2019 through June 30, 2020

The current contract expires on June 30, 2019. The new contract would be effective July 1, 2019 with no break in service.

The proposed contract is for one year subject to evaluation by the NCF Board and reappointment by the NCF Board and ratification by the Board of Governors.

Compensation: Salary and compensation package remains the same as set forth in the Fourth Amended Employment Contract with one exception: Should Dr. O'Shea and the Board agree to a one-year extension of the Agreement pursuant to subsection 1(c) and he remains as president until June 30, 2020, he will receive a retention bonus of \$30,000. This represents an increase of \$5,000 from the retention bonus set forth in the Fourth Amended Employment Contract.

Periodic Reviews: No later than February 1 each year, Dr. O'Shea will report to the Board on the extent to which the goals and priorities adopted by the Board have been accomplished and supply appropriate commentary. Current wording sets the reporting deadline as June of each year.

### **EMPLOYMENT AGREEMENT (FIFTH AMENDED)**

This FIFTH AMENDED EMPLOYMENT AGREEMENT (this "Agreement") is entered into and effective this 8th day of June 2019 by and between the Board of Trustees (the "Board") of New College of Florida (the "College") and Donal B. O'Shea (the "President" or "Dr. O'Shea"), individually.

### **BACKGROUND**

WHEREAS, the College is a state assisted degree-granting institution of higher education; and,

WHEREAS, the College desires to retain the services of Dr. O'Shea as its President and he desires to serve the College as its President under the specific terms and conditions of employment stated in this Agreement; and,

WHEREAS, Dr. O'Shea and the College have freely negotiated their respective terms and conditions of employment and have reached agreement on such matters; and,

WHEREAS, the College will perform some of its obligations through the New College Foundation;

NOW, THEREFORE, in consideration of promises, covenants and agreements of the parties contained herein, the parties intending to be legally bound, agree that the above recitals are correct and further agree as follows:

### **TERMS**

#### **1. Position and Duties**

**a. Position.** During the Term of Employment (as defined below in 1(c)), the College will employ Dr. O'Shea as the President and Chief Executive Officer of the College. Dr. O'Shea will hold the faculty rank of Professor of Mathematics. On June 16, 2012, the Board granted tenure to Dr. O'Shea in accordance with the College's established policies and procedures. Dr. O'Shea will not hold tenure in his administrative role as President.

**b. Duties.** During the Term of Employment, Dr. O'Shea will diligently devote his full professional time, ability, and attention to the day-to-day operations of the College, including without limitation, all administrative, executive and academic functions as required by law, rule and regulation. Dr. O'Shea's powers and duties are as stated in the State University System of Florida Board of Governors' regulations, in Board of Trustees' rules, regulations, policies and procedures, and in the laws of the State of Florida as they presently exist or may hereafter be amended, and will include such other duties as may be reasonably assigned to him by the Board. As chief executive officer of the College, Dr. O'Shea shall be responsible for the oversight of all aspects of the College's activities and performance in conformance with the provisions of said regulations, rules, policies, procedures and laws. The Board recognizes the benefits to the College of Dr. O'Shea participating in civic, charitable, corporate, educational and cultural activities that are consistent with his position and of benefit to the College. Service on corporate boards or consulting activities must receive prior approval of the Board Chair, and with approval from the Board Chair, which such approval will not unreasonably withheld, Dr. O'Shea may retain any such compensation as permitted by the laws of the State of Florida.

c. **Term of Employment.** Dr. O'Shea's Term of Employment by the Board under this Agreement will begin on July 1, 2019 and will end on June 30, 2020. The parties may agree to renew this Agreement for additional one-year terms. No later than March 31 of each year, the Board and Dr. O'Shea shall confirm in writing whether to renew the Agreement for an additional one-year term. Any renewal of this Agreement is subject to confirmation of Dr. O'Shea's reappointment by the Board of Governors.

d. **Periodic Reviews.** A review, based on goals prepared by the President and approved by the Board, will occur in each year. Each year, prior to the Board's annual meeting, the President will submit to the Board an assessment of the state of the College, and his personal objectives and specific goals and priorities for the College and himself for the ensuing twelve months. The Board may discuss and amend these goals and priorities at its discretion. No later than March 1 of each year, Dr. O'Shea will report to the Board on the extent to which the goals and priorities adopted by the Board have been accomplished and supply appropriate commentary. The Board will evaluate Dr. O'Shea on the basis of its assessment of his overall performance and his success in accomplishing these goals and priorities.

## 2. **Compensation and Rights**

a. **Base Salary.** As compensation for the services described in this Agreement, the College will pay Dr. O'Shea a base salary of \$305,000.00 per year for the time period of July 1, 2019 through June 30, 2020. The salary will accrue pro-rata. The base salary shall be paid from College funds to the extent permitted by law with the balance to be funded by the New College Foundation.

b. **Base Salary Payment and Increases.** Dr. O'Shea's base salary will be paid in accordance with the customary payroll practices of the College. The College will deduct from each such installment all amounts required to be deducted and withheld in accordance with applicable federal and state income tax laws, FICA and other withholding tax requirements.

c. **Deferred Compensation.** During the Term of Employment, Dr. O'Shea will accrue deferred compensation of seventeen and one-half (17.5) percent of his base salary in any of the College's deferred compensation plans deemed appropriate for such a contribution. Participation and benefits associated with such funds are controlled by the plan agreement. This deferred compensation will be funded by the New College Foundation. A single lump sum payment for such deferred compensation will be made on or about June 30<sup>th</sup> of each year.

d. **Automobile Provision and Expenses.** During the Term of Employment, Dr. O'Shea shall receive an annual \$5,000 allowance for the use of his personal automobile. Payment for such use shall be pro-rated bi-weekly, paid in accordance with customary payroll practices of the College and shall be funded by the New College Foundation.

e. **Insurance, Vacation and Sick Leave.** Dr. O'Shea will receive annual and sick leave and other benefits at least equal to those provided to members of the New College of Florida Executive Service classification.

f. **Benefits.** During the Term of Employment (and thereafter as required by law or permitted by the terms of the applicable plans), the College shall provide medical insurance benefits, retirement benefits, and life insurance benefits, disability benefits, and other benefits equal to those under plans provided to members of the New College of Florida Executive Service classification, as such plans may

be amended. If at any time during the Term of Employment, Dr. O'Shea becomes disabled, or is unable for any reason, other than death, to substantially perform his duties as described in this Agreement, and he has not breached any of the provisions of this Agreement, Dr. O'Shea will first use any sick or annual leave accruals and exhaust any applicable group disability income insurance (see 2(e)) prior to seeking additional disability or severance payment under this section. Any additional disability or severance payments made under this section beyond that point will be at the discretion of the Board. In no case will a severance payment exceed that permitted under Florida law at the time he relinquishes his duties as president.

**h. Expenses.** During the Term of Employment, the New College Foundation will provide Dr. O'Shea a discretionary fund of \$10,000.00 for reasonable and customary expenses incurred by him in furtherance of his duties hereunder. It is understood that reasonable expenses paid by this discretionary fund for traveling, meals, hotel accommodations, and business related meetings and entertainment would be charged directly to the New College Foundation.

**i. President's Housing.** The New College Foundation will provide Dr. O'Shea with a \$40,000.00 annual housing allowance in lieu of the College providing a President's residence. Payment of allowance shall be pro-rated bi-weekly and paid in accordance with customary payroll practices of the College.

**j. Professional Appointment.** Upon expiration or termination of this Agreement, Dr. O'Shea will have the right to assume a full-time teaching position as a faculty member of the College as tenured Professor of Mathematics, and will report to the Chair of the Division of Natural Sciences. In his teaching position, Dr. O'Shea shall perform all reasonable duties that would ordinarily be associated with such position, including but not limited to, teaching requirements as established by College regulations and policies. Upon assuming his full-time teaching faculty position, Dr. O'Shea will be provided with a private furnished office that includes a microcomputer, printer, fax, scanner, Internet access and secretarial support to the extent and in the same manner as provided other professors having the same tenure status. In addition to the ordinary employment-related benefits provided to full-time teaching faculty members, Dr. O'Shea shall receive an initial base salary as a full-time teaching faculty member equal to the average of the base salary of the top three highest paid faculty members at the time he assumes full time teaching faculty responsibilities. Thereafter, Dr. O'Shea will be eligible for any salary increases and benefits provided regular, full-time teaching faculty members.

Dr. O'Shea will also be entitled to a one-year (12 month) professional development leave compensated at his then current base salary and benefits. Such leave shall be taken only upon the conclusion of Dr. O'Shea's presidency. This professional development leave is to permit Dr. O'Shea to retool his teaching and research prior to returning to the Faculty at New College of Florida. In the event that Dr. O'Shea accepts full-time employment with an entity other than the College prior to the conclusion of his professional development leave, then such professional development leave shall immediately cease effective on the date that the new employment commences and no further compensation for professional development leave will be owed. An approved outside activity will not constitute employment for purposes of this Section.

**k. Retention Bonus.** Should Dr. O'Shea and the Board agree to a one-year extension of the Agreement pursuant to subsection 1(c) and he remains as president until June 30, 2020, he will receive a

retention bonus of \$30,000. The retention bonus shall be paid within 60 days of June 30, 2020. During the one-year extension, if Dr. O'Shea leaves the presidency pursuant to subsection 3(c) of this Agreement prior to June 30, 2020, or if he is terminated by the Board for cause pursuant to subsection 3(d)(i) through 3(d)(iii), Dr. O'Shea forfeits all right and entitlement to payment of the retention bonus, or any portion thereof. If Dr. O'Shea is terminated without cause pursuant to subsection 3(b) or if he becomes permanently incapacitated pursuant to subsection 3(d)(iv), he shall be entitled to that portion of the retention bonus prorated based on service completed. If Dr. O'Shea terminates the Agreement pursuant to subsection 3(e) of this Agreement, he shall be entitled to the full amount of the retention bonus.

**I. Ownership of Intellectual Property and Outside Income.** Dr. O'Shea's ownership of intellectual property will be governed by law and regulations of the Florida Board of Governors and the Board of Trustees. Dr. O'Shea retains all rights and income relating to speaking engagements, articles, and other intellectual property created by him not otherwise governed by the aforementioned law and regulations.

**3. Renewal, Termination or Resignation**

**a. Renewal.** This Agreement may be amended, renewed or extended in writing on terms mutually satisfactory to the Board and Dr. O'Shea.

**b. Termination without Cause by the College.** The College may terminate this Agreement without cause after first giving not less than 90 calendar days written notice to Dr. O'Shea of intention to terminate. The College may terminate without cause only upon a 2/3 vote of the Board.

**c. Resignation by Dr. O'Shea without Breach.** In the event that Dr. O'Shea desires to resign other than because of a breach of this Agreement by the College, Dr. O'Shea may terminate this Agreement by resigning after first giving not less than 90 calendar days written notice to the College of intention to terminate. If this Agreement is terminated pursuant to this subsection 3(c), the College may elect to relieve Dr. O'Shea of his duties and pay Dr. O'Shea his compensation through the notice period, not to exceed 12 weeks or the maximum permitted by Florida law, whichever is less. If the reason for resignation is due to a serious health condition of Dr. O'Shea or of a family member as set forth in the Family and Medical Leave Act (FMLA) or is otherwise beyond the control of Dr. O'Shea, then the College shall also pay Dr. O'Shea severance in an amount approved by the Board, which shall in no case be greater than the number of weeks permitted under Florida law at the time, paid at his annual base salary in effect at the time of the notice. However, if the reason for resignation is pursuant to this subsection 3(c) and is within Dr. O'Shea's control, any severance is within the discretion of the Board as guided by Florida law at the time he relinquishes his duties as president.

**d. Termination for Cause by the College.** This Agreement may also be terminated at any time for cause by the College. Cause shall mean upon the occurrence of one of the following events or actions by Dr. O'Shea:

i. A deliberate and actual violation of the duties set forth in this Agreement, including his refusal or unwillingness to perform such duties in good faith and to the best of his abilities, after a notice and reasonable opportunity to cure.

ii. Any conduct constituting moral turpitude that would bring public disrespect, contempt, or ridicule upon the College.

iii. A serious and deliberate violation of a State of Florida law, rule, regulation, or Constitutional provision, or a College rule, regulation or policy, which violation may in the judgment of the Board adversely reflect upon and/or adversely affect the College.

iv. If Dr. O'Shea becomes unable to perform the essential functions of his position due to a permanent disability as defined by the College's insurance carrier (subject to the terms and conditions of any College plan providing disability payments).

If this Agreement is terminated by the College under this subsection 3(d)( i.-iii)., Dr. O'Shea shall be relieved of his duties as President. There will be no severance pay or severance benefits resulting from such termination. If this Agreement is terminated by the College under this subsection 3(d) (iv)., the College may elect to pay Dr. O'Shea severance in an amount approved by the Board, which shall in no case be greater than the number of weeks permitted by Florida law at the time, paid at his annual base salary in effect at the time of the termination.

**e. Termination for Cause by Dr. O'Shea.** In the event the College breaches the terms of this Agreement, and such breach is not cured within 30 calendar days of notice of the breach or is not a breach that maybe cured, Dr. O'Shea shall have the right to terminate this Agreement at any time thereafter upon written notice of such termination to the other party. If this Agreement is terminated by Dr. O'Shea under this subsection 3(e), he shall be entitled to 20 weeks' severance or the maximum permitted under Florida law at the time paid at his annual base salary in effect at the time of termination.

**f. Effect of Termination.** Upon termination of this Agreement, neither party shall have any further obligation hereunder except for: (i) obligations accruing prior to the date of termination or that are intended to extend beyond the term of this Agreement, including, without limitation, the College's payment of all amounts set forth in subsections 2(a, b, & d — i) which are accrued as of the date of Termination, payment of all Deferred Compensation contemplated by subsection 2(c), compliance with the Rights set forth in subsection 2(j & k); and (ii) all rights and obligations set forth in this section 3.

In the event of termination without cause by the College, as specified in 3(b), or termination for cause by Dr. O'Shea, as specified in 3(e), or in the event that Dr. O'Shea resigns the presidency, without breach of this Agreement, after July 1, 2019, Dr. O'Shea will have the right to assume a full-time teaching position as a faculty member of the College as a tenured Professor of Mathematics, as specified in 2(j).

Dr. O'Shea will also be entitled to a one-year (12 month) paid professional development leave during his first year as a member of the faculty, as specified in 2(j). During Dr. O'Shea's leave, he will remain a member of the faculty as Professor of Mathematics, but will be relieved of all duties at the College. During the professional development period the College will pay Dr. O'Shea his annual presidential base-salary in effect at the time he relinquishes his duties as President and he will be entitled to all benefits provided other Executive Service employees. At the conclusion of Dr. O'Shea's leave, his salary as a full time teaching faculty member will be determined in accordance with subsection 2(j) of this Agreement.

4. **Miscellaneous**

a. **No Waiver.** Neither any reasonable delay nor failure on the part of any party to exercise any rights under this Agreement, nor a partial or single failure by any party to exercise any rights under this Agreement, shall constitute a waiver of such rights or of any others rights under this Agreement.

b. **Entire Agreement.** This Agreement represents the entire Agreement of the parties and supersedes any and all other oral or written agreements or understandings between them. No change, amendment, alteration, waiver or modification of any provision hereof may be made except in a writing signed by the parties hereto.

c. **Governing Law.** This Agreement shall be governed by and construed in accordance with the laws of the State of Florida.

d. **Taxes.** Dr. O'Shea shall be responsible for his portion of federal, state, local or other taxes resulting from any compensation or benefits provided to him by the College. The College shall withhold all federal, state, local or other taxes as may be required pursuant to law or governmental regulation or ruling from any compensation or benefits provided under this Agreement.

e. **Severability.** If any provision of this Agreement shall, for any reason, be held to be illegal, invalid or unenforceable, such illegal, invalid, or unenforceable provision will not affect any other provision of this Agreement. In such a case, this Agreement will be construed as if such an illegal, invalid or unenforceable provision had never been contained herein.

f. **Counterparts.** This Agreement may be executed in counterparts, and by the different parties on separate counterparts, each of which, when so executed, shall constitute but one and the same instrument.

g. **Bond.** The College may, at its option and expense, obtain a faithful performance and fidelity bond on the President.

h. **Key Person Insurance.** The College may, at its option and expense, secure and maintain "key person" insurance on the life of the President in such amount, as the College deems necessary or appropriate. The President shall cooperate fully with the College in connection with securing and maintaining the insurance. In the event said insurance is paid, the proceeds shall be divided one-half to New College of Florida and one-half to the designated beneficiary of Dr. O'Shea.

i. **Arbitration of Disputes.** The parties agree that final and binding arbitration in accordance with the policies and procedures of the American Arbitration Association will be the sole and exclusive forum for resolving any disputes or claims between the President and the College concerning the terms of this agreement. Any hearings related to this agreement will be held in Sarasota County, Florida.

j. **New College Foundation.** The College may satisfy the payment obligations set forth in this Agreement directly or through the New College Foundation, which shall be at the discretion of the College and the New College Foundation, subject to any legal requirements.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement or caused this Agreement to be executed as of this 8<sup>th</sup> day of June, 2019.

**NEW COLLEGE OF FLORIDA**

**DONAL B. O'SHEA**

By: \_\_\_\_\_

Felice Schulaner,  
Chair, Board of Trustees

\_\_\_\_\_

Donal B. O'Shea

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

June 13, 2019

**SUBJECT:** Confirmation of Reappointment of the President for Florida State University

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**PROPOSED BOARD ACTION**

Confirm the reappointment of President John Thrasher as the president of Florida State University.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Board Regulation 1.001(5)(c); Section 1001.706, Florida Statutes.

**BACKGROUND INFORMATION**

Board Regulation 1.001(5)(c) requires renewals of presidential employment agreements to be confirmed by the Board of Governors.

On September 22, 2017, the Board of Trustees of Florida State University unanimously approved an amendment to President Thrasher's employment contract reappointing him to serve as the president of Florida State University for an additional year following the expiration of his initial contract term on November 10, 2019. The reappointment extends the term of President Thrasher's contract through November 10, 2020. Chair Ed Burr is requesting confirmation of President Thrasher's reappointment by the Board of Governors.

Highlights of President Thrasher's leadership of Florida State University and a summary of the contract terms are included in the Board materials.

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**Supporting Documentation Included:** 1. Letter from the Florida State University Board of Trustees Chair with Leadership Highlights/Contract Terms

**Facilitators/Presenters:** Ned Lautenbach, Chair, Board of Governors  
Ed Burr, Chair, Florida State University Board of Trustees



FLORIDA STATE UNIVERSITY  
BOARD OF TRUSTEES

May 30, 2019

Chairman Ned C. Lautenbach  
Florida Board of Governors  
State University System of Florida  
325 W. Gaines Street, Suite 1614  
Tallahassee, Florida 32399-0400

Dear Chair Lautenbach:

At its September 22, 2017 meeting, the Florida State University (FSU) Board of Trustees unanimously voted to extend President John Thrasher's contractual term for an additional one- year period, commencing on or about November 10, 2019, and continuing through November 10, 2020. In support of the Board of Governors' consideration of the Board of Trustees' decision, I am pleased to provide the following summary of President Thrasher's accomplishments since taking office in November 2014. I respectfully urge that the Board of Governors consider President Thrasher's exemplary record of leadership and vote to confirm the FSU Board of Trustees decision.

Since the beginning of his tenure, President Thrasher has consistently provided superior leadership to Florida State University. The Board is exceptionally pleased with the significant advancements FSU has realized, including its unprecedented improvement in the U.S. News and World Report rankings of public universities. Moving from 43 to 26 in just four years makes a clear statement about the success of FSU's students and faculty, and we are confident that President Thrasher has placed FSU on a trajectory to achieve a Top 25 ranking in the very near future. Florida State has been recognized as a preeminent state university for seven years in a row, meeting all 12 preeminence metrics for the past several years and is a top tier achiever in key performance funding metrics established by the Board of Governors.

Upon his appointment, the Board of Trustees set ambitious expectations before President Thrasher –to lead the university to the highest levels of excellence. Through a bold and strategic approach, he has spent the past four and a half years elevating FSU's reputation at the state, national, and international levels. To garner such recognition, President Thrasher has embraced the university's strengths in the arts and the sciences while simultaneously being steadfast in his resolve to boost student success and career readiness. He has been a staunch supporter of faculty achievements in the areas of teaching, research and service.

President Thrasher's leadership has resulted in FSU's ability, today, to attract the best and brightest students, faculty and researchers in its history. A record-breaking 60,000 students applied for admission this past year, vying for less than 6,500 freshman slots. Florida State is also a top producer of Fulbright scholars, with 10 students receiving awards in 2018-2019. On the faculty side, FSU researchers were awarded \$226 million from federal, state, and private sources. In 2018, we were thrilled when the National Science Foundation

awarded a five-year renewal of the \$184 million grant supporting the operation of the National High Magnetic Field Laboratory. The MagLab, as it is known, attracts the highest level scientists worldwide to conduct groundbreaking scientific research in Tallahassee. The MagLab puts FSU and Tallahassee on an international stage and at the forefront of scientific discovery.

President Thrasher's emphasis on increasing academic excellence and improving university proficiencies has resulted in multiple tiers of progress. Listed below are some of Florida State University's most recent accomplishments:

#### **Performance Metrics 2017-2018**

- National and state leader in student retention (93%) and four-year graduation rate (68.4%)
- Increase in the number of graduates employed or continuing their education
- Increase in the median wages of FSU graduates
- Greater number of bachelor's degrees being awarded in the areas of strategic emphasis
- Increase in the University access rate (percent of undergraduates with a Pell grant)
- Increase in the number of baccalaureate degrees awarded without students taking excess hours

#### **Preeminence Metrics 2017-2018**

- Increase in expenditures in science and engineering research
- Increase in number of patents awarded
- Greater number of doctoral degrees conferred
- Growth in total endowment funding

#### **Efficiencies**

- Ranking in the top two by U.S. News and World Report as one of the most efficient universities in the United States.
- The cost per degree at Florida State University has decreased from \$15,040 in 2015 to \$8,680, representing a 42% drop in the past three years.
- For each of the last two years, Florida State University has identified more than \$40 million in new annual cost savings and avoidance. When recurring savings are included, FSU has saved over \$235 million in the last five years.
- According to a recent study released by the American Council of Trustees and Alumni, Florida State has the lowest administrative cost in the State University System and ranks amongst the lowest nationally.

## **Student Engagement and Success Initiatives**

- Community engagement of 7,251 students who completed 391,940.5 hours of public service through the ServScript Program. That represents a 3% increase in student participation and 6% increase in service hours from the previous year.
- Additional financial aid to assist low-income and minority students with non-loan funding to cover educational costs. The funding was also used to hire a counseling specialist who is solely responsible for assisting low-income and minority students navigate the financial aid process.
- The Unconquered Scholars Program continued to serve students previously classified as members of foster care, relative care, wards of the State, or homeless, to increase peer support and engagement activities for this highly at-risk population at Florida State. Efforts to support these students resulted in a 100% first-year retention rate of first-time-in-college Unconquered Scholars. In addition, the average cumulative GPA for all students ever enrolled in Unconquered Scholars since 2012 was 3.01 at the end of fall 2017. Unconquered Scholars also earned an 85% 6-year graduation rate.
- Center for Academic Retention and Enhancement (CARE): Guided students through the College Life Coaching Program, a requirement for all sophomore participants in CARE and a program highly effective in sustaining student engagement and success.
- CARE enrolled 415 students in the 2017 Summer Bridge Program, the largest class in history.
- CARE's Student Support Services (SSS) and Student Support Services-STEM (SSS-STEM) continued their tradition of success. Student Support Services-SCOPE (SSS-SCOPE) students earned an average 3.14 GPA and boasted a 98% retention rate. SSS-STEM averaged a 3.04 GPA, with 85.4% of their participants remaining enrolled and in a STEM degree program, as well as having 99% of all participants remaining in good academic standing by the end of the year.
- Increased graduate student employment opportunities through on-campus recruiting by 12% from the previous year.
- Launched InternFSU, a new initiative that provides on-campus internships to students in their area of professional interest.
- Launched the Student Resilience Project, designed to teach healthy coping skills. The program has been so well-received that there are plans to expand it on a national scale.
- Expanded the University Counseling Center staff by six professionals to address the mental health needs of more students.
- Introduced WellTrack, an online, interactive treatment option for students with mild anxiety or depression.

## **Fundraising**

President Thrasher has also proven exceptional at philanthropic fundraising, recognizing his role in helping the university remain competitive and sustain innovative efforts. He propelled donations to our Raise the Torch philanthropic campaign, exceeding the \$1 billion fundraising goal ahead of schedule. Other fundraising achievements include:

- More than \$124.8 million in gift commitments received between July 1, 2017 and June 30, 2018 - the third largest annual philanthropic total in Florida State University's history.
- Overall, gifts and pledges received during President Thrasher's time in office exceed \$521 million, an average of more than \$12 million of private donations per month.
- Recent launch of the \$100 million Unconquered Campaign to raise funds for men's and women's sports.

## **Campus and External Engagement**

One of President Thrasher's most admirable qualities is his ability to bring people together in dynamic discussions, which add to the intellectual engagement and development on the FSU campus. His outgoing nature and welcoming personality have allowed him to build strong internal and external partnerships and relationships. He meets tirelessly with students, faculty, alumni and donors, and still finds the time to engage regularly with his ACC peers, state and local business leaders, the Board of Governors, and Florida's policymakers.

On campus, President Thrasher has worked to create a culture that promotes dialogue and respect and supports projects focused on diversity and inclusion such as:

- The 2018 opening of the new Black Student Union (BSU). President Thrasher championed the construction of the new BSU House and, in partnership with students and alumni, was integral in securing the funding.
- The President's Diversity and Inclusion Mini-Grant Program, launched in fall 2017, to support initiatives that enhance the quality of teaching about diversity, create a welcoming and inclusive work and learning environment where differences are respected and valued, and improve the recruitment, retention, and graduation of students from historically underrepresented groups.
- Recognition, for the third year in a row, as a "Diversity Champion" by INSIGHT Into Diversity Magazine. FSU is one of 13 universities across the nation to be given the title.

During times of university triumph, John Thrasher is quick to give others credit. He is FSU's greatest advocate and biggest fan, and is often seen cheering on the Seminole soccer and softball national champion teams. And, when faced with great challenges or senseless tragedy, including a category five hurricane or the loss of life, President Thrasher has been a champion - comforting the FSU family with swift leadership and genuine compassion.

If approved for extension by the Board of Governors, President Thrasher's employment contract would be extended by amendment as follows:

- Amend the existing contract term of November 2014 through November 2019 to the Extended Term commencing on November 10, 2019 and continuing through November 10, 2020.
- The existing annual evaluation process in the employment agreement would continue to provide for an annual review and approval of the President's goals and objectives by the FSU Board of Trustees in a public meeting. Any changes in compensation or performance compensation are considered by the Board of Trustees at that time.
- Consistent with Florida Statutes, the maximum amount of the President's compensation that may be provided from state funds is capped at \$200,000.00. Compensation beyond the statutory cap is provided by non-state funds.
- Other substantive terms of the employment agreement remain unchanged.

Accordingly, on behalf of the Florida State University Board of Trustees, I respectfully request that the Board of Governors confirm President Thrasher's reappointment for a 12-month period, commencing November 10, 2019, through and including November 10, 2020.

I am available should you have any questions or wish to discuss this matter further.

Sincerely,

A handwritten signature in dark ink, appearing to read 'E. Burr', with a stylized flourish extending to the right.

Edward E. Burr  
Chairman

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

June 13, 2019

**SUBJECT:** Florida International University 2025 Strategic Plan

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**PROPOSED BOARD ACTION**

Consider approval of the Florida International University 2025 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 adopt a strategic plan in alignment with its mission and the Board of Governors' System Strategic Plan. University strategic plans are required to be submitted to the Board of Governors for approval. The Florida International University 2025 Strategic Plan was submitted and considered for approval by the Strategic Planning Committee. The Committee Chair will provide a recommendation.

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**Supporting Documentation Included:**

In Strategic Planning Committee  
Materials

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

June 13, 2019

**SUBJECT:** 2019 University Accountability Plans

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**PROPOSED BOARD ACTION**

Consider approval of the 2019 university accountability plans, noting areas for further dialogue and deliberation. Consider approval of the University of Florida, Florida State University, and the University of South Florida Preeminent State Research University Annual Status Updates. Consider approval of the University of Central Florida Emerging Preeminent State Research University Annual Status Update. Consider approval of Florida International University Emerging Preeminent State Research University designation.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

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

**BACKGROUND INFORMATION**

Board Regulation 2.002 requires the development of a university accountability plan intended to reflect the institution's distinctive mission and to focus on core strengths within the context of State University System goals and regional and statewide needs. The accountability plan outlines the university's strategic direction and top priorities as well as performance expectations and outcomes on institutional and system-wide goals.

The "Strategy" section of university accountability plans includes institutional mission statements; identification of strengths, opportunities, and challenges; key initiatives and investments; and Graduation Rate Improvement Plans. Sections on metrics indicate how the universities have and are performing in key areas. Enrollment planning and intentions to implement new academic programs are also included.

Universities made brief presentations to the Strategic Planning Committee, and the Committee considered approval of those portions of university accountability plans associated with the 2019-20 academic year, and reviewed out-year portions, noting any areas for further dialogue and deliberation.

In addition, the Committee considered approval of the University of Florida, Florida State University, and the University of South Florida Preeminent State Research University Annual Status Updates, the University of Central Florida Emerging

Preeminent State Research University Annual Status Update, and Florida International University's request to be designated as an Emerging Preeminent State Research University. The Strategic Planning Committee Chair will provide recommendations to the full Board.

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**Supporting Documentation Included:** In Strategic Planning Committee Materials

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

June 13, 2019

**SUBJECT:** Consortium for Medical Marijuana Clinical Outcomes Research

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**PROPOSED BOARD ACTION**

Consider approval of the lead institution for the Consortium for Medical Marijuana Clinical Outcomes Research

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Section 1004.4351, Florida Statutes, authorizes the Board of Governors to designate a State University System institution to lead the Consortium for Medical Marijuana Clinical Outcomes Research. The purpose of the consortium is to conduct rigorous scientific research and disseminate such research. The consortium shall include both public and private universities and research must include tracking clinical outcomes, certification standards, dosing standards, routes of administration, efficacy, and side effects; and the study of the effects of smoking marijuana to treat debilitating medical conditions (section 1004.4351, Florida Statutes).

Chapter 2019-1, Laws of Florida, provides \$1.5 million in recurring funds to the Board of Governors to award to the Consortium for Medical Marijuana Clinical Outcomes Research established for the 2019-20 fiscal year. The funding will be provided to the lead institution to administer the Consortium consistent with the provisions in section 1004.4351.

Board staff sent out a request for applications in April 2019. Upon review, Board staff is recommending that the Board of Governors authorize the University of Florida (UF) to be the lead institution for the Consortium for Medical Marijuana Clinical Outcomes Research.

In its application, UF demonstrated an extensive portfolio of funded projects that encompass research related to clinical outcomes and mechanistic pathways of medical marijuana. The university also has direct experience with the state's medical marijuana program, by collecting treatment plans from ordering physicians (as required by Florida Statute) so that the university could research the safety and efficacy of low-THC

cannabis.

UF is proposing the Consortium include three core pillars of activities: a new and unique data repository, a clinical research core, and a grants program. UF is proposing to create the Medical Marijuana Clinical Outcomes Research Repository (MEMORY), which links registry medical marijuana dispensing data with a variety of data sets that allow the longitudinal study of health outcomes, considering dose and routes, and related medication use and associated diseases. Another pillar of this proposed Consortium will be a clinical research core that will provide infrastructure support for prospective studies involving the collection of new data. Third, the university is proposing offering \$600,000 from the state appropriation to award research grants to participating institutions.

Finally, UF plans to reach out to the presidents of all public and private universities in the state to invite their participation. Per statute, each participating university will select a representative for the Consortium's Research Board, who will need to have experience in a medical or scientific field relevant to medical marijuana clinical outcomes research. One core Consortium activity will be to connect researchers in the field, and UF anticipates that researchers from universities with less developed research infrastructure will be able to form new collaborations that can greatly enhance scientific reach and ultimately enhance the state's prominence in the field of medical marijuana clinical outcomes research.

For the fiscal year 2019-20, the Legislature allocated \$1.5 million to the Board of Governors to award to the lead institution of the Consortium for Medical Marijuana Clinical Outcomes Research.

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**Supporting Documentation:**

Included in Academic and Research  
Excellence Committee materials

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

June 13, 2019

**SUBJECT:** Ph.D. in Engineering and Computing Education, CIP 14.9999, Florida  
International University

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**PROPOSED BOARD ACTION**

Consider approval of the Ph.D. in Engineering and Computing Education, CIP 14.9999,  
at Florida International University

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

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

**BACKGROUND INFORMATION**

Florida International University (FIU) is proposing to establish a Ph.D. in Engineering and Computing Education. The program will consist of a total of 75 credit hours, including course work required to pass the qualifying and oral exams, as well as additional course work approved by the dissertation advisor, research credits, and dissertation credit hours. The program will be delivered in-person on the main campus.

The university will charge the institution's current approved graduate rate of tuition of \$379.95 per credit hour for in-state students and \$900.00 per credit hour for out-of-state students. Total fees for residents will be \$75.69 per credit hour while non-residents will be charged \$101.69 per credit hour. The university does not intend to operate this program through continuing education on a cost recovery basis, seek approval for market-rate tuition, or establish differentiated graduate-level tuition.

The purpose of the program is to prepare students to serve as faculty members in engineering or other programs; research scientists in academia, government, and industry; instructional designers at universities or in industry; and more. If approved, this would be the first engineering education Ph.D. degree program in Florida and the first computing education Ph.D. degree in the nation. The program includes a required pedagogical methods course and a teaching practicum course with a substantial teaching assignment. The proposed CIP code is 14.9999. This CIP is an identified Program of Strategic Emphasis under the Science, Technology, Engineering, and Mathematics area.

The FIU Board of Trustees approved the program on March 4, 2019. If approved by the

Board of Governors, FIU will implement the program effective Fall 2020.

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**Supporting Documentation Included:**

Information located in the Academic and  
Student Affairs Committee materials

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

Academic and Student Affairs Committee  
June 13, 2019

**SUBJECT:** Doctor of Athletic Training, CIP 51.0913, University of Florida

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**PROPOSED BOARD ACTION**

Consider approval of the post-professional Doctor of Athletic Training, CIP 51.0913, University of Florida

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

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

**BACKGROUND INFORMATION**

The University of Florida (UF) is proposing a Doctor of Athletic Training (DAT), a post-professional clinical program in the Department of Applied Physiology and Kinesiology. The DAT is designed to provide advanced clinical knowledge and skills while engaging in a patient-centered healthcare program. The program will advance clinical practice in student-selected areas of distinction such as orthopedics, manual therapy, sports performance, or teaching and leadership. Graduates of the program will also earn a Certificate of Added Qualification upon completion of an area of distinction. Graduates will be prepared to work in consultation with physicians to improve patient outcomes. Potential employment opportunities also include serving in clinical faculty roles, working in sports medicine clinics, collegiate and professional sports programs, and in non-traditional work settings, and government agencies and corporations.

The proposed Doctor of Athletic Training would be the second post-professional program in the State University System of Florida at the doctoral level. UF intends to seek accreditation from the Commission on Accreditation of Athletic Training Education (CAATE). The program will require the completion of 54 credit hours. UF will charge the institution's current approved graduate rate tuition and fees of \$530.00 per credit hour for in-state students and \$1,255.00 per credit hour for out-of-state students. The university does not intend to operate this program through continuing education on a cost recovery basis, seek approval for market-rate tuition, or establish differentiated graduate-level tuition.

The UF Board of Trustees approved the program on September 17, 2018. If approved by the Board of Governors, UF will implement the program effective summer 2020.

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**Supporting Documentation Included:** Information located in the Academic and Student Affairs Committee materials

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

Academic and Student Affairs Committee  
June 13, 2019

**SUBJECT:** Ph.D. in Anatomical Sciences Education, CIP 26.0403, The University of Florida

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**PROPOSED BOARD ACTION**

Consider approval of the Ph.D. in Anatomical Sciences Education, CIP 26.0403, the University of Florida

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

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

**BACKGROUND INFORMATION**

The University of Florida's (UF) College of Medicine and College of Education are proposing a Ph.D. in Anatomical Sciences Education. The program will require the completion of 90 plus semester credit hours beyond the bachelor's degree, completion of qualifying and final exams, and completion of a dissertation. For those entering the program with a master's up to 30 hours may be transferred at the discretion of the program director and the graduate school.

If approved, the program would be the first Ph.D. in Anatomical Sciences Education in CIP 26.0403 in the state of Florida. The program is designed to train individuals to become educators in all anatomical science disciplines and conduct anatomical pedagogy research.

The university will charge the institution's current approved graduate rate of tuition of \$448.73 per credit hour for in-state students and \$690.21 per credit hour for out-of-state students. Fees for in-state students are \$81.96 per credit hour, and fees for out-of-states students are \$535.20. The university does not intend to operate this program through continuing education on a cost recovery basis, seek approval for market-rate tuition, or establish differentiated graduate-level tuition.

The UF Board of Trustees approved the program on December 7, 2018. If approved by the Board of Governors, UF will implement the program effective Fall 2019.

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**Supporting Documentation Included:** Information located in the Academic and

## Student Affairs Committee materials

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

June 13, 2019

**SUBJECT:** Ed.D. in Instructional Design and Technology, CIP 13.0501, The  
University of West Florida

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**PROPOSED BOARD ACTION**

Consider approval of the Ed.D. in Instructional Design and Technology, CIP 13.0501, at the University of West Florida

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

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

**BACKGROUND INFORMATION**

The University of West Florida (UWF) is proposing to establish a professional doctoral program in Instructional Design and Technology. The purpose of the program is to prepare students to serve in leadership roles for organizational development, performance improvement, technology integration, and workplace learning. The Instructional Design and Technology program will consist of 48 credit hours of formal course work and 18 dissertation hours, for a program total of 66 credit hours. The program will be delivered in an online format; however, students will attend three in-person residencies during the program.

The university will charge the institution's current approved online graduate rate of tuition of \$384.60 per credit hour for in-state students and \$1,044.24 per credit hour for out-of-state students. The tuition amount includes the fees for the proposed program. The university does not intend to operate this program through continuing education on a cost recovery basis, seek approval for market-rate tuition, or establish differentiated graduate-level tuition.

If approved, this would be the first Ed.D. in Instructional Design and Technology under CIP code 13.0501, which is an identified Program of Strategic Emphasis under the Science, Technology, Engineering, and Mathematics area.

The UWF Board of Trustees approved the program on December 5, 2018. If approved by the Board of Governors, UWF will implement the program effective Fall 2020.

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**Supporting Documentation Included:** Information located in the Academic and Student Affairs Committee materials

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

June 13, 2019

**SUBJECT: Articulation Coordinating Committee Credit-By-Exam Equivalencies**

**PROPOSED BOARD ACTION**

Consider approval of the Articulation Coordinating Committee's recommended Credit-By-Exam Equivalencies, effective June 13, 2019.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Section 1007.27(2), Florida Statutes, requires the Articulation Coordinating Committee (ACC) to establish passing scores as well as course and credit equivalents for Advanced Placement, Advanced International Certificate of Education Program, International Baccalaureate, DSST (DANTES), Defense Language Proficiency Test, UExcel, and College-Level Examination Program (CLEP). Board of Governors Regulation 6.006, Acceleration Mechanisms, recognizes the use of the ACC equivalencies for determining satisfactory performance for the purpose of awarding equivalent course credit to be applied towards degree requirements. State University System (SUS) and Florida College System (FCS) institutions are required to award the minimum recommended credit as designated to ensure consistent application of credit by institutions in both systems.

The ACC, which has SUS representation within its membership, approved revisions to the equivalencies at its February 27, 2019 meeting. These revisions are being brought forward to both the Board of Governors and the State Board of Education for consideration and approval. The approval will allow for credit by examination to be processed identically for both SUS and FCS institutions.

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**Supporting Documentation Included:** ACC Credit-By-Exam Equivalencies

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

June 13, 2019

**SUBJECT:** Regulation 9.014 Collegiate License Plate Revenues

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**PROPOSED BOARD ACTION**

Approve amended Regulation 9.014.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution and Section 320.08058(3), Florida Statutes

**BACKGROUND INFORMATION**

Section 320.08058(3)(b), Florida Statutes, states that the Board of Governors shall require each state university to submit a plan for approval of the expenditure of all revenues collected from the sale of collegiate license plates. The funds may only be used for academic enhancement, including scholarships and private fundraising activities.

The expenditure plans below indicate the percentage of funds expended for scholarships, fundraising, and academic enhancements. The plans are effective indefinitely, unless the university requests to deviate from the approved plan by more than ten percent (10%) pursuant to regulation.

	Scholarships	Fundraising	Academic Enhancement
FAMU	85%	15%	
FAU	75%	25%	
FGCU	100%		
FIU	50%	50%	
FSU	90%	10%	
NCF	50%	10%	40%
UCF	20%	30%	50%
UF	60%	40%	
USF	20%	66%	14%
UNF	70%	30%	
UWF	40%	60%	

A regulation change is needed for the University of North Florida to conform to the expenditure plan approved by the University of North Florida Trustees in 2013. Information was submitted to the Board in 2016, but failed to get included in the regulation when it was amended in March 2017.

	Scholarships	Fundraising	Academic Enhancement
UNF - Current	70%	30%	0%
UNF - Change	70%	18%	12%

No public comments were received.

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**Supporting Documentation Included:** Amended Regulation 9.014

## 9.014 Collegiate License Plates Revenues

(1) Pursuant to section 320.08058(3)(b), Florida Statutes, each university board of trustees must submit an expenditure plan to the Board of Governors for approval of all funds generated from the sale of collegiate license plates. The revenues generated may be used only for academic enhancement, including scholarships and private fund raising activities.

(2) The expenditure plan shall indicate the percentage of revenues allocated for academic enhancement, including scholarships and private fund raising activities. The expenditure plans previously approved are as follows:

	Scholarships	Fundraising	Academic Enhancement
FAMU	25%	75%	
FAU	75%	25%	
FGCU	100%		
FIU	50%	50%	
FSU	90%	10%	
NCF	50%	10%	40%
UCF	20%	30%	50%
UF	40%	60%	
USF	20%	66%	14%
UNF	70%	<del>1830%</del>	<del>12%</del>
UWF	60%	40%	

(3) The Board of Governors Office must be notified of any deviations from the approved expenditure plan in subparagraph (2) and any deviations of more than 10 percent from the approved expenditure plan must be submitted to the Board of Governors for review and approval.

Authority: Section 7(d), Art. IX, Fla. Const.; Section 320.08058(3)(b), Florida Statutes, New 11-25-13, Amended 03-30-17, \_\_\_\_.

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

June 13, 2019

**SUBJECT:** Performance-Based Funding Allocation

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**PROPOSED BOARD ACTION**

Consider approval of the allocation of performance funds for the 2019-2020 fiscal year.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 5.001  
Performance-Based Funding

**BACKGROUND INFORMATION**

The 2019 General Appropriations Act includes \$560 million for Performance-Based Incentives. This includes \$265 million in state investments, plus \$295 million in institutional investments to be distributed pursuant to the Board's performance-based funding model.

These funds are allocated pursuant to the Board's model based on the performance points earned on metrics included in the Accountability Plan.

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**Supporting Documentation Included:** Information located in the Budget & Finance Committee materials

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

June 13, 2019

**SUBJECT:** Board of Governors Regulation 9.012 Requiring Disclosure of Gifts from Foreign Governments and Persons

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**PROPOSED BOARD ACTION**

Consider approval of Public Notice of Intent to Repeal Regulation 9.012.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

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

**BACKGROUND INFORMATION**

In September 2010, a new regulation was adopted to require university boards of trustees on behalf of their direct support organizations to annually disclose gifts received from foreign governments or persons in excess of \$100,000. Universities receiving any direct or indirect federal financial assistance are required to disclose all gifts and contracts received from foreign sources in excess of \$250,000, individually or in combination from one source, to the United States Department of Education. In 2010, a bill was proposed in the Legislature that would have required universities to report all gifts received from foreign sources in excess of \$100,000 to the Department of Revenue. Because any reporting obligation is more properly a function of State University System governance, a new regulation was developed to capture the information at the system level.

Since the creation of the regulation, only six universities have reported information. Given the total number of donations the universities receive during the course of a year, the number received from foreign individuals is small.

Board staff recommends the repeal of this regulation and require the universities to maintain this information and provide it upon request, if needed.

<i>Year</i>	<b>FAU</b>	<b>FIU</b>	<b>FSU</b>	<b>UCF</b>	<b>UF</b>	<b>USF</b>	<b>Total</b>
2018		1		3	13	1	18
2017	1		1	1	9	1	13
2016	1	2		1	10	1	15
2015				1	6	2	9
2014			1	1	2	1	5
2013					3		3
2012			1				1
2011			2				2

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**Supporting Documentation Included:** Information located in the Budget & Finance Committee materials

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

June 13, 2019

**SUBJECT:** University of Florida Educational Plant Survey Validation

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**PROPOSED BOARD ACTION**

Review and validate the completed University of Florida Educational Plant Survey.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Sections 1013.03 and 1013.31, Florida Statutes

**BACKGROUND INFORMATION**

An Educational Plant Survey (EPS) is required at least once every five (5) years for all public educational entities, including state universities. At the request of the University of Florida (UF), Board staff facilitated and coordinated the Survey Team and participated with university staff on the EPS to ensure that all the requirements of section 1013.31, Florida Statutes, were satisfied. In addition to UF and Board staff, the team included staff from Florida Agricultural and Mechanical University, Florida Gulf Coast University, and University of Central Florida. The Survey Team Recommendation is included as an attachment. The completed EPS Report was approved by the University of Florida Board of Trustees on June 6, 2019, and the agenda item is included.

The EPS covers the period July 1, 2019, through June 30, 2024, and is UF's first EPS completed using the Dynamic Capital Planning (DCP) model.

**Table 1. Analysis of Space Needs and Enrollment<sup>1</sup>**

UF EPS Year	FTE	Space Inventory (Net Square Feet)	Recommendation Compared to Actual (Net Square Feet)	Space Analysis Summary
2014 Survey	46,746	2,854,438	304,225	2014 EPS Recommendation
Current 2024	50,632	2,993,025	138,587	Actual Net Space Added
Projected	51,050	TBD	68,869	2019 EPS Recommendation

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<sup>1</sup> Main campus only.

## **Summary of Survey Team Recommendations (Main Campus, unless noted):**

### **University of Florida**

#### **Needs Assessment**

**Date:** April 24, 2019

**Survey Team Members:** Robin Anderson, Team Leader (UWF), Kenneth Ogletree (BOG), Felcy Gabriel (BOG), Kristine Azzato (BOG), Mary Mory (UNF), Takeidra Nelson (FAMU), Krystie Corbitt (FGCU), and Christy Miranda (UCF).

### **Site Improvement Recommendations:**

1.1 Land Acquisition – Not Applicable

1.2 Landscaping and Site Improvements – This is a recommendation to continue landscaping and site improvements consistent with the adopted Campus Master Plan.

1.3 Utility Infrastructure – This is a recommendation for items in the categories of chilled water, controls, electrical distributions, storm sewer, sanitary sewer, telecommunications, energy management control systems, irrigation, water distribution, steam equipment, and distribution and roads. These projects consist of improvements, extensions, modifications, and additions to the major utility systems consistent with the adopted Campus Master Plan.

1.3.1 New Electrical Interconnect and Substation Distribution

1.3.2 New Cooling and Heating Plant (CHP) and Infrastructure

1.3.3 Campus Wide Safety and Security Infrastructure Improvements

### **Remodeling:**

**Definition:** Section 1013.01(17), Florida Statutes, the changing of existing facilities by rearrangement of spaces and their use and includes, but is not limited to, the conversion of two classrooms to a science laboratory or the conversion of a closed plan arrangement to an open plan configuration.

2.1 Not Applicable

### **Renovation Recommendations:**

**Definition:** Section 1013.01(18), Florida Statutes, the rejuvenation or upgrading of existing facilities by installation or replacement of materials and equipment and includes, but is not limited to, interior or exterior reconditioning of facilities and spaces; air conditioning, heating, or ventilating equipment; fire alarm systems; emergency lighting; electrical systems; and complete roofing or roof replacement, including replacement of membrane or structure.

3.1 Emergency Operation Center (Bldg. No. 0132 – Centrex; Site No. 0001)

- 3.2 McGuire Center (Bldg. No. 0341) and Powell Hall/Florida Natural History Museum (Bldg. No. 0308; Site No. 0001)

**Continuing Survey Recommendation:**

This project was survey recommended and partially funded through legislative appropriations during the previous survey cycle; however, its funding has not yet been completed. This is a recommendation for continued funding for this project.

- 4.1 Data Science and Information Technology (DSIT). 90,720 Net-Assignable Square Feet (NASF) is the portion of the project requested from the state. The total project is 143,425 NASF.

**New Construction Recommendations:**

New construction recommendations are in accordance with the presented net square footage and as described in the Form B. The following projects are recommended:

Site 0001

- 5.1 Music Building - 67,350 NASF

- 5.2 Utility Plant - 1,944 NASF

Site 0001 - Excluded from the Form B Calculation

- 5.3 Florida Natural History Museum Addition - 26,650 NASF

Site 1801 - Excluded from the Form B Calculation

- 5.4 Whitney Center for Marine Animal Health Lab Building - 24,000 NASF

**Demolition Recommendations:**

Demolition recommendations are for buildings over \$1M.

- 6.1 Bldg. No. 0473 - Lacy Rabon Chilled Water Plant - 3,075 NASF

- 6.2 Bldg. No. 0117 - Music Building - 33,358 NASF

- 6.3 Bldg. No. 0856 - Earle B. Phelps Lab - 5,422 NASF

- 6.4 Bldg. No. 0027 - Public Safety - 1,976 NASF

- 6.5 Bldg. No. 1056 - SE Chilled Water Plant - 18,894 GSF

**Standard University-Wide Recommendations:**

SR1. All recommendations for new facilities to include spaces necessary for custodial services and sanitation facilities.

SR2. All projects for safety corrections are recommended.

SR3. All projects for corrections or modifications necessary to comply with the Americans with Disabilities Act are recommended.

SR4. Any project required to repair or replace a building's components is recommended provided that the total cost of the project does not exceed 25% of the replacement cost of the building.

SR5. Expansion, replacement, and upgrading of existing utilities/infrastructure systems to support the educational plant (as expanded or modified by the recommended projects) are recommended.

**Notes:**

- A. The University is to write recommendation text in accordance with current Educational Plant Survey format criteria.
- B. The Survey Team requires that projects recommended for approval are to be incorporated into the Master Plan Update(s).
- C. Supplemental surveys can be conducted at a later date should project scope change in the future.
- D. For this survey, any buildings that are equal to or over 50% of sponsored contracts and grants space (coded as education and general (E&G) space in the space inventory) were marked as ineligible and excluded from the Form B calculation.
- E. The Survey Team recommendations to the Board of Governors should not exceed 100% of space needs met by formula in any of the nine (9) space categories. Projects that exceed 100% of needs met should be modified to support the recommendations by the Survey Team.

The 100% threshold options are as follows:

- 1. Verify space use classification (i.e. Classroom, Teaching Lab, etc.).
  - 2. Reduce square footage in space use categories exceeding 100%.
  - 3. Delete a project or the space in a use category that exceeds 100%.
  - 4. Substitute with other proposed space use categories within the same project.
  - 5. Shift requested project priorities to stay below 100% threshold.
  - 6. Provide a university strategy to support temporary overages.
- F. Supplemental surveys are required, if any changes, to project scope results in a space category exceeding 100% of the formula-driven need.

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**Supporting Documentation Included:** Information located in the Facilities Committee materials.

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

June 13, 2019

**SUBJECT:** New College of Florida Educational Plant Survey Validation

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**PROPOSED BOARD ACTION**

Review and validate the completed New College of Florida Educational Plant Survey.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Sections 1013.03 and 1013.31, Florida Statutes

**BACKGROUND INFORMATION**

An Educational Plant Survey (EPS) is required at least once every five (5) years for all public educational entities, including state universities. At the request of New College of Florida (NCF), Board staff facilitated and coordinated the Survey Team and participated with university staff on the EPS to ensure that all the requirements of section 1013.31, Florida Statutes, were satisfied. In addition to NCF and Board staff, the team included staff from Florida Atlantic University and Florida State University. The Survey Team Recommendation is included as an attachment. The completed EPS Report was approved by the New College of Florida Board of Trustees on April 23, 2019, and the agenda item is included.

The EPS covers the period July 1, 2019, through June 30, 2024, and is NCF's first EPS completed using the Dynamic Capital Planning (DCP) model.

**Table 1. Analysis of Space Needs and Enrollment**

NCF EPS Year	FTE	Space Inventory (Net Square Feet)	Recommendation Compared to Actual (Net Square Feet)	Space Analysis Summary
2014 Survey	694	183,175	14,650	2013 EPS Recommendation
Current 2024	958	199,387	16,212	Actual Net Space Added
Projected	1,198	TBD	55,505	2019 EPS Recommendation

## **Summary of Survey Team Recommendations (Main Campus, unless noted):**

### **NEW COLLEGE OF FLORIDA**

**Survey Team Members:** Lorilyne Pinkerton, Team Leader (FSU), Kenneth Ogletree (BOG), Felcy Gabriel (BOG), Azita Dotiwala (FAU), Corina Mavrodin (FAU), and Anthony Volpe (FSU).

#### **Site Improvements Recommendations:**

- 1.1 Land Acquisition – This project allows the university to continue purchasing properties surrounding the campus as identified in the adopted Campus Master Plan(s).
- 1.2 Landscaping and Site Improvements – This is a general recommendation to continue landscaping and site improvements consistent with the adopted Campus Master Plan(s).

#### **Remodeling/Renovation Recommendations:**

- 2.1 Old Caples House
- 2.2 Caples Carriage House
- 2.3 Hamilton Classroom Building
- 2.4 Pritzker Marine Biology
- 2.5 College Hall
- 2.6 Cook Hall

#### **New Construction Recommendation:**

New College has demonstrated an extraordinary need for additional Net-Assignable Square Feet (NASF) that is not supported by the formula approach. At New College, each FTE represents one full-time student. Currently at approximately 850 FTE, the College has 198,000 NASF. The decision made by the Board of Governors in November 2016 for New College to increase its FTE enrollment by 40% to 1,200 FTE by the year 2023-2024 and to be a full-service College, will increase the College's NASF need significantly. This Educational Plant Survey for New College is consistent with Board of Governors action. These survey recommendations will meet that Board of Governors action goal.

- 3.1 **Multi-purpose Building** to include Classroom (use codes 110 & 115) – 7776 NASF; Teaching lab (Use codes 210 & 215) – 2723 NASF; Research lab (Use codes 250 & 255) – 660 NASF; office and office service (Use codes 310 & 315) – 35,136 NASF; study (Use codes 410 & 412) – 13,509 NASF; Auditorium Exhibition (use codes 610 & 620) – 2400 NASF; Gymnasium (use codes 520 & 525) – 9200 NASF; Campus Support services (use code 720 & 730) – 5000 NASF; Total NASF – 76,404.

**Demolition Recommendations:**

- 4.1 Demolition of Palmer Court – Buildings A, C, D, and E. (Total NASF – 20,899)

**Standard University-wide Recommendations:**

- SR1. All recommendations for new facilities to include spaces necessary for custodial services and sanitation facilities.
- SR2. All projects for safety corrections are recommended.
- SR3. All projects for corrections or modifications necessary to comply with the Americans with Disabilities Act are recommended.
- SR4. Any project required to repair or replace a building's components is recommended provided that the total cost of the project does not exceed 25% of the replacement cost of the building.
- SR5. Expansion, replacement, and upgrading of existing utilities/infrastructure systems to support the educational plant (as expanded or modified by the recommended projects) are recommended.
- SR6. All projects requiring renovations to space vacated in conjunction with the construction of new facilities that require no significant changes in space categories are recommended.

The complete Educational Plant Survey Report, which is in compliance with the requirements of section 1013.31, Florida Statutes, is ready for Board consideration for validation. Once validated by the Board, survey recommended projects may be included on the Capital Improvement Plan, and are eligible for PECO funding.

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Note: The Survey Team recognizes that New College is unique. The space needs requirement for New College academic programs is not supported by the Formula process. Based instead on the Board's planned enrollment growth projection.

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**Supporting Documentation Included:** Information located in the Facilities Committee materials.

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

June 13, 2019

**SUBJECT:** Florida International University (FIU) Aquatic Center Repairs and Renovation

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**PROPOSED BOARD ACTION**

Authorize the reimbursement of up to \$2,000,000 in Activity and Service (A&S) fee funds; expended for repairs to FIU's Aquatic Center, from the Capital Improvement Trust Fund (CITF) fees allocation and corresponding reduction of the same amount in CITF fees previously approved for the Graham University Center expansion, and amend the Board's prior approval of the CITF Project List on June 27, 2018, to include Aquatic Center Repairs and Renovation for FIU.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution and Section 1009.24, Florida Statutes

**BACKGROUND INFORMATION**

On April 18, 2019, the FIU Board of Trustees approved a proposal for up to \$2,000,000 in repairs to the Aquatic Center at the Biscayne Bay Campus (BBC) utilizing unexpended A&S fee funds. The Board of Trustees also recommended a request to the Board of Governors (Board) authorizing reimbursement of the A&S funds from FIU's Capital Improvement Trust Fund (CITF) fees allocation and a reduction of the same amount in CITF fees previously approved for the Graham University Center expansion.

The Aquatic Center at BBC is home to FIU's Swimming and Diving team and provides recreational needs to almost 250,000 students and community members. Operating costs of the Aquatic Center are paid by A&S fee funds and fees paid by non-students.

The Aquatic Center is approximately 35 years old, with the last renovation occurring in 2009. A recent structural and safety review identified over \$1,600,000 in needed repairs to correct structural deficiencies, water intrusion issues, and critical deferred maintenance. Additional funding authorization of approximately \$400,000 provides a contingency for unforeseen conditions that may be uncovered once the project gets underway. The repairs are projected to take six months to complete. In order to have the Aquatic Center ready for the first 2019-20 swim meet on September 26, 2019, the project needs to begin as quickly as possible. The temporary utilization of unexpended A&S fee funds accommodates the expedited timeline and subsequent reimbursement

by CITF fees requires Board authorization; Board approval is required for all CITF projects. The Board originally approved the CITF Project List on June 27, 2018, which included, for FIU, only the Graham University Center expansion.

In accordance with BOG Regulation 7.003(16), FIU has consulted with the FIU Student Government Association on the utilization of CITF funds to complete the Aquatic Center repairs.

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**Supporting Documentation Included:** Information located in the Facilities Committee materials.

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

June 13, 2019

**SUBJECT:** State University System of Florida Board of Governors Office of Inspector General and Director of Compliance 2019-2020 Work Plan

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**PROPOSED BOARD ACTION**

Discussion and approval of the State University System of Florida Board of Governors Office of Inspector General and Director of Compliance 2019-2020 Work Plan.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Section 20.055, Florida Statutes

**BACKGROUND INFORMATION**

The Chair of the Audit and Compliance Committee will report on the results of the Audit Committee meeting held June 13, 2019. The Audit Committee reviewed the OIGC's work plan and is presenting it to the Board of Governors with a recommendation for approval.

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**Supporting Documentation Included:** Information located in the Audit and Compliance Committee materials

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

June 13, 2019

**SUBJECT:** SUS 2018 Annual Report for Online Education

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**PROPOSED BOARD ACTION**

Consider approval of Annual Report

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

In November 2015, the Board of Governors approved the *2025 Strategic Plan for Online Education*, establishing goals, strategies, and tactics that focus on three primary elements: quality, access, and affordability.

To reflect the status of online education in the SUS and, in particular, the progress made by the System in meeting the goals of the Plan, the *2018 Annual Report for Online Education* will be presented to the Innovation and Online Committee.

If approved by the Committee, the Annual Report will be forwarded to the full Board of Governors for approval.

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**Supporting Documentation Included:** Annual Report included with the Innovation and Online Education Committee materials

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

June 13, 2019

**SUBJECT:** Appointment of University Trustees

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**PROPOSED BOARD ACTION**

Consider 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 section 114.05, Florida Statutes, and University Board of Trustee Selection and Reappointment Process, the following university has one appointment that the Florida Senate did not take action on during the 2019 Legislative Session. In order for the trustee to continue serving, the Board of Governors may consider the trustee's reappointment within 45 days of Sine Die:

1. Florida Polytechnic University

In accordance with the University Board of Trustee Selection and Reappointment Process, the following universities each have one trustee vacancy:

1. University of Central Florida
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. The Subcommittee will recommend appointments for approval to the Board of Governors.

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**Supporting Documentation Included:**

Supporting materials may be found in the Nomination and Governance Committee materials

**Facilitators/Presenters:**

Governor Ned Lautenbach